



2013 History

Intermediate 2

Finalised Marking Instructions

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Part One: General Marking Principles for History Intermediate 2

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: HISTORY INTERMEDIATE 2

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

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
DK	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.

Part Two: Marking Instructions for each Question

THE SHORT ESSAY

SCOTTISH AND BRITISH

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

Question 1

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

8
O1&O2

- the Church was a place of worship
- the Church offered spiritual guidance on how to be a good Christian
- the Church carried out important rituals eg baptism/marriage/funerals
- the Church had political power eg excommunication/interdict
- the Church had an impact on daily life eg decided holidays/no red meat on Fridays
- the Church held its own court and enforced Canon Law
- the Church was a place of education and was used to train boys who wished to become priests
- the Church had economic significance and owned vast amounts of land

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.

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

Question 2

The candidate explains why Scots had accepted Bruce as their king by 1328 by referring to evidence such as:

8
O1 & O2

- some Scots had always agreed he was their king/he had royal blood
- he had driven the English out of Scotland
- he had won a great victory at Bannockburn
- military success showed that God was on his side
- he had made a peace treaty with England/gained recognition from England
- he had destroyed the power/position of the Scottish enemies (eg the Scots)
- he had driven his Scottish enemies out of Scotland (the Disinherited)
- he had forced other Scots to recognise his authority (eg the Earl of Ross)
- he allowed former enemies to change their minds and even gave them their land back
- he had gained international recognition as king – the Pope, the King of France etc
- he had murdered the leading opponent – Comyn
- he had the support of leading Scottish churchmen eg Wishart, Lamberton
- early victories – Loudon Hill, Glen Trool, Pass of Brander
- captured castles – Linlithgow, Perth, Roxburgh, Edinburgh

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.

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

Question 3

The candidate explains why Mary's marriage to Darnley led to her downfall in 1567 by referring to evidence such as:

**8
O1&O2**

- Darnley was unpopular with many Scots whose advice against him she ignored
- Most of Mary's trusted officials resigned and rebelled in protest against him (Chaseabout Raid) which weakened her Government
- Darnley showed himself to be lazy by not doing any government work (Mary used a stamp to replace him) which discredited Mary
- Darnley made his discontent public (drinking/staying out) which discredited Mary
- Mary made use of new officials who were also unpopular (Riccio/ Bothwell) with other Scottish nobles
- Darnley became involved in the murder of Riccio – started a downward spiral of events
- Darnley refused to attend his son's baptism – raised further embarrassing issues
- Mary discussed divorce or alternatives to disposing of Darnley
- Darnley was murdered and Mary was assumed to be complicit
- Mary married Bothwell who was assumed to be the murderer which made her a co-conspirator
- Mary was blamed for having a relationship with Bothwell before Darnley's murder – made her morally unacceptable as a ruler

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.

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

Question 4

The candidate explains why the reign of King James VI and I caused problems with the English Parliament between 1603 and 1625 by referring to evidence such as:

8
O1&O2

- James was viewed by some as overgenerous to his favourites eg James gave between £60,000 and £80,000 on gifts to courtiers in the first ten years of his reign
- James was viewed as extravagant by Parliament eg coronation cost £20,000
- James was criticised for neglecting Parliament in favour of leisure pursuits
- James' belief in the Divine Right of Kings offended some members of Parliament
- arguments over finances between James and Parliament led to the failure of the Great Contract of 1610 and the dismissal of Parliament
- The 'Addled Parliament' objected to impositions, which led to Parliament being dismissed again in 1614
- quarrels over the sale of monopolies by the Crown
- MPs anxious to ensure that the King understood the rights of the Commons presented James with the 'Apology to the House of Commons' in 1606, which asserted that their privileges were under threat
- the Millenary petition of 1603 was presented to James requesting changes to practices in the Church of England, most were rejected
- 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

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.

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

Question 5

The candidate explains why support for the Jacobites had risen by 1715 by referring to evidence such as:

8
O1&O2

- many Scots, loyal to the House of Stewart, felt that King James was their rightful King
- Jacobites were anti-Union
- there was resentment of new taxes – excise, malt tax
- there was no immediate benefit from the Union eg. trade
- Scots did not like the change of currency/measurements etc.
- the Equivalent had not been paid as the Scots had expected
- some felt that Mary/Anne had usurped their father’s position and wanted to right that wrong
- some did not like the new Hanoverian ruler/the “German lairdie”
- some felt slighted by the new Government eg the Earl of Mar, “Bobbing John”

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.

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

Question 6

The candidate explains why many Scots who emigrated became successful in their new homelands by referring to evidence such as:

8
O1&O2

- Scottish emigrants usually had a good level of education
- most Scots spoke English which helped them settle in the USA and countries of the Empire
- many Scots brought capital with them to start farms and businesses
- Scottish farmers were skilled at working more difficult land
- Scots had a reputation for hard work
- Scots founded many industries eg paper-making in New Zealand (credit examples such as wool/brewing/steel)
- money from Scottish banks was skilfully invested in business and industry
- Scottish emigrants helped each other by providing work and housing
- credit examples of successful Scots – Carnegie/Fisher etc.

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.

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

Question 7

The candidate explains why the Second World War changed attitudes towards government involvement in the welfare of its people by referring to evidence such as:

8
O1&O2

- bombing destroyed rich/poor homes and the Government intervened to find shelter for the victims
- bombing broke down barriers between middle and working classes eg bomb shelters, war work and people began to have more sympathy for each other
- government assistance was no longer seen as shameful
- evacuation exposed continuing poverty in cities and created desire for government action
- rationing administered by Ministry of Food/supply was to ensure healthy diets for all
- government took more responsibility for the nation's health eg free milk and vitamins/free immunisations against diphtheria (1941)
- free medical care for those who were victims of war
- local authorities were encouraged to provide school meals for all children of working mothers, not just the poor
- the Government was interfering more in people's lives eg conscription, direction of labour
- Beveridge Report produced in 1942 was well received by the public and encouraged government involvement in solving the problems of society
- changing expectations of government involvement in easing the problems of society since everyone was suffering hardship

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.

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

Question 8

The candidate explains why standards of living fell for many Scots in the 1930s by referring to evidence such as:

8
O1&O2

- high levels of unemployment (up to 50%)
- overseas markets disappeared after the Wall Street Crash/Scotland depended on exporting its goods
- collapse of traditional industries such as steel making/shipbuilding
- many forced to leave Scotland to find work/factories relocated to England
- Means Test/families split up
- poor Scots economy could not provide market for new goods so few new factories opened
- government action limited eg assistance limited to 'special areas'
- few educational opportunities for working class children so little social mobility
- poor/insufficient housing in cities/ overcrowded slums
- poor/non-existent health care
- poor standard of living/lack of progress for women

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.

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

Question 9

The candidate explains why the Easter Rising of 1916 failed by referring to evidence such as:

8
O1&O2

- the rebels had a small army/few of their leaders were trained soldiers
- the rebels were outnumbered by the British
- the rebels failed to take over the city centre or capture Dublin Castle
- the rebels were cut off/surrounded by the British
- extra artillery was brought in by the British
- the British drafted in 12,000 soldiers to fight
- the British used a gunboat to shell the rebels' position
- the majority of Dubliners did not know what was happening/did not support the rebels
- many rebels were killed
- Easter Rising leaders were executed

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

The candidate explains why David I's reign has been described as the "Normanisation" of Scotland by referring to evidence such as:

8
O1&O2

- Scotland was ruled by the Royal Council
- knight service was introduced eg castle-guard
- a feudal baronage was established in Scotland
- introduction of sheriffs
- influx of Norman families – eg the Bruces
- use of knights in the royal army
- building of castles
- founding of monasteries
- introduction of coinage
- David gave land to his Norman friends
- Marriage between Normans and Scottish women

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.

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

Question 11

The candidate explains why the relationship between Emperor Alexius and the Crusaders was difficult by referring to evidence such as:

8
O1&O2

- Bohemond and Alexius were suspicious of each other
- Emperor Alexius and the Crusaders did not trust one another
- Byzantine officers attacked the People's Crusade
- the Crusaders believe Alexius was to blame for the failure of the People's Crusade
- Alexius made the Crusaders wait outside Constantinople/would only allow them into the city in small numbers
- Alexius made the Crusaders take an oath of loyalty eg made them promise to return any Byzantine land captured
- Alexius let the Muslims inside Nicaea go free
- Alexius did not let the Crusaders plunder Nicaea/kept the city for himself
- Alexius did not help the Crusaders when they were surrounded at Antioch
- the Crusaders did not keep their oath of loyalty eg Baldwin took Edessa/Bohemond took Antioch

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.

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

Question 12

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

8
O1&O2

- Edward III was an ambitious king with an eye on foreign conquest
- the success of Edward's rule at home led him to seek success abroad
- French kings claimed overlordship of English possessions in France
- English had economic interests in France – wine/wool/grain
- English resented the continuing French alliance with Scotland
- English kings claimed the throne of France
- a dispute arose over the succession following the death of Charles IV in 1328
- French attacks were reported against English and Flemish merchants in the channel
- King Philip IV declared Edward III's lands in France forfeit
- King Philip IV's invasion of Gascony

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.

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

Question 13

The candidate explains why the lives of Native Peoples in the New World were changed by the voyages of discovery by referring to evidence such as:

8
O1&O2

- European diseases introduced/no immunity to European diseases which proved so deadly
- whole populations wiped out eg in Hispaniola
- defeated in battle/overthrow of native kings and leaders/new system of government by foreign rulers set up
- native people no longer held positions of power or authority
- enslavement of peoples by Spaniards/introduction of slaves from Africa by Portuguese
- destruction of major cities/new European style cities developed eg Lima/Mexico City
- native religions stamped out/forcible conversions to Christianity
- riches/wealth of country taken overseas
- native animals destroyed or driven away/new species eg sheep and horses introduced
- traditional farming techniques abandoned/new crops/practices introduced
- overthrow of native civilisations/ native traditions forgotten/ignored eg calendar

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.

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

Question 14

The candidate explains why the British had lost the war against the Americans by 1783 by referring to evidence such as:

8
O1&O2

- the British forces were poorly led
- tactical errors by Britain eg Yorktown/Saratoga
- British army was small in number/had to rely on mercenary forces
- British soldiers were not properly trained/equipped to cope with terrain and conditions
- colonial army was led effectively by George Washington
- British generals underestimated the bravery of the Americans
- Rebels’ tactics also made life very difficult/often used guerrilla tactics against the British
- colonists had greater forces/able to call on Minutemen when required
- fighting a war so far from home made it difficult to supply British forces
- 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.

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

Question 15

The candidate explains why the British Parliament voted to end the slave trade in 1807 by referring to evidence such as:

**8
O1&O2**

- William Wilberforce had campaigned successfully inside Parliament
- Wilberforce had won the support of influential people, such as former Prime Minister William Pitt
- The Society for the Abolition of the Slave Trade had campaigned, with growing support for the previous 20 years
- Thomas Clarkson had toured Britain, collecting evidence of the barbarities of the trade and shared his findings and evidence at public meetings
- former slave Olaudah Equiano published an account of his experience as a slave
- tactics such as petitions, public meetings, pamphlets, posters, Wedgwood’s anti-slavery memorabilia won publicity and support among public and politicians
- merchants, increasingly, regarded slavery as an inefficient way to produce goods
- goods such as sugar could be produced more cheaply, without slaves, in places such as India
- the industrial revolution meant that the slave trade was seen as less important to the British economy
- Christians increasingly regarded the slave trade as evil
- abolition could help Britain in its Naval War against 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.

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

Question 16

The candidate explains why French peasants were angry before the revolution in 1789 by referring to evidence such as:

8
O1&O2

- peasants had suffered from bad harvests and food shortages especially 1788
- the price of food rose much faster than wages
- peasants had to pay taxes such as the taille, vingtieme, gabelle
- resented the nobility's exemption from most taxes
- peasants resented the nobles' ownership of the land
- peasants disliked having to use landowners mills and being under tight control
- peasants had to pay a tithe to the church/resented church ownership of land
- peasants were subject to the corvee – forced labour on road building/ repairs
- peasants were forced to serve long periods in the army
- the peasants had no political rights and felt the government was not helping them

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.

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

Question 17

The candidate explains why Italy had failed to become a united country before 1848 by referring to evidence such as:

8
O1&O2

- 1815 Congress of Vienna had restored autocratic leaders of the Italian states
- Italian states in the north were under Austrian domination
- Metternich's role in controlling ideas of nationalism and liberalism eg suppression of 1821 and 1831 revolutions
- strict censorship and secret police in most of the states stopped the spread of ideas
- secret organisations such as the Carbonari were ineffective eg unclear in aims
- Carbonari lacked mass support in the revolutions of 1821 and 1831
- lack of clear objectives among the nationalist groups eg divisions over how a united Italy should be organised
- much of the peasant populations of the Italian states were largely indifferent to nationalism
- support for the nationalist cause was largely confined to the minority eg wealthy and educated classes
- nationalist revolutionary groups were mostly parochial

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.

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

Question 18

The candidate explains why the German states were united by 1871 by referring to evidence such as:

8
O1&O2

- growth of cultural nationalism allowed the states to recognise similarities such as language, traditions and culture eg Grimm Brothers and Beethoven
- growth of the Zollverein (customs union) between the German states allowed the states to prosper
- growth of the Zollverein allowed Prussia to become economically dominant in Europe
- growth of ideas such as liberalism and nationalism throughout the German states
- restructuring of the Prussian army following reforms
- annexation of Schleswig in 1865
- Bismarck's diplomacy ensured French and Russian neutrality in the Austro-Prussian war of 1866
- disputes over Schleswig and Holstein gave Prussia an opportunity to wage war on Austria for dominance over the German states
- North German Confederation was formed after the Austro-Prussian war (Treaty of Prague) uniting the northern German states and creating a Kleindeutschland/little Germany
- Bismarck used the Hohenzollern Candidature and the Ems telegram to provoke France into declaring war on Prussia
- defeat of France united the Southern German states with the North

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.

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

Question 19

The candidate explains why the First World War was important in causing the downfall of the Tsar by referring to evidence such as:

8
O1&O2

- Tsar decided to take personal control of the army so was seen as responsible for defeats
- heavy losses demoralised the army and soldiers became reluctant to fight for the Tsar/rising numbers of deserters
- shortage of weapons and ammunition during World War One further demoralised troops
- generals lost faith in the Tsar and encouraged him to abdicate
- soldiers feared being sent to the front/took the side of the workers
- Tsar went to the front and left the Tsarina in charge – she was not competent to take charge
- peasants resented the loss of their sons in the fighting/loss of their animals to the army
- poor medical treatment of the wounded caused bitterness
- war effort devastated the economy leading to high inflation and unemployment
- shortages of food and fuel in cities led to great discontent
- workers demonstrated about shortages and working conditions
- Tsarina allowed Rasputin to influence her decision making and sacked competent ministers
- Tsarina was German and many people thought she was not fully loyal/she was a spy
- Tsar wrongly believed Tsarina's reports rather than those of his government ministers
- middle classes saw the government and the Tsar as incompetent

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.

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

Question 20

The candidate explains why there was a growing demand for civil rights between 1945 and 1965 by referring to evidence such as:

8
O1&O2

- the groundwork for a civil rights movement had been laid by early reformers such as du Bois, Garvey and Washington
- the experience of black American servicemen during WWII had made them aware of non-segregated societies
- during WWII, all Americans were called upon to fight for freedom and democracy, but black Americans felt that they were denied their basic rights in their own country
- success of Philip Randolph and the 'Double V' campaign
- successes of early civil rights organisations such as CORE and NAACP
- black people in the south living under a system of segregation
- black people in the south were subjected to violent persecution - lynching
- the KKK was still active in the southern states
- success of non-violent protests – eg Montgomery Bus Boycott/ Birmingham march
- inspirational leadership of black leaders such as Martin Luther King
- successes of non-violent movement encouraged black people to demand more

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.

Context 12: The Road to War, 1933-1939

Question 21

The candidate explains why the events of 1939 caused the Second World War to break out by referring to evidence such as:

8
O1&O2

- in March 1939, Germany invaded most of Czechoslovakia, breaking the Munich settlement of 1938
- Slovakia broke away and became a pro-German 'puppet state'
- Chamberlain/Great Britain and France decided to abandon the policy of appeasement (however, did not defend Czechoslovakia)
- Hitler's demands to build a railway through the Polish corridor and the return of Danzig increased tension with Poland
- Britain and France promised to defend Poland if she were attacked by Germany
- Soviet Union/Russia attempted to reach an agreement with Britain to defend Poland but Britain refused
- August 1939, Germany and Russia signed the Nazi-Soviet Non-Aggression Pact, agreeing not to go to war with each other so Germany was safe in the east
- Soviet Union/Russia and Germany agreed to divide Poland between them
- September 1, Germany invaded Poland and Britain gave Germany an ultimatum to stop the attack
- Germany ignored the ultimatum and Britain and France declared war on her

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.

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

Question 22

The candidate explains why a crisis had broken out over Cuba by 1962 by referring to evidence such as:

8
O1&O2

- Castro had angered American businesses by nationalising key industries
- Kennedy was looking for an opportunity to take revenge against Castro after the failure of the Bay of Pigs incident
- Castro had angered America by forming an alliance with the Soviet Union
- Castro agreed to site Soviet missiles on Cuba
- US spy planes took photographs of missile bases being constructed on Cuba
- Cuba was only a short distance from the American mainland
- the Soviets refused to remove their missiles from Cuba
- Soviet ships were sailing towards the American blockade around Cuba with additional missiles
- President Kennedy was under huge pressure to stand up to communist aggression
- American public opinion would not accept the presence of Soviet missiles on Cuba

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.

HISTORICAL STUDY

SCOTTISH AND BRITISH

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

Question 1

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

**4
03**

- primary source written during the reign of Henry II
- official document issued by Henry II himself
- to inform people about the laws/to frighten people
- says accused will have to face the ordeal of water/if guilty will lose right hand and foot

Maximum 1 mark for indicating content omission such as:

- Henry introduced the Assize of Clarendon to deal with murder, robbery and theft
- Henry introduced land laws eg the Assize of Recent Disposition/Mort d'Ancester

Question 2

The candidate describes the use of castles in the twelfth century by referring to evidence such as:

5
01

- castles used as a home by a lord/king
- castles used as fortress/place of protection from attack
- castles were symbols of power/status
- castles used as barracks for knights performing guard duty
- castles were administrative centres/headquarters of a village
- castles were used as a court where local law was enforced
- castles were used as a place of entertainment eg feasts
- castles were used as a place to keep criminals/prisoners

For 5 marks, 5 supported points must be given.

Question 3

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

5
02

from the source:

- Becket failed to appear at the Northampton trial
- Henry humiliated Becket and confiscated his lands/Henry accused him of fraud/
Henry charged him with contempt of court
- Becket fled to France without Henry's permission
- Becket appealed to the Pope/continued to defend the rights of the Church

from recall:

- Henry felt betrayed by the behaviour of his former close friend eg Becket resigned as Chancellor
- Becket disagreed with Henry over the issue of Criminous Clerks
- Becket refused to sign the Constitution of Clarendon
- Henry asked the Archbishop of York to crown his son
- Becket excommunicated the Archbishop of York and the bishops involved in the young Henry's coronation

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

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

Question 1

The candidate describes the events which allowed Edward I to interfere in Scotland between 1286-1292 by referring to evidence such as:

**5
01**

- Death of King Alexander III
- the succession of Edward's great-niece, Margaret, the Maid of Norway
- the Guardians turned to Edward to strengthen their authority
- in the Treaty of Salisbury, Eric of Norway let Edward act to protect the Maid
- in the Treaty of Birgham, the marriage between the Maid and Edward's son was agreed
- the death of the Maid left Scotland without a clear heir
- Edward agreed to settle the succession
- Edward obliged the Scots to recognise him as overlord at Norham
- Edward was given direct control over Scotland at Norham
- Edward made King John Balliol do homage to him as his overlord
- Edward brought an army with him to Norham
- several nobles (Bruce, Balliol, Competitors) claimed the throne
- nobles began to gather armies
- Bishop Fraser wrote to Edward for help
- Bruce wrote to Edward for help

For 5 marks, 5 supported points must be given.

Question 2

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

4
O2

- secondary source written many years after Bruce's reign
- written by a Scottish poet – likely to be biased – pro-Bruce/anti-Balliol
- to show Balliol should not have been chosen as king/was incompetent
- tells Balliol was made king because he agreed to obey Edward/how Balliol lost his crown

Maximum 1 mark for indicating content omission such as:

- King John Balliol was called “toom tabard”/sent to the Tower of London
- Bruce had also promised to obey Edward

Question 3

The candidate explains why William Wallace resigned after the Battle of Falkirk by referring to evidence such as:

5
02

from the source:

- Wallace's victory at Stirling Bridge was the only reason he made it to the top/was made Guardian
- nobles resented him for stealing their traditional position of leadership
- Wallace had chosen a bad location to fight Edward
- jealousy/snobbery led them to withdraw from Falkirk

from recall:

- it was rare for a low-born person to rise up the ranks
- Wallace was a younger son of an obscure knight
- without the nobles (cavalry), Wallace was easier to defeat at Falkirk
- Wallace's use of schiltrons contributed to his defeat
- Wallace was thoroughly defeated at Falkirk and could not justify his position as Guardian

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

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

Question 1

The candidate explains why Cardinal Beaton was unpopular with Scottish Protestants by 1545 by referring to evidence such as:

**5
02**

from the source:

- he had persuaded Arran to give up Protestantism and return to the Catholic Church
- he had increased French influence in Scotland
- he had influenced Scots to cancel the Treaty of Greenwich
- he had helped confirm the Auld Alliance with France

from recall:

- he failed to protect Scotland from Henry VIII's invasion
- he persecuted Protestants in Scotland eg Wishart
- he upset Protestants by using church money to provide for his family
- he upset Protestants by being a pluralist (holding several jobs at once)

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

Question 2

The candidate describes the events which led to Scotland becoming a Protestant country in 1560 by referring to evidence such as:

**5
01**

- Mary of Guise had clamped down on Protestants in Scotland
- Mary of Guise wanted to introduce a new tax in Scotland to pay for its government
- the Lords of the Congregation rebelled against Mary of Guise
- John Knox returned to Scotland and began preaching
- iconoclastic outrages took place eg in Perth
- there were disturbances on “Flitting Friday”/the date given by the Beggars’ Summons
- French soldiers were called to Scotland
- English soldiers were sent to help the Lords of the Congregation
- during the peace conference, Mary of Guise died
- the Scottish Parliament was called and it made Scotland a Protestant country

For 5 marks, 5 supported points must be given.

Question 3

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

4
03

- secondary source written by a modern historian many years after Mary's reign
- the author will have researched his information
- to show that Mary's protestant critics had very strict religious views/disapproved of her frivolity
- it criticises Mary for dancing

Maximum 1 mark for indicating content omission such as:

- Mary was criticised for keeping her Roman Catholic religion
- concern at possible French influence eg French nobles coming to Scotland

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

Question 1

The candidate describes the attempts made by Charles I to raise money between 1629 and 1640 by referring to evidence such as:

**5
01**

- selling monopolies
- extending the traditional ship's tax (previously levied only on coastal towns) to the whole countryside
- collection of tonnage and poundage without Parliament's consent
- forced loans
- sale of offices
- sale of royal lands
- forest fines, by which anyone living inside the fourteenth century boundaries of a royal forest was fined
- fining people if they did not accept knighthoods (as Knights had to provide loans to the crown)

For 5 marks, 5 supported points must be given.

Question 2

The candidate explains why the religious policies of Charles I caused resentment in England and Scotland by referring to evidence such as:

5
02

from the source:

- decorative changes to services were opposed by Puritans who believed in simple services
- Puritans opposed stained-glass windows and Priests wearing decorated robes
- Puritans thought Laud's changes made the Church of England look too Catholic
- harsh treatment of a Puritan critic (William Prynne) gained more opposition for Charles

from recall:

- opposition to Charles' demands to the use of the New Prayer Book/riot in Edinburgh when it was introduced in 1637
- resentment at the Act of Revocation which demanded the return of church land taken since 1540
- resentment of Charles' coronation in Scotland which employed Anglican forms
- opposition to the introduction of Bishops into the Scottish Church

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

Question 3

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

4
O3

- primary source written at the time of the Long Parliament
- part of the list of demands by MPs themselves/by those in opposition to the King
- to persuade Charles to make changes to the way he controlled Parliament
- MPs wanted advisers removed and put on trial/want Charles to stop dismissing parliament whenever he wants

Maximum 1 mark for indicating content omission such as:

- want Charles to get rid of Court of Star Chamber which he was using to lock up his opponents
- the hated Church of England reforms were to be reversed

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

Question 1

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

**4
03**

- secondary source written long after events
- the source would have been researched and should be accurate
- to explain why the Scottish economy was very weak at that time
- Scotland lost its money at Darien/ harvests were very poor

Maximum 1 mark for indicating content omission such as:

- Scotland’s trade with Europe was being hampered by England’s wars with France

Question 2

The candidate describes the Succession Problem which Queen Anne wanted to solve before her death by referring to evidence such as:

**5
01**

- Queen Anne's children had all died/there was no direct heir
- only a Protestant heir would be acceptable for England and Scotland
- Queen Anne did not have any close Protestant relatives to succeed her
- Queen Anne's closest relative, her Catholic half-brother James (the Old Pretender), was not acceptable for religious reasons
- Queen Anne's closest Protestant relative was her second cousin, George, Elector of Hanover
- some people were wary of having someone so distantly related and unfamiliar with Britain as ruler
- Scots were threatening to choose a different Protestant heir for Scotland to end the "Union of the Crowns"
- Queen Anne was determined not to split her inheritance
- The Scots had no realistic alternative to the Hanoverians except, perhaps, the Duke of Hamilton

For 5 marks, 5 supported points must be given.

Question 3

The candidate explains why there was so much opposition to the Union in Scottish burghs by referring to evidence such as:

5
02

from the source:

- surrender of Scotland's honour/auld animosity to England
- loss of wine trade with France
- fear of loss of custom from MPs and Lords after parliament moved to London
- Church of Scotland ministers feared for its future/preached against it

from recall:

- frightened of cheap English competition
- fears about new taxes on Scotland
- worried about the changes of money/weights, measures etc.
- fear for the survival of Scots law

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

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

Question 1

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

**5
01**

- Irish found seasonal employment on farms
- the cotton and textile factories of Lanarkshire provided employment
- linen and jute factories in Dundee provided work
- Irishmen worked on canal and railway building
- coal and iron ore mines in Lanarkshire, Ayrshire and Central Scotland
- there were jobs such as unskilled labouring and cart driving
- some Irish immigrants became street sellers or opened shops in the cities
- some opened pubs

For 5 marks, 5 supported points must be given.

Question 2

The candidate explains why many Scots resented Irish immigrants by referring to evidence such as:

5
02

from the source:

- newspapers described Irish as being violent
- drunken navvies took control of Hamilton and terrified people
- blamed for taking most of the money available to the poor
- blamed for theft and burglary

from recall:

- most Irish immigrants were Catholic, most Scots were Protestant
- blamed for taking Scots jobs/depressing wages
- blamed for creating overcrowding in housing
- blamed for not fitting in to Scottish society

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

Question 3

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

4
O3

- primary source from a time of large scale emigration from the Highlands
- the writer is reporting from personal experience – likely to be accurate
- to show that the landlord was helpful and generous/that people wanted to emigrate
- they let the landlord know what they needed in order to emigrate/their way was eased

Maximum 1 mark for indicating content omission such as:

- only a one-sided view – many landlords forced their tenants to leave
- the Clearances involved a great deal of cruelty

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

Question 1

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

**4
03**

- primary source produced at a time of extensive poverty in Britain
- Rowntree investigated the extent of poverty and published his findings
- to show the extent of the problem of poverty in the town of York
- there were overcrowded conditions/this affected standards of health

Maximum 1 mark for indicating content omission such as:

- low rates of pay/death of breadwinner
- large families/poor diets
- study only covered one industrial town, York/Booth studied poverty in London

Question 2

The candidate describes the ways the Liberal government reforms of 1906-1914 failed to meet the needs of the people by referring to evidence such as:

5
01

- not all local authorities introduced free school meals at first
- medical inspections did not provide treatment (until school clinics in 1912)
- amount of old age pensions was not enough to prevent poverty
- pension age was set too high at 70
- health insurance only covered the worker and not their families/lasted only 13 weeks (at 10s, 5s weekly for next 13 weeks)
- unemployment insurance only covered certain industries
- no attempts were made to tackle poor housing
- no attempts to improve the education of the poor

For 5 marks, 5 supported points must be given.

Question 3

The candidate explains why the Labour reforms of 1945-1951 were considered by many to be a success by referring to evidence such as:

5
02

from the source:

- there would be one single insurance payment/government improved the National Insurance system
- unemployment and sickness benefits helped the workers
- maternity and widows' benefits ensured that families were also covered
- National Assistance Act to help those not covered by the National Insurance scheme

from recall:

- 200,000 homes a year were built between 1945 and 1951
- prefabs were built/new towns were built
- unemployment was reduced to 2.5% by 1946
- free medical care was given to all resulting in a significant fall in the death rate
- the school leaving age was raised to 15, which made secondary education a reality for all

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

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

Question 1

The candidate explains why Suffragette actions were important in getting women the vote by referring to evidence such as:

**5
02**

from the source:

- Suffragettes kept the campaign for votes for women in the news every other day
- put their own lives in danger so women could win the right to vote
- the dramatic death of Emily Davison had given the movement its first martyr and left no doubt about the Suffragettes' dedication
- their courage in prison continued to win them sympathy and admiration

from recall:

- publicity they attracted prevented the issue being ignored (despite importance of other situations eg Ireland/Germany)
- won support of many men eg dockers provided a bodyguard for Mrs Pankhurst in 1914
- won sympathy by enduring force feeding/forced the government to pass the Cat and Mouse Act to quieten public outrage
- agreed to stop the campaign to help the war effort, winning government support
- force feeding persuaded some women to join the WSPU

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

Question 2

The candidate describes the ways job opportunities changed in Scotland after the Second World War by referring to evidence such as:

5
01

- development of new primary industries eg North Sea Oil/North Sea Gas/Nuclear power at Dounreay
- introduction of new light industries eg IBM/TVs/typewriters etc.
- expansion of public sector eg NHS/DHSS
- expansion of service sector eg banking/finance in Edinburgh/hospitality industry/retail
- expansion of communications sector eg telecommunications/broadcasting
- increased opportunities for women workers/more part-time jobs available
- greater investment in Scotland enabled factories to set up
- new towns attracted electronics/research and development/NEL in East Kilbride
- improved transport/car ownership enabled commuting to work
- opening of car plant at Linwood/trucks at Bathgate
- fewer jobs in traditional industries/contraction of shipbuilding/steel/deep coal mining

For 5 marks, 5 supported points must be given.

Question 3

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

**4
O3**

- primary source produced in 1935 when Scottish seaside holidays and day trips were popular
- postcard so taken by professional photographer – possible bias as form of advertising
- to show that Portobello is an attractive pleasure beach/place to holiday
- shows lots of holidaymakers enjoying the sea/shows funfair in the background as added attraction

Maximum 1 mark for indicating content omission such as:

- does not show the popularity of indoor activities such as cinema/ dancing/radio

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

Question 1

The candidate explains why Unionists campaigned against Home Rule before 1914 by referring to evidence such as:

**5
02**

from the source:

- Home Rule threatened the Protestant way of life
- Unionists believed the Bill was part of a Catholic plot to take over Belfast
- Home Rule would lead to full independence for Ireland/separation from the United Kingdom
- Unionists wanted to keep Ireland part of the British Empire

from recall:

- believed that Home Rule meant Rome Rule
- feared interference from Dublin in business affairs
- feared the shipbuilding/linen industry would suffer
- feared loss of trade with Britain/Empire
- believed Ulster's prosperity would be lost when tied to poor rural Ireland
- believed Ulster would be isolated in Europe

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

Question 2

The candidate describes the actions of both sides during the Anglo-Irish War of 1919-1921 by referring to evidence such as:

**5
01**

- IRA ambushed and killed police eg Soloheadbeg/Tipperary
- British Government banned Dail Eireann/Sinn Fein
- Ireland placed under curfew
- IRA used guerrilla tactics eg attacked isolated RIC barracks/stole weapons
- Black and Tans used stop and search tactics
- Lord Mayor of Cork murdered by RIC
- IRA set up spy network called "The Squad" who killed informers/detectives
- Bloody Sunday: IRA killed 11 government agents
- Black and Tans killed 12 civilians at Croke Park
- IRA massacred an Auxiliary unit near Cork
- Auxiliary unit burned Cork city centre

For 5 marks, 5 supported points must be given.

Question 3

4
O3

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

- primary source spoken at the end of the Civil War
- Eamon De Valera was the leader of the Republican army and so would have taken the decision to end the war
- to inform Republicans that the war had ended/to offer hope that they would one day fight again
- says our army has been overrun/many of our soldiers are in prison or have been executed

Maximum 1 mark for indicating content omission such as:

- an amnesty was announced allowing Republicans to go free if they stopped fighting
- Republican hard-line leader Liam Lynch was killed

EUROPEAN AND WORLD

Context 1: The Norman Conquest, 1060-1153

Question 1

The candidate describes the methods William used to crush opposition to his rule in England by referring to evidence such as:

**5
01**

- Saxon army was crushed at Hastings
- building of castles across southern England as a base from which to crush rebellion
- Tower of London built to deal with unrest in London
- military expeditions – eg to the Godwinson strongholds in South west England
- destruction of Saxon and Danish army at York 1069
- William remained in occupation of the north through the winter of 1069
- destruction of villages and farmland north of the Humber as a punishment for rebellion (Harrying of the North)
- attack on rebel forces in South east England in 1070/Hereward the Wake's rebellion was crushed

For 5 marks, 5 supported points must be given.

Question 2

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

4
03

The sources fully agree

Source A

- William was able to extend his influence throughout England
- people were made to swear an oath of loyalty to William
- peasants were assumed to be too unimportant

Source B

- William was able to tighten his control over England
- the baron would kneel before him and swear to be his man
- the peasants were rated lowest in the feudal system

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

Question 3

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

5
02

from the source:

- the King shared in wealth from tolls and market dues
- trade in the burghs helped the local economies
- burghs also attracted foreign merchants to Scotland
- annual fairs brought in more tolls

from recall:

- burghs encouraged trade in Scottish produce such as wool, skins and grain
- trade encouraged better relations with other countries
- justice was dispensed through burgh courts
- burgh walls provided a defence for the local population

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

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

Question 1

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

**4
03**

The sources fully agree

Source A

- Pope Urban II said Jerusalem must be recaptured
- the Pope wanted to stop Christian churches from being destroyed
- the Pope wanted to stop knights fighting amongst themselves

Source B

- the Pope encouraged Christians to reclaim Jerusalem any way they could
- the Pope said he would not rest until every Christian church in the East was protected
- the Pope told knights they must end their bad behaviour

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

Question 2

The candidate describes the problems faced by the People's Crusade on their journey to Jerusalem by referring to evidence such as:

**5
01**

- the People's Crusade had little military experience/few weapons/was ill-disciplined
- Peter the Hermit was a good spiritual leader but a poor military one
- the People's Crusade was unprepared and quickly ran out of food and money
- attacks on local people and the Jewish community earned them a poor reputation/made people unwilling to help them
- the People's Crusade attacked the local people in Belgrade/some Crusaders were killed in the fighting
- the Byzantine army attacked the People's Crusade at Nish/heavy casualties/Peter the Hermit's supplies lost
- the People's Crusade argued amongst themselves and divided into separate groups/Peter the Hermit was no longer the recognised leader
- the People's Crusade was massacred at Civetot by the Turks

For 5 marks, 5 supported points must be given.

Question 3

The candidate explains why the Crusaders were able to keep control of the Latin States after 1099 by referring to evidence such as:

5
02

from the source:

- Godfrey of Bouillon was a strong and able Crusader/re-organised the army and prepared them for battle
- the Crusaders defeated the advancing Muslim army
- they extended their territory in the East/were able to push their enemies back
- Godfrey built castles to protect the land

from recall:

- the Crusaders recruited specialised knights to help them defend the Latin States eg Knights Templars/Hospitallers
- the Crusaders negotiated with Muslim peasants ensuring that there was a supply of crops for the Latin States
- the Crusaders established the feudal system in the East ensuring each knight fulfilled his duty to fight/carry out castle guard
- the Crusaders established trade links with Italian cities ensuring a supply of material and resources was sent East
- Italians set up trading stations/paid taxes to Crusaders

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

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

Question 1

The candidate explains why the English were successful at the Battle of Poitiers by referring to evidence such as:

**5
02**

from the source:

- effectiveness of English archers firing from cover
- led to panic in the French army/caused many to flee
- skill of the Black Prince in keeping reinforcements/stopping King John's attempt to outflank him
- Black Prince cut King John off from rest of his army

from recall:

- the French delayed their attack for a day to attempt to negotiate a truce allowing the English to consolidate their position
- the English army positioned itself on high ground
- the French were lured into the first attack due to feint by English knights
- English archers had 'bodkin' arrows which could pierce plate armour
- King John was forced to surrender

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

Question 2

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

**5
01**

- terror caused by the spread of a mysterious illness with no reliable cure
- around one third of the population died
- entire villages left deserted
- severe disruption caused to agriculture due to labour shortages
- labour shortages led to a rise in wages
- worsening relations between peasants and landowners
- rising crime
- some peasants left the land that they were previously tied to
- people began to question the teachings of the Church

For 5 marks, 5 supported points must be given.

Question 3

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

4
03

The sources fully agree

Source B

- Joan of Arc led the French armies to victory
- the end of their long and bitter civil war meant that the French now had greater unity
- French leaders adopted new methods of fighting

Source C

- Joan of Arc played a vital role by inspiring the army to victory
- the Burgundians made peace with the French King ending the feud which had divided France
- the French built a more efficient, tactical army

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

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

Question 1

The candidate explains why explorers went on voyages of discovery by referring to evidence such as:

**5
02**

from the source:

- some wanted to become famous
- there was a great desire to know more about the world
- some believed it was their Christian duty to spread their faith
- explorers could become very rich

from recall:

- find new sources of spices and luxury goods
- find and claim new lands for their country
- find new trade routes avoiding Arab taxes
- rising population in Europe – looking for opportunities elsewhere
- improved naval technology/improved navigation techniques enabled longer voyages

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

Question 2

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

4
O3

The sources agree

Source B

- crews threatened mutiny
- Columbus pretended they had travelled a shorter distance than they had to reassure them
- the Pinta set off on its own and the Santa Maria ran aground

Source C

- a mutiny broke out
- Magellan did not tell the fleet their destination as he knew this long journey would terrify them
- one ship sank and another disobeyed and returned to Spain

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

Question 3

The candidate describes the voyage of Vasco da Gama in 1497 by referring to evidence such as:

5
01

- sailed from Lisbon with four ships
- sailed into South Atlantic out of sight of land/towards the coast of Brazil
- rounded Cape of Good Hope using Dias's route
- sailed up east coast of Africa
- landed in Malindi and took on an experienced pilot
- sailed to Calicut in India
- traded and acquired a cargo of spices for gold
- lost two ships and half his men
- successfully found the sea route to India
- voyage made a huge profit (6,000%)
- underestimated the sophistication of the king/civilisation in Calicut/ thought the Hindus were Christians/treated native peoples harshly/soured relations
- Portuguese became dominant European sea power in the Indian Ocean
- broke the Venetian monopoly
- da Gama became personally wealthy

For 5 marks, 5 supported points must be given.

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

Question 1

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

**4
03**

The sources fully agree

Source A

- many colonists regarded taxes as unfair as they were not represented in the British parliament
- colonists were furious with the passing of the Stamp Act in 1765
- killing of colonists by British soldiers in Boston reported as a brutal massacre

Source B

- colonists were unhappy about ‘no taxation without representation’
- the Stamp Act produced a furious storm of protest
- the shooting of five protestors was portrayed as a terrible crime by the British

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

Question 2

The candidate describes what happened at Lexington and Concord in 1775 by referring to evidence such as:

**5
01**

- the British believed that the American militia had an arms store at Concord and set off to destroy it
- spies had warned of the British Army's movement and counter-attack was launched at Concord
- militia in Massachusetts had been training/preparing for war
- British soldiers were confronted by a group of 'Minutemen' at Lexington
- a number of Minutemen were killed
- at Concord, the British did not find the weapons
- the British were attacked by a larger force at Concord and many Redcoats were killed
- the British soldiers were fired at all the way back to Boston

For 5 marks, 5 supported points must be given.

Question 3

The candidate explains why some British people sympathised with America in the Wars of Independence by referring to evidence such as:

5
02

from the source:

- many people supported the view of Thomas Paine that Britain was abusing the rights of the American people
- Paine's ideas were very popular/150,000 copies were sold
- the King's rejection of the Olive Branch petition angered radicals in Britain
- the news that Britain was using mercenaries from Germany led some people in Britain to question the point of the war

from recall:

- radicals in Britain opposed the war and supported many of the Americans demands for reform
- radicals in Britain argued that British rule was hindering the economic development of the colonies
- Edmund Burke argued against taxing the Americans to raise money for Britain
- Edmund Burke argued force would never succeed in gaining authority over the American colonists
- William Pitt argued in Parliament that measures such as the Stamp Act were unfair on the colonists

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

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

Question 1

The candidate explains why the slave trade was important to many British cities by referring to evidence such as:

**5
02**

from the source:

- Liverpool profited directly from the transportation of human beings as slaves
- Glasgow had the largest share of the British tobacco trade and this helped the city’s economic development
- profits from the tobacco trade also contributed to the development of industry in Glasgow
- Bristol merchants profited from the sugar trade

from recall:

- involvement in the slave trade provided employment in port cities
- the slave trade provided work for sailors
- involvement in the slave trade helped the population growth of cities
- the profits linked to the slave trade contributed to the wider economy and infrastructure of cities
- the products of the slave trade – cotton/tobacco/sugar – were in great demand

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

Question 2

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

4
O3

The sources fully agree

Source B

- armed raiders attacked African villages and seized as many men, women and children as possible
- the Africans left their villages and took to the forests to hide as soon as they saw the ship
- Europeans began to buy slaves from their African masters

Source C

- raiding and kidnapping spread terror deep into Africa
- frightened villagers, trying to escape the raiders, moved into remote areas
- the kings and chiefs of the African tribes became trading partners with European merchants and swapped their people for European goods

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

Question 3

The candidate describes the ways in which slaves were prepared and sold in the West Indies by referring to evidence such as:

**5
01**

- slaves were prepared for sale by having oil rubbed into their body to improve the appearance of their skin
- tar was used to cover or disguise wounds
- hair was shaved to make the slaves look younger
- slaves were inspected by potential buyers/slaves were often inspected as though they are animals
- slaves were often paraded naked
- slaves were sold to the highest bidder
- sometimes the auction took the form of a scramble
- families were often split up during the auction process
- slaves were often branded by their new owner following the auction

For 5 marks, 5 supported points must be given.

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

Question 1

The candidate describes the events of July 1789 which led to the attack on the Bastille by referring to evidence such as:

**5
01**

- riots broke out when Necker, a popular minister, was sacked by the king
- more riots broke out in Paris as food prices rose to an all-time high
- the soldiers refused to fire on the rioters/mob and joined them
- government weapons stores were attacked therefore many of the mob were armed
- rumours spread that the Bastille fortress held many political prisoners
- the Bastille garrison refused to give in and pointed cannon on working class areas of Paris
- the mob decided to capture the Bastille to take weapons stored there and release the prisoners

For 5 marks, 5 supported points must be given.

Question 2

The candidate explains why many French people were unhappy with the results of the Revolution by 1792 by referring to evidence such as:

5
02

from the source:

- the Revolution benefited the middle class
- only the middle class had the right to vote for the Assembly
- only the wealthy could elect Assembly members
- it was easy for the nobles to buy Church lands

from recall:

- most working men and artisans were declared “passive citizens”/could not vote
- ordinary citizens could not join the National Guard
- nobility were to be compensated for loss of feudal rights
- workshops for the unemployed were closed
- many were unhappy with the treatment of the Catholic Church
- many still supported the monarchy

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

Question 3

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

4
O3

The sources agree

Source B

- to protect the gains of the Revolution
- trials and punishments are fair
- the members believe in perfect justice

Source C

- the great achievements of the Revolution are saved
- the Committee created the fairest system of justice ever known
- innocent citizens are protected from false accusations

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

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

Question 1

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

**4
03**

The sources agree

Source A

- each revolution had very different aims/revolutionaries failed to work together
- Austria quickly defeated its own revolutions which was decisive in halting those in Italy
- leadership of General Radetzky was superior to that of Charles Albert

Source B

- Italian revolutionaries failed to unite in a common aim/could not fully co-operate
- Austria recovered quickly from its revolutions which allowed them to control the Italian revolutions
- Austrian forces were better led

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

Question 2

The candidate explains why Cavour was important to Italian unification by referring to evidence such as:

5
02

from the source:

- he developed Piedmont into a modern industrial state
- Piedmont became the richest Italian state which eventually dominated the rest of Italy
- he provoked Austria into starting the war of 1859
- he secured an alliance with France to support the war with Austria

from recall:

- modernised the Piedmontese armed forces
- encouraged the National Society in Sardinia to look to Piedmont for leadership
- persuaded Victor Emmanuel to advance into the Papal States to prevent Garibaldi from taking Rome
- expanded Piedmont in the North, central and Papal States

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

Question 3

The candidate describes Garibaldi's contribution to Italian unification by referring to evidence such as:

5
01

- he initially supported the aims of Mazzini's 'Young Italy' to unite states in a democratic republic
- he defended Rome against the French in 1849
- was a member of the nationalist society from 1857
- led 'The Thousand' and sailed to Sicily in 1860
- conceded his conquests to Victor Emmanuel at Teano in 1860
- was a successful military leader who inspired the Red-shirts to victories, often against strong opposition
- was hugely popular with the peasants
- he used the peasant disturbances in Sicily to unite the north and south

For 5 marks, 5 supported points must be given.

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

Question 1

The candidate explains why the ideas of liberalism and nationalism failed to spread in Germany after 1815 by referring to evidence such as:

**5
02**

from the source:

- German Princes were allowed to hold on to their power which upset liberals and nationalists
- ideas of liberalism and nationalism only appealed to a minority of educated people
- Carlsbad Decrees outlawed the student movement
- Carlsbad Decrees regulated universities so that liberal ideas could not spread

from recall:

- student unions were abolished in order to stop ideas spreading
- newspapers and periodicals were censored to stop ideas spreading
- students expelled from one university for spreading ideas could not go to another university
- university teachers who encouraged liberalist and nationalist ideas were dismissed

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

Question 2

The candidate describes the revolutions which began in Germany in 1848 by referring to evidence such as:

5
01

- some demonstrators were killed when King Frederick William IV called troops in to disperse them
- demonstrators built barricades
- 300 demonstrators were killed after several days of fighting
- King Frederick William changed his mind and agreed to give in to the demands of the demonstrators
- King Frederick William agreed to call a National Assembly which would meet in Frankfurt in May 1848
- Frankfurt Parliament took almost a year to decide on a constitution
- Frankfurt Parliament failed to agree on what would be included in a united Germany (Grossdeutschland/ Kleindeutschland argument)
- King Frederick William refused to accept the invitation to become king
- Frankfurt Parliament failed

For 5 marks, 5 supported points must be given.

Question 3

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

4
03

The sources agree

Source B

- gained a powerful hold over the king by force of his personality and powers of persuasion
- Parliament annoyed at Bismarck's tactics of maintaining royal authority over Parliament
- in 1863 Parliament declared that it could no longer work with Bismarck

Source C

- Bismarck gained influence over the king due to his strong personality
- Parliament objected to Bismarck's methods of ensuring royal authority was upheld
- in 1863 Parliament informed the king they were not willing to deal with Bismarck

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

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

Question 1

The candidate explains why the Orthodox Church was important in maintaining the Tsar's rule by referring to evidence such as:

**5
02**

from the source:

- the Church taught the people to be loyal to the Tsar
- Tsar himself, as head of the Orthodox Church, appointed its chief bishops
- the Holy Synod was a government department
- the Church had influence, power and wealth

from recall:

- most people were religious so obeyed the Church
- the Church taught that the Tsar was appointed by God/was their 'Little Father'
- taught peasants that their poverty was the will of God/they should not complain/kept the peasants poor/quiet/helped keep the aristocracy in power
- supported the policy of Russification

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

Question 2

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

4
03

The sources mainly agree

Source B

- Duma was never intended to represent workers and peasants
- Tsar appointed Ministers
- Tsar could simply dismiss the Duma if it displeased him

Source C

- very few of the lower classes ever voted
- Tsar had chosen Stolypin as Prime Minister
- Tsar dissolved the first Duma after 10 weeks as it upset him

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

Question 3

The candidate describes the weaknesses of the Whites in the Civil War by referring to evidence such as:

5
01

- White forces were split/never united their full strength
- White forces were fighting for different aims
- White forces could not communicate with each other
- White Generals did not co-ordinate their attacks/strategy
- Whites did not have enough men/too many officers
- Whites held peripheral areas/did not control the industrial centre
- Whites did not control rail networks
- Whites did not control factories
- Whites had difficulty getting food from peasants
- Whites were poor administrators
- many White officers were corrupt/decadent
- peasants thought Whites would take away the land they had gained
- areas such as the Baltic states and the Don resisted helping the Whites

(**NB** this is **not** asking about the strength of the Reds)

For 5 marks, 5 supported points must be given.

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

Question 1

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

4
O3

The sources agree

Source A

- immigrants headed for the great cities
- few wanted to stay in the United States for long
- crime served as a ladder for upward mobility
- little formal education

Source B

- my family lived in Chicago
- Father wanted to return to Italy
- author committed crime with an older gang who were living a better life
- I started dodging school

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

Question 2

The candidate describes the effects of the Jim Crow laws on Black Americans in the 1920s and 1930s by referring to evidence such as:

5
01

- created a segregated society/enforce segregation between Black and White people
- some states made relationships/marriage between races illegal
- separate schooling was enforced
- separate toilets and washrooms
- transport facilities were segregated
- Supreme Court decision in 1896 Plessey case fixed 'separate but equal' in law
- facilities made available to Blacks were of an inferior standard
- Black Americans were humiliated

For 5 marks, 5 supported points must be given.

Question 3

The candidate explains why there was a split in the Civil Rights movement in the mid-1960s by referring to evidence such as:

5
02

from the source:

- some felt that the injury and loss of life did not justify the gains made by non-violent protest
- some were frustrated by the slow pace of change
- some were influenced by new leader/leaders who promised a better future for the northern ghettos
- some resented the way that Black people were bullied by the police

from recall:

- some supported a more violent campaign/rejected non-violence
- some felt that the movement concentrated too much on Civil Rights in the South
- some rejected integration in favour of separatism
- some supported groups who offered new solutions to problems faced by Black people eg Nation of Islam/Black Panthers
- some felt that more had to be done to help Black people who faced poverty

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

Context 12: The Road to War, 1933-1939

Question 1

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

**4
03**

The sources agree

Source A

- differences between the races was scientific fact
- Aryan people of northern Europe were superior in every way
- it was logical that people like this should control other races

Source B

- biological research had shown that there was a distinction between races
- Aryans of Germany and Scandinavia were the Master Race
- this gave them authority to rule over the other peoples of the world

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

Question 2

The candidate describes Hitler's plans for Germany after 1933 by referring to evidence such as:

**5
01**

- to restore German power by breaking the treaty of Versailles
- to build up the German army
- to create a German air force
- to regain the lands given to Poland
- to remilitarise the Rhineland
- to unite all Germans and create a Greater Germany eg Austria/the Sudetenland
- to gain 'living space' in Eastern Europe for the German people
- to defeat Communism

For 5 marks, 5 supported points must be given.

Question 3

The candidate explains why Britain followed a policy of Appeasement in the 1930s by referring to evidence such as:

5
02

from the source:

- many people felt that the Treaty had been unfair
- large sections of the population were against war
- there was fear of bombing from the air
- the Prime Minister thought Hitler could be persuaded to keep the peace

from recall:

- Chiefs of Staff warned the government that British forces were unprepared
- Britain had no reliable allies – Empire unwilling, France was not trusted and USA was isolationist
- the Great Depression meant there was no money for rearmament
- communist Russia was the real threat to peace

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

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

Question 1

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

**4
03**

The sources fully agree

Source A

- as soon as the war ended a climate of suspicion developed
- Soviet and American leaders held opposing ideological views
- America's decision to use the atomic bomb against Japan placed further strain on relations

Source B

- the Soviet Union and the Americans developed open hostility towards each other
- there were ideological divisions between both sides
- tension was increased by America's use of the atomic bomb against Japan

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

Question 2

The candidate describes the tactics used by the USA in the Vietnam War by referring to evidence such as:

**5
01**

- the Americans rapidly increased troops on the ground
- half a million US soldiers were in Vietnam by 1969
- the US used conscripts on short tours of duty in Vietnam
- the Americans used modern technology against their enemy – machine guns/long range bombers/helicopters/war ships
- bombing raids were widely used against strategic targets in North Vietnam – factories/railways/bridges
- the Americans tried to disrupt supply routes/the Ho Chi Minh Trail
- the Americans used chemical weapons to destroy the forest/defoliation to allow them to see their enemy more clearly
- the Americans used strategic hamlets to control the population of South Vietnam
- tried to win hearts and minds

For 5 marks, 5 supported points must be given.

Question 3

The candidate explains why relations between the superpowers improved in the 1970s by referring to evidence such as:

5
02

from the source:

- President Nixon began to withdraw troops from Vietnam/peace in Vietnam had a positive influence on superpower relations
- President Nixon and Carter enjoyed the increased popularity they won as peace-makers
- Brezhnev welcomed improved relations with America because he recognised the perils of all-out nuclear war
- peace with America also left him free to concentrate on problems within the Soviet Union

from recall:

- Soviets and Americans had reached parity in the arms race and both had a surplus of weapons
- both countries had economic difficulties and were keen to reduce spending on the military
- President Nixon's visit to Moscow in 1974 helped to reduce tension
- Soviets and Americans cooperated on a joint Soyuz – Apollo space mission in 1975
- both sides were able to reach agreement to limit or reduce nuclear weapons
- increased trade between both sides helped to improve relations

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

[END OF MARKING INSTRUCTIONS]