

X044/201

NATIONAL
QUALIFICATIONS
2008

MONDAY, 26 MAY
9.00 AM – 10.45 AM

HISTORY
INTERMEDIATE 2

The instructions for this paper are on *Page two*. Read them carefully before you begin your answers.
Some sources in this examination have been adapted or translated.



INSTRUCTIONS

Answer **one** question from Part 1, The Short Essay

Answer **one** context from Part 2, Scottish and British

Answer **one** context from Part 3, European and World

Answer **one** other context from

either Part 2, Scottish and British

or Part 3, European and World

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[Turn over

PART 1: THE SHORT ESSAY

Marks

Answer **one** question. For this question you should write a short essay using your own knowledge. The essay should include an introduction, development and conclusion. Each question is worth 8 marks.

SCOTTISH AND BRITISH CONTEXTS:

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

Question 1: Explain why the Church was important in the Middle Ages.

8

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

Question 2: Explain why there was a succession problem in Scotland between 1286 and 1292.

8

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

Question 3: Explain why her marriage to Darnley caused problems for Mary, Queen of Scots.

8

CONTEXT 4: THE COMING OF THE CIVIL WAR, 1603–1642

Question 4: Explain why Charles I declared war on Parliament in 1642.

8

CONTEXT 5: “ANE END OF ANE AULD SANG”: SCOTLAND AND THE TREATY OF UNION, 1690s–1715

Question 5: Explain why some Scots thought a Union with England would make Scotland richer.

8

CONTEXT 6: IMMIGRANTS AND EXILES: SCOTLAND, 1830s–1930s

Question 6: Explain why many Scots resented immigrants from Ireland in the nineteenth century.

8

CONTEXT 7(a): FROM THE CRADLE TO THE GRAVE? SOCIAL WELFARE IN BRITAIN, 1890s–1951

Question 7(a): Explain why the Labour welfare reforms after 1945 were successful in meeting the needs of the people.

8

**CONTEXT 7(b): CAMPAIGNING FOR CHANGE:
SOCIAL CHANGE IN SCOTLAND, 1900s–1979**

Question 7(b): Explain why many Scottish women were able to lead better lives in the period 1918–1939.

8

**CONTEXT 8: A TIME OF TROUBLES:
IRELAND, 1900–1923**

Question 8: Explain why the Easter Rising of 1916 failed.

8

EUROPEAN AND WORLD CONTEXTS:

CONTEXT 1: THE NORMAN CONQUEST, 1060–1153

Question 9: Explain why Anglo-Saxon opposition to William was ineffective after 1066.

8

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

Question 10: Explain why the First Crusade was able to achieve its aims.

8

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

Question 11: Explain why the French were eventually successful in the Hundred Years' War.

8

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

Question 12: Explain why developments in technology were important in encouraging voyages of exploration.

8

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

Question 13: Explain why some American colonists remained loyal to Britain.

8

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

Question 14: Explain why many people were in favour of the Slave Trade in the eighteenth century.

8

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

Question 15: Explain why France became a republic in 1792.

8

**CONTEXT 8: CAVOUR, GARIBALDI
AND THE MAKING OF ITALY, 1815–1870**

Question 16: Explain why Italy became a unified country by 1870.

8

**CONTEXT 9: IRON AND BLOOD? BISMARCK AND THE
CREATION OF THE GERMAN EMPIRE, 1815–1871**

Question 17: Explain why Prussia succeeded in uniting Germany by 1871.

8

**CONTEXT 10: THE RED FLAG:
LENIN AND THE RUSSIAN REVOLUTION, 1894–1921**

Question 18: Explain why there was discontent among Russian industrial workers in the years leading up to 1914.

8

**CONTEXT 11: FREE AT LAST?
RACE RELATIONS IN THE USA, 1918–1968**

Question 19: Explain why the Ku Klux Klan was feared in the 1920s and 1930s.

8

CONTEXT 12: THE ROAD TO WAR, 1933–1939

Question 20: Explain why Britain allowed Germany to ignore the Treaty of Versailles during the 1930s.

8

**CONTEXT 13: IN THE SHADOW OF THE BOMB:
THE COLD WAR, 1945–1985**

Question 21: Explain why a Cold War developed after the Second World War.

8

[END OF PART 1: THE SHORT ESSAY]

[Turn over for PART 2: SCOTTISH AND BRITISH CONTEXTS on *Page eight*

PART 2:

HISTORICAL STUDY: SCOTTISH AND BRITISH

Marks

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

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A explains why Henry II was forced to increase his power when he became king in 1154.

Source A

Henry's first task was to destroy all the castles that had been built without the king's permission. Nineteen years of civil war had increased the power of the barons and reduced the authority of the king. Within three weeks of becoming king, Henry marched on Scarborough castle and defeated the Earl of York. Soon after, Henry dealt with the sheriffs who were deciding the law in their own areas. They were also corrupt and could no longer be trusted.

1. Why was Henry II forced to increase his power when he became king in 1154? (Use **Source A** and recall.) 5
2. Describe the role of a knight in medieval society. 5

Sources B and **C** describe the quarrel between Henry II and Archbishop Becket.

Source B

It was the king's wish that members of the clergy who committed crimes be tried in the king's court and not in the Church court. Becket completely refused to agree to this. He argued that only God and not the king had the right to judge the clergy. Henry felt betrayed by Becket's defence of the Church. He immediately threatened Becket with exile and death.

Source C

Becket's actions angered the king. Henry expected Becket to support him and not the Church. To his amazement Becket would not agree to the clergy being tried in the king's court. Henry threatened and bullied Becket but this did not work. Becket argued that the king received his power from God and therefore had no authority to judge clergymen.

3. How far do **Sources B** and **C** agree about the quarrel between Henry II and Archbishop Becket? 4

[END OF CONTEXT 1]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

Answer the following questions using recalled knowledge and information from the sources where appropriate.

1. Describe what happened when Edward I attacked Berwick in 1296.

5

Sources A and **B** describe the meeting of Bruce and the Red Comyn in 1306.

Source A

While they were speaking, Bruce suddenly accused Comyn of betraying him. Comyn denied this. Just as he had planned, Bruce hit Comyn with a sword and left. When some evil folk told Bruce that Comyn would live, he ordered them to kill him beside the high altar.

Source B

When Bruce accused Comyn of telling King Edward about him, Comyn said this was a lie. This evil speaker was then stabbed and wounded. Later, the monks laid Comyn beside the altar but, when he said that he thought he would live, his enemies hit him again. Thus he was taken away from this world.

2. How far do **Sources A** and **B** agree about what happened when Bruce and the Red Comyn met at Greyfriars Kirk in 1306?

4

Source C is about the Battle of Bannockburn.

Source C

Bruce's careful preparations for battle were ruined when Edward II moved his army to attack from the east and not from the south. However, this gave the much larger English army no room to move because they were surrounded by marshes and streams. Bruce decided to take advantage of this mistake and to attack them. The English were so jammed together and so tangled up that their leaders struggled to organise any defence and they lost all confidence in Edward II for leading them into this trap.

3. Why did the Scots win the Battle of Bannockburn? (Use **Source C** and recall.)

5

[END OF CONTEXT 2]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

Answer the following questions using recalled knowledge and information from the sources where appropriate.

1. Describe the events which forced Mary, Queen of Scots to leave Scotland in 1548. 5

Source A is about the unpopularity of Riccio, Mary's secretary.

Source A

Riccio had arrived in Scotland as a musician but he won the attention and friendship of Mary who made him a secretary. Darnley blamed Riccio for Mary's refusal to make him king. He also grew jealous of Mary's friendship with Riccio whose lively and witty company she enjoyed. Many of the Scottish nobles detested this low born Italian and believed him to be a secret agent of the Pope.

2. Why did many Scots dislike Riccio? (Use **Source A** and recall.) 5

Sources B and **C** describe Mary's return to Edinburgh after her capture at Carberry, 1567.

Source B

To her horror, Mary was placed under the guard of two very wicked young men. Dirty and so exhausted and faint, Mary was escorted back to Edinburgh. As she rode through the streets of Edinburgh, people shouted abuse at her, calling her a murderess and screaming "Burn her! Drown her!". By now, Mary was weeping.

Source C

As she rode through the streets of Edinburgh the people shouted "Burn her! Kill her! Drown her! She is not fit to live." Two evil young thugs were guarding her and they joined in insulting her. Amazed, almost stunned, the Queen allowed tears of shock and humiliation to pour down her cheeks.

3. How far do **Sources B** and **C** agree about what happened to Mary after her capture at Carberry in 1567? 4

[END OF CONTEXT 3]

HISTORICAL STUDY: SCOTTISH AND BRITISH

**CONTEXT 4: THE COMING OF
THE CIVIL WAR, 1603–1642**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Sources A and **B** describe the attitude of the Stuarts to Scotland after the Union of the Crowns.

Source A

After 1603 the Stuarts lost interest in Scotland and were really only concerned with England, which was the richer and more powerful kingdom. Scotland was governed like a distant province. The Stuarts only cared about Scotland when they needed men and money for their armies. From James VI onwards, they were glad to escape from a country with its troublesome Presbyterians.

Source B

Scotland and England were much closer in size and wealth in the 1600s, so it's not true to say that Scotland was neglected because England was richer. The Stuarts remained vitally interested in Scottish affairs as Scotland was their original power base. The Stuarts were especially keen to impose their views on the Church as they saw the Presbyterians as a threat to their authority.

1. How far do **Sources A** and **B** agree about the attitude of the Stuarts to Scotland? 4

Source C explains why James VI and I was unpopular with the English Parliament.

The new king lost respect by giving money and power to his favourites at court. His coronation cost £20,000 and he spent lavishly on hunting and banquets. By 1610 he was seriously short of money. He increased his income by raising the customs duties on imported goods. The Members of Parliament argued that the king could not raise taxes without their permission. The sale of monopolies also brought in a great deal of money but made Parliament angry.

2. Why was James VI and I unpopular with the English Parliament between 1603 and 1625? (Use **Source C** and recall.) 5
3. Describe the ways the Scots opposed Charles I over religion between 1637 and 1640. 5

[END OF CONTEXT 4]

HISTORICAL STUDY: SCOTTISH AND BRITISH

**CONTEXT 5: “ANE END OF ANE
AULD SANG”: SCOTLAND AND
THE TREATY OF UNION, 1690s–1715**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

1. Describe the events leading up to the execution of Captain Green of the Worcester in 1705. 5

Source A is about why Queen Anne wanted a Union between Scotland and England.

Source A

Union was the solution favoured by Queen Anne and by Lord Godolphin. She found it difficult to govern Scotland from Westminster. Union would avoid any arguments about the succession because Anne was determined to secure the Protestant Succession. She also thought that the Union of the two countries would create a more powerful state. Besides, Union would protect England from any French threat in the future if the discontented Scots ever wanted to revive the Auld Alliance.

2. Why did Queen Anne want a Union between England and Scotland? (Use **Source A** and recall.) 5

Sources B and **C** describe Scottish reaction to the Union between 1707 and 1714.

Source B

The Scots soon became disillusioned with the Union because it did not bring immediate prosperity. The Church of Scotland was outraged when patronage was reintroduced to the Church of Scotland and Episcopalians were to be tolerated. The Malt Tax was introduced and many were angry as this broke the Treaty. It appeared to many Scots that politicians in London had the power to re-write the Treaty.

Source C

For most people, life in most matters was unchanged but some were soon disappointed. Within a few years significant changes were made which they thought broke the terms of the Treaty of Union. Church Patronage obviously broke the Church of Scotland's Act of Security and angered its ministers. Many Scots were unhappy with the introduction of the Malt Tax as this could have had serious consequences.

3. How far do **Sources B** and **C** agree about the reasons for Scottish anger after the Union? 4

[END OF CONTEXT 5]

HISTORICAL STUDY: SCOTTISH AND BRITISH

CONTEXT 6: IMMIGRANTS AND EXILES: SCOTLAND, 1830s–1930s

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Sources A and **B** explain why many Irish immigrated to Scotland in the 1840s.

Source A

Irish immigration continued steadily until the 1840s. The Irish potato famine of the mid 1840s however led to a sharp increase in this immigration. It led to great poverty and some landlords evicted those who could not pay their rent. Transport costs were cheap, and wages in the west of Scotland continued to be higher than those in Ireland.

Source B

In the mid and late 1840s the potato crops in Ireland were destroyed by blight, which caused the death of many people and led many others to leave. Many landlords used the crisis to take away people's homes. The very low wages paid in Ireland meant that the higher wages on offer in Scotland were attractive. Irish people found it was not far to travel to Scotland and that plenty of ships travelled the route, so the cost was cheap. Travelling conditions were miserable.

1. How far do **Sources A** and **B** agree about the reasons for Irish immigration to Scotland? 4
2. In what ways were Scots encouraged to emigrate between the 1830s and 1930s? 5

Source C explains why Andrew Carnegie became successful.

Andrew Carnegie's family left Dunfermline for the USA when Andrew was twelve. He managed to get a job with the Pennsylvania Railroad Company. Here he prospered because of his energy and ability. He began the Company's sleeping car service. He also had great financial skills, borrowing a lot of money to invest. These investments proved to be enormously successful and made it possible for him to buy up iron and steel businesses, coalfields and steamships. In 1901 he sold his businesses to the US Steel Corporation. This made him the richest man in the world.

3. Why did many Scots emigrants, like Andrew Carnegie, become successful abroad? (Use **Source C** and recall.) 5

[END OF CONTEXT 6]

HISTORICAL STUDY: SCOTTISH AND BRITISH

**CONTEXT 7(a): FROM THE
CRADLE TO THE GRAVE? SOCIAL
WELFARE IN BRITAIN, 1890s–1951**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Sources A and **B** are about the causes of poverty in the early twentieth century.

Source A

The investigations of Booth and Rowntree both revealed the problems facing the poorer classes in Britain. They identified some of the direct causes of poverty. The main reasons were that a man's earnings were not enough to support himself and his family. They were not able to obtain employment when trade was bad. Some men could not work due to sickness. Bad habits, such as drinking and gambling, also caused problems.

Source B

Although many people thought Britain was experiencing a golden age, there was increasing unemployment and thirty per cent of the population were living in poverty. Of those living in poverty, about two-thirds were in that position because of low pay or irregular earnings. About one quarter were poor because of illness. Only about one-tenth were poor because of personal failings such as drunkenness or gambling.

1. How far do **Sources A** and **B** agree about the causes of poverty in the early twentieth century? 4
2. Describe the social reforms of the Liberal government between 1906 and 1914. 5

Source C is about the Home Front during the Second World War.

During the Second World War the Home Front was treated and run like a battlefield. The priority was to ensure "fair shares for all" and to avoid waste. The war caused the government to get more involved in all areas of life. The Ministry of Food established the responsibility of the government to ensure the nation's health and safe food supply. War wounded, including bomb victims, were given free treatment. It soon became clear people expected the government to continue to do more for them after the war.

3. Why did the Second World War lead people to expect improvements in social welfare? (Use **Source C** and recall.) 5

[END OF CONTEXT 7(a)]

HISTORICAL STUDY: SCOTTISH AND BRITISH

**CONTEXT 7(b): CAMPAIGNING FOR
CHANGE: SOCIAL CHANGE IN
SCOTLAND, 1900s–1979**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

1. Describe the methods used by women to campaign for the vote in the period 1900 to 1914. 5

Sources A and **B** are people’s memories of going to the cinema in the 1930s.

Source A

I used to go to the cinema almost every Saturday. We handed over two jam jars which covered the entrance charge of one penny. The action films were quite violent but nobody took them seriously with kids shouting things such as, “Look, the man’s got a knife! Mind yer back, Jimmy!” We all enjoyed ourselves enormously and hammered our hands on the plain wooden seats. We must have made an outrageous amount of noise. Looking back, it was basic and in poor condition.

Source B

For a penny we not only saw the show but sometimes received a free comic or small bag of sweets as well. The programme comprised of a “funny” and a more dramatic film such as “The Hooded Terror” or “Tarzan”, which had plenty of fighting in them. We compared the various cinemas and all agreed that our local was a “flea pit”. Some theatres had individual seats instead of benches.

2. How far do **Sources A** and **B** agree about cinema entertainment in the 1930s? 4

Source C is from a report about Scottish industry after 1945.

Source C

We have the disadvantage of an outdated railway network and road building is much too slow. Many of the country’s factory buildings are greatly in need of modernisation. Many shortages of skilled workers are appearing in industry. We must be ready to accept government and local authority help to solve the problem. To keep up with our competitors abroad, industry must encourage far greater levels of scientific and technical training.

3. Why did Scotland’s industries find it difficult to compete with other countries after 1945? (Use **Source C** and recall.) 5

[END OF CONTEXT 7(b)]

HISTORICAL STUDY: SCOTTISH AND BRITISH

**CONTEXT 8: A TIME OF
TROUBLES: IRELAND, 1900–1923**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Sources A and **B** are two Irish reactions to the outbreak of the First World War.

Source A

The interests of Ireland are at stake in this war. Your duty is to fight against Germany and everything it stands for. If we refuse to fight and stay at home then we will be disgracing our nation. Now is not the time for rebellion. By helping Britain, we help ourselves. I call on the men of Ireland to prove their bravery and courage by volunteering for this war.

Source B

If you are itching to fight, then your duty is to fight for Ireland and not for an empire we do not want to belong to. We have waited long enough. Now is the moment to start the rebellion. We gain nothing by helping the British fight this war. Our interests lie in an independent Ireland and nothing else. Only the foolish and misguided will go to fight in France.

1. How far do **Sources A** and **B** agree about whether or not the Irish should fight in the First World War? 4
2. Describe the actions taken by both sides in the Anglo-Irish War, 1919–1921. 5

Source C explains why the 1921 Treaty caused divisions amongst the nationalists.

Source C

By 1921 most members of the IRA accepted that a war against the British could not be won. Despite this, De Valera encouraged people to reject the Treaty. Moreover, the British were still in Ireland and had not been driven out. His supporters also believed that Ulster should not be partitioned. In particular De Valera objected to the oath of allegiance to the king. Even though the Irish public wanted peace, the anti-treaty forces were prepared to use violence to get what they wanted.

3. Why did some Irish nationalists refuse to accept the 1921 Treaty? (Use **Source C** and recall.) 5

[END OF CONTEXT 8]

[END OF PART 2: SCOTTISH AND BRITISH CONTEXTS]

PART 3:**HISTORICAL STUDY: EUROPEAN AND WORLD****CONTEXT 1: THE NORMAN
CONQUEST, 1060–1153**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

1. What advantages did William have over his enemies at the Battle of Hastings? 5

Source A explains the influence of Norman England on David I.

Source A

In 1072 William brought a great army to Scotland in response to Scottish raids on his kingdom. The Scottish king, Malcolm III, agreed to accept William as his overlord. When Malcolm's son David I became king in 1124 he too had to accept this and was determined to copy Norman ways. Furthermore, he had married the Anglo-Norman, Ada de Varenne. This brought him estates in Huntingdonshire and Northamptonshire. David saw how the Anglo-Norman king kept a tight grip over England using the nobles to help him govern the country.

2. Why was David I influenced by Norman England? (Use **Source A** and recall.) 5

Source B is from a charter granting lands to Robert Bruce in 1124.

Source B

David, by the grace of God, king of the Scots, does hereby give to his faithful servant, Robert Bruce, all the lands of Annandale and the castle of Lochmaben which is to be the centre of the Lordship. In return Robert will provide ten knights fully armed and each with a good horse to fight in the army of the king when called upon to do so.

3. How useful is **Source B** as evidence of the importance of the Bruce lords of Annandale? 4

[END OF CONTEXT 1]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A was written by Abbot Guibert, who interviewed followers of Peter the Hermit.

Source A

I do not remember any other man being held in such honour. Peter was generous to the poor and brought peace to every village he visited. He had great authority and a wonderful ability as a speaker. He seemed so holy that even the hairs from his donkey's tail were plucked as relics.

1. How useful is **Source A** as evidence of the popularity of Peter the Hermit? 4
2. What problems did the Crusaders face on their journey from Europe to Jerusalem? 5

Source B explains why Jerusalem was difficult to capture.

Source B

Massive walls and flanking towers surrounded the city of Jerusalem. Starving the garrison into surrender was not easy because those inside had prepared well for an attack. They used drainage systems to reduce the possibility of disease. They had large water cisterns to provide them with a good supply of water. Although the Crusaders were overjoyed at seeing the Holy City, they knew they had an enormous task to complete.

3. Why did the First Crusade find Jerusalem difficult to capture? (Use **Source B** and recall.) 5

[END OF CONTEXT 2]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Answer the following questions using recalled knowledge and information from the sources where appropriate.

1. Describe the campaigns of the Black Prince in France.

5

Source A is about the reasons for discontent among the French peasants in 1358.

Source A

France suffered a humiliating defeat in 1358. The English leaders withdrew to Bordeaux and agreed to a truce. During this time the great companies of mercenaries from the English forces pillaged the French countryside. The French peasants were further enraged by the nobles' demands for heavier payments of feudal dues and by the order of the Dauphin Charles that the peasants rebuild the castles of their aristocratic oppressors.

2. Why did the French peasants revolt in 1358? (Use **Source A** and recall.)

5

Source B is from an account of the Peasants' Revolt in England in the Anonimale Chronicle written in the late fourteenth century.

Source B

At this time the common people had as their advisor an evil churchman named John Ball. He advised them to get rid of all the lords, archbishops, abbots and priors. He said that the wealth of these men should be distributed among the people. He was respected by the commoners as a prophet and he worked to increase their hatred.

3. How useful is **Source B** as evidence of the aims of the Peasants' Revolt of 1381?

4

[END OF CONTEXT 3]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A explains why the Europeans wanted to expand overseas.

Source A

Each of the European states began exploration at different times. To increase their wealth they began to explore in search of a variety of products to trade. In the North Atlantic Ocean, an enormously valuable trade in fish encouraged boats of all European nations to search for fishing grounds farther from Europe. Spices drew explorers around the tip of Africa to Southeast Asia because they needed spices to preserve the meat they ate. By trading directly with the East, Europeans could avoid costly customs duties, or taxes, charged by rulers of every country.

1. Why did European countries want to explore overseas between 1480 and 1540? (Use **Source A** and recall.)

5

Source B is from a letter from the African ruler, King Affonso of Angola, to the king of Portugal in the sixteenth century.

Source B

We cannot say how great the damage is since Portuguese merchants seize our people, sons of farmers, sons of nobles, servants and relatives daily. They also wish to take the goods and produce of this kingdom. They grab them and sell them. Their wickedness and evil is so great that our country is losing its entire people.

2. How useful is **Source B** as evidence of the effects of Portugal's exploration of Africa?
3. Describe the methods used by the Spanish Conquistadors to defeat either the **Aztecs** or the **Incas**.

4

5

[END OF CONTEXT 4]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Answer the following questions using recalled knowledge and information from the sources where appropriate.

1. Describe the complaints of the American colonists against British rule. 5

Source A is an extract from the diary of one of George Washington’s army surgeons, in 1777.

Source A

The army now begins to grow sickly from the continued tiredness they have suffered during this campaign. Poor food, hard living conditions, cold weather, nasty clothes, nasty food and vomiting out of my senses, I tell you the devil’s in it. I can’t endure it. Why are we sent here to starve and freeze?

2. How useful is **Source A** as evidence of the poor condition of Washington’s Continental Army at the start of the War of Independence? 4

Source B explains why Britain lost the American war.

Source B

When the revolution began, Britain was a great power with an experienced army and a strong navy. It had economic resources and a king determined to keep the colonies intact. However things went wrong. Britain never had a clear strategy for winning the war. Supply and communication were also problems. In addition to this, Washington was able to hold his army together and maintained morale. At home the British Parliament was not united behind the war.

3. Why did the British lose the war with the American colonists? (Use **Source B** and recall.) 5

[END OF CONTEXT 5]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A is from a book by Mungo Park, an eighteenth century explorer in Africa.

Source A

The African captives are usually secured by putting the right leg of one and the left leg of another into the same pair of fetters. By supporting the fetters with a string, they can just walk, though very slowly. Every four slaves are likewise fastened together by their necks with a strong rope or twisted thongs and at night extra fetters are put on their hands.

1. How useful is **Source A** as evidence of the treatment of Africans when they were first captured? 4
2. Describe what happened to slaves at the end of the Middle Passage. 5

Source B is about the campaign to abolish the slave trade.

Source B

In 1787 a small group of Quakers launched a public campaign against the British slave trade. Baptists and Methodists found a new social and political voice by supporting the campaign. Slavery seemed offensive in the world after the French Revolution, when more and more people talked of liberty. British manufacturers now supported the idea of free labour. At last many people saw the approach of the end of such an abominable practice.

3. Why was the slave trade abolished in 1807? (Use **Source B** and recall.) 5

[END OF CONTEXT 6]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A is about the ideas of the “Philosophers” who questioned the way France was ruled in 1789.

Source A

Diderot declared that governments should be influenced by scientific ideas and not just the will of the king. Montesquieu stated that power should be shared between the monarchy and parliament. He argued that the making of laws and raising taxes should be the role of parliament. Many Frenchmen learned of Montesquieu’s ideas when they were sent to help in the American War of Independence. Rousseau attacked the idea that the king and the nobles were born to rule over the people.

1. Why did new ideas encourage people to question the way France was ruled in 1789? (Use **Source A** and recall.) 5
2. Describe the events leading up to the storming of the Bastille in July 1789. 5

Source B is a description of the execution of Louis XVI by one of the men who sentenced him to death, written in 1792.

Source B

His blood flows and there is a cry of joy as 80,000 armed men cheer. His blood flows and there are people who dip a fingertip or scrap of paper in it. An executioner sells small bundles of his hair and people buy ribbons to tie it with. Everyone carries off a small bloodstained fragment of his clothing.

3. How useful is **Source B** as evidence of how people felt about Louis XVI’s death? 4

[END OF CONTEXT 7]

HISTORICAL STUDY: EUROPEAN AND WORLD

**CONTEXT 8: CAVOUR, GARIBALDI
AND THE MAKING OF ITALY,
1815–1870**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A is from a poem by the Italian nationalist Leopardi. It was written in 1818.

Source A

O my fatherland, I see the greatness that was Rome
And the arches and the columns and
The marble towers of our Roman ancestors
Where is that glory now?

1. How useful is **Source A** as evidence of the growth of nationalist feeling in Italy after 1815? 4
2. Describe the difficulties faced by the Italian nationalists during the revolutions of 1848–1849. 5

Source B explains the development of Piedmont in the 1850s.

Source B

In 1851 Piedmont signed trade agreements with France, Britain and Belgium. This resulted in a growth in trade. Between 1850 and 1859 imports and exports grew by 300%. By this time 850 kilometres of railway track were in operation in Piedmont. In 1853 an electric telegraph link was set up between Turin and Paris. A canal building programme began in 1857 which helped the growth of industry. By 1859 Piedmont was considered to be the most modern state in Italy.

3. Why had Piedmont become a wealthy and powerful state by 1859? (Use **Source B** and recall.) 5

[END OF CONTEXT 8]

HISTORICAL STUDY: EUROPEAN AND WORLD

**CONTEXT 9: IRON AND BLOOD?
BISMARCK AND THE CREATION OF
THE GERMAN EMPIRE, 1815–1871**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

1. Describe the growth of nationalism in the German states between 1815 and 1850. 5

Source A is about the failure of the 1848 revolutions.

Source A

In 1848 revolutions broke out all over Europe. In Germany there were wide differences in the aims of the revolutionaries. The liberals wanted a united German Empire with a national parliament. Other groups didn't want to abolish the monarchy but wanted to give more power to the ordinary people. They could not agree about the borders of the new Germany. It is therefore no surprise that the 1848 revolutions collapsed.

2. Why did the 1848 revolutions in Germany fail? (Use **Source A** and recall.) 5

Source B is from a letter written by Bismarck to the King of Prussia in 1866.

Source B

We have to avoid punishing Austria too severely because we do not want her to be bitter and wanting revenge. We ought to keep the possibility of becoming friends again. If Austria is punished she will become the ally of France and every other country who is opposed to us.

3. How useful is **Source B** as evidence of why Prussia wanted a lenient treaty after the Austro-Prussian War in 1866? 4

[END OF CONTEXT 9]

HISTORICAL STUDY: EUROPEAN AND WORLD

**CONTEXT 10: THE RED FLAG:
LENIN AND THE RUSSIAN
REVOLUTION, 1894–1921**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A is about Stolypin’s agricultural reforms.

Source A

Peasants were allowed to buy up strips of land from their neighbours to make a single land holding. Stolypin set up a peasants’ bank to provide loans for them to do this. This would also allow them to use more modern methods of agriculture. Stolypin believed that this would create a new class of prosperous “kulaks” who would be loyal to the government. About 15% of peasants took up the offer and made greater profits when grain production increased.

1. Why did the lives of some peasants improve as a result of Stolypin’s reforms? (Use **Source A** and recall.) 5
2. Describe the problems facing the Provisional Government in 1917. 5

Source B is from the diary of a French diplomat living in Russia in February 1918.

Source B

We are now living in a madhouse. In the last few days there has been an avalanche of decrees. First comes a decree cancelling all banking transactions, then comes one confiscating housing. A law is made to take the children of middle class parents into care. In this way differences in education will be avoided.

3. How useful is **Source B** as evidence of life in Russia after the Bolshevik revolution? 4

[END OF CONTEXT 10]

HISTORICAL STUDY: EUROPEAN AND WORLD

**CONTEXT 11: FREE AT LAST? RACE
RELATIONS IN THE USA, 1918–1968**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

1. Describe the effects of the Jim Crow laws on Black Americans.

5

Source A is about the events in Birmingham, Alabama, in 1963.

Source A

In January 1963, Martin Luther King announced that the SCLC was going to Birmingham, Alabama, the most racist city in America. King knew that civil rights protesters would be risking their lives when they arrived in Birmingham. Racists had the support of the Birmingham police department. King knew if they could lead a successful demonstration in Birmingham they might spark off big changes across the South. On May 2 the march began and the police were waiting for them. Over nine hundred children were jailed that day.

2. Why was the protest in Birmingham in 1963 an important event in the civil rights campaign in the USA? (Use **Source A** and recall.)

5

Source B is from a speech by Stokely Carmichael in Greenwood on 17 June 1966.

Source B

This is the twenty-seventh time I have been arrested – and I ain't going to jail no more. The only way we gonna stop them white men from whuppin' us is to take over. We been saying freedom for six years and we ain't got nothin'. What we gonna start saying now is Black Power.

3. How useful is **Source B** as evidence of the beliefs of the Black Power movement?

4

[END OF CONTEXT 11]

HISTORICAL STUDY: EUROPEAN AND WORLD

**CONTEXT 12: THE ROAD TO WAR,
1933–1939**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

1. In what ways did Hitler increase German military power in the years after 1933? **5**

Source A is the opinion of Lord Tweedsmuir, a British politician, about the Anschluss, March 1938.

Source A

I don't see what the problem is. Austria will be much happier as part of Germany. The Treaty of Versailles said that Germany and Austria must never unite but that was foolish. Some people say that Czechoslovakia will be Hitler's next target but that is not our problem.

2. How useful is **Source A** as evidence of British attitudes to the Anschluss? **4**

Source B explains German complaints against Poland.

Source B

Germany had signed a non-aggression treaty with Poland in 1934 which made Poland feel safe. Yet this was the country that the Nazis hated most of all and not just for racial reasons. The creation of Poland meant that large areas of land had been taken from Germany and because of this millions of Germans were forced to live under Polish rule. The German city of Danzig had been taken away from Germany and was run by the League of Nations to suit the Poles.

3. Why did Germany declare war on Poland in 1939? (Use **Source B** and recall.) **5**

[END OF CONTEXT 12]

HISTORICAL STUDY: EUROPEAN AND WORLD

**CONTEXT 13: IN THE SHADOW OF
THE BOMB: THE COLD WAR,
1945–1985**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A is from a document by President Kennedy on the situation in Berlin in 1961.

Source A

It seems particularly stupid to risk killing a million Americans over an argument about access rights on a motorway or because the Germans want Germany reunited. If I'm going to threaten Russia with nuclear war, it will have to be for much bigger and more important reasons than that.

1. How useful is **Source A** as evidence of American policy towards the Berlin Crisis in 1961? 4
2. Describe the part played by the USA in the Cuban Missile Crisis of 1962. 5

Source B explains why the USA lost the war in Vietnam.

Source B

North Vietnam suffered widespread destruction but it still triumphed. America realised too late that the real war in Vietnam was not just a military one but one for “the hearts and minds” of the peasants. American troops failed to cope with the guerrilla tactics of the Viet Cong. The communists were backed militarily by China and Russia. By the late 1960s all that the American troops wanted was to go home.

3. Why did the USA lose the war in Vietnam? (Use **Source B** and recall.) 5

[END OF CONTEXT 13]

[END OF PART 3: EUROPEAN AND WORLD CONTEXTS]

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