

X044/101

NATIONAL
QUALIFICATIONS
2011

FRIDAY, 20 MAY
9.00 AM – 10.30 AM

HISTORY
INTERMEDIATE 1

You must answer the questions from THREE contexts. The FIRST context must come from Part 1: Scottish and British. The SECOND context must come from Part 2: European and World. The THIRD context can come from EITHER, Part 1: Scottish and British, or Part 2: European and World.

Answer all of the questions in each of your chosen contexts.

Part 1: Scottish and British

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**Number your answers as shown in the question paper.
Some sources have been adapted or translated.**



PART 1:**HISTORICAL STUDY: SCOTTISH AND BRITISH****CONTEXT 1: MURDER IN THE
CATHEDRAL: CROWN, CHURCH
AND PEOPLE, 1154–1173**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A was written by a royal judge in the twelfth century. It describes the laws introduced by Henry II.

Source A

Any person found guilty of a crime will be punished immediately by the court. If the criminal makes excuses or tries to delay serving their sentence then they will be given an even harsher punishment. Fines are to be paid on time and the local sheriff must be obeyed. Anyone who refuses to follow the law will answer to the king.

1. How useful is **Source A** as evidence of the laws introduced by Henry II? **4**

Source B describes the role of a baron in the twelfth century.

Source B

As few barons could read or write, they swore their loyalty by kneeling in front of the king and taking an oath to fight when needed. This promise was so important that if a baron broke it, he would lose the lands that had been given to him. Barons were also expected to look after peasants, giving them land to live on and protecting them from attack.

2. Describe the role of a baron in the twelfth century. (Use **Source B** and recall.) **3**

Source C explains why pilgrimages were popular during the twelfth century.

Source C

Most pilgrims went on their journey so they could pray for sick members of their family. Even though they faced being robbed or killed by thieves, pilgrims believed their lives would be better if they saw the relics of a famous saint. Each year thousands of people visited Canterbury or Rome. Pilgrimages were so popular, that those who were too weak to travel paid others to make the trip for them.

3. Why did people go on pilgrimages in the twelfth century? (Use **Source C** and recall.) 4

Source D describes the actions taken by Henry II against Archbishop Becket.

Source D

When Becket refused to sign the Constitution of Clarendon, Henry locked him in a room and threatened him with violence. Although the two men had once been friends, Henry had grown to hate Becket and wanted to destroy him. At Northampton, Henry took Becket's lands and fined him for failing to appear in court. Henry continued to show disrespect to Becket by asking the Archbishop of York to crown his son.

4. Describe the actions taken by Henry II against Archbishop Becket during their quarrel. (Use **Source D** and recall.) 4

[END OF CONTEXT 1]

HISTORICAL STUDY: SCOTTISH AND BRITISH**CONTEXT 2: WALLACE, BRUCE
AND THE WARS OF
INDEPENDENCE, 1286–1328**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A describes what the Scots did after the death of King Alexander III to avoid a civil war.

Source A

After the death of King Alexander III, the Scottish nobles held a meeting at Scone as they were worried about a civil war breaking out between the supporters of Robert Bruce and the supporters of John Balliol. They wrote to King Edward of England and explained to him the details of what had happened in the hope that he would be able to help them.

1. Describe what the Scots did to avoid a civil war breaking out after the death of Alexander III. (Use **Source A** and recall.) 3

Source B explains King Edward's decision to attack Scotland.

Source B

In 1296 the Scots organised a rebellion against Edward. They rejected his claim to be overlord of Scotland. This was a very dangerous step for Scotland which was less powerful than England. However, Scotland had made an alliance with France to fight against Edward. Angered by these actions, King Edward invaded Scotland and attacked Berwick.

2. Why did King Edward decide to attack Scotland? (Use **Source B** and recall.) 4

Source C was written by a Scottish monk in 1305.

Source C

In 1304 the whole community of Scotland surrendered to the King of England except for William Wallace and his followers. In 1305 the brave William Wallace was betrayed and captured by that evil villain, Sir John Menteith at Glasgow. He was then handed over to the King of England and taken to London.

3. How useful is **Source C** as evidence about what happened to William Wallace?

4

Source D describes how Robert Bruce made the Scots agree that he was their king.

Source D

After arranging to meet John Comyn in secret at Greyfriars Kirk in Dumfries, Bruce murdered him. However, he quickly obtained forgiveness from Bishop Wishart of Glasgow. Bruce then went on to crush the power of the Comyn family by destroying their lands. Finally he showed his power and determination by acting against their supporters.

4. Describe what Robert Bruce did to make Scots agree that he was their king. (Use **Source D** and recall.)

4

[END OF CONTEXT 2]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A explains why the murder of Cardinal Beaton took place.

Source A

The Scottish Protestants were angry at Cardinal Beaton. He had persuaded Arran, who was in charge of the Scottish government, to turn against England. Some Scots blamed him for helping to break the Treaty of Greenwich with England. He had also increased the influence of France in Scotland at a time when its ruler was too young to make decisions for herself. As a result, these Protestants decided to murder him.

1. Why was Cardinal Beaton murdered? (Use **Source A** and recall.)

4

Source B is from John Knox's description of the arrival of Mary, Queen of Scots, at Leith in 1561.

Source B

Mary, Queen of Scots, arrived between seven and eight o'clock in the morning. The sky that morning showed us what was to come—sorrow, sadness and darkness. The sun was not seen for two days before and two days after her arrival. That was God's warning to us, but most of us did not pay enough attention to it.

2. How useful is **Source B** as evidence about what the Scots thought about Mary, Queen of Scots when she arrived in Scotland?

4

Source C is about Mary's control of Scotland after her marriage to Darnley.

Source C

Darnley was a very tall and handsome man. After his marriage to Queen Mary, some of her most important nobles rebelled against her but she forced them to leave Scotland in the "Chaseabout Raid". Even her personal ladies-in-waiting, the "Four Marys", stayed away from her. Darnley did not help Mary with the work of governing Scotland. She began to rely more and more on Riccio and that annoyed everyone—even Darnley.

3. In what ways did Mary's marriage to Darnley weaken her control of Scotland? (Use **Source C** and recall.)

4

Source D is about Mary, Queen of Scots when she was in England.

Source D

Mary was never allowed to stay in one place for long. She always managed to use her personal charm to persuade someone to help her smuggle letters to her friends abroad which aroused suspicion. Consequently, she was moved regularly from one castle to another. She was also able to keep in contact with supporters in England including Thomas Babington who wanted to kill Elizabeth.

4. Describe the actions of Mary, Queen of Scots that led to her execution. (Use **Source D** and recall.)

3

[END OF CONTEXT 3]

HISTORICAL STUDY: SCOTTISH AND BRITISH

**CONTEXT 4: “ANE END OF ANE
AULD SANG”: SCOTLAND AND
THE TREATY OF UNION, 1690s–1715**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A was written by Provost Milne of Linlithgow in 1697.

Source A

Scottish agriculture is not at all like agriculture in England and Scottish trade and industry are both very poor and not making money at all. Our sales to England are very poor. They are not worth even a quarter of what we buy from there which is nearly all luxury goods like silks or lace.

1. How useful is **Source A** as evidence about how poor Scotland was at the time of the Union? 4

Source B explains why Scots were annoyed by the Government in London.

Source B

King William and Queen Anne both had serious problems with the Scottish Parliament. The Scots complained about King William allowing Episcopalians to have their own churches in Scotland which threatened their Presbyterian Kirk. English officials complained about the bad temper of the Scottish Parliament. The Scots were upset when their trade was badly affected by England's wars with France. There was great anger when the Queen wanted to pardon Captain Green of the Worcester.

2. Why were the Scots annoyed by the Government in London? (Use **Source B** and recall.) 4

Source C is about the Succession Crisis.

Source C

By 1704, there was a real crisis between Scotland and England about who the next ruler of the two kingdoms would be if Queen Anne died. The problem had started when King William had died, falling from his horse leaving no children to succeed him. The crown went to his sister-in-law Anne; however, all of her sixteen children had died before she became queen.

3. Describe the Succession Crisis in 1704. (Use **Source C** and recall.)

3

Source D describes the ways in which Scots benefited from the Union of 1707.

Source D

The Union brought some immediate benefits to the Scots who had supported it in Parliament. Some were given new titles which allowed them to go to the House of Lords. Others, who were not so important, received money or jobs. Whilst this annoyed some Scots who had opposed the Union, others were happy as it guaranteed their separate Presbyterian church and the Scottish legal system. The real benefits took time to show.

4. In what ways did Scots benefit from the Act of Union? (Use **Source D** and recall.)

4

[END OF CONTEXT 4]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A is about the jobs done by Irish immigrants.

Source A

Scotland was going through an industrial revolution and needed thousands of new workers. Irish immigrants found it easy to find work in the coalfields of Lanarkshire even though the work was very hard. The new cotton mills provided plenty of jobs for all members of the family because at that time even children were expected to go out to work.

1. Describe the jobs done by Irish immigrants in Scotland. (Use **Source A** and recall.) **3**

Source B explains the importance of the Catholic Church to Irish immigrants.

Source B

From the 1830s onwards Irish immigrants started to arrive in large numbers. Most Catholic priests were Irish and could speak the language of the newcomers. This was a great help because the priests often had knowledge of where work was available. In addition the local priest could give help with finding housing. An increasing number of Catholic churches were built in the west of Scotland.

2. Why was the Catholic Church so important to Irish immigrants in Scotland? (Use **Source B** and recall.) **4**

Source C describes the changes that led to Scottish emigration.

Source C

New technology made a huge change in the way people worked. Traditional skills such as weaving were no longer useful in Scotland as machines could do the work much more quickly and cheaply and led to unemployment. Machinery also meant that far fewer people were needed for farm work. Farms were growing bigger so ordinary agricultural workers could no longer afford to buy a farm no matter how much money they saved. Lack of opportunities at home made many Scots emigrate.

3. Describe the changes in Scotland that led Scots to emigrate. (Use **Source C** and recall.)

4

Source D was written by a Scottish emigrant to Australia in 1910.

Source D

My daughter has a job working as a servant for a minister but she only earns £10 a year. She could have found other work but I did not allow this as this is a very dangerous place for young women. I work very hard in a flour mill, too hard for the wages of 50p a week.

4. How useful is **Source D** as evidence of the experience of Scots who emigrated?

4

[END OF CONTEXT 5]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A describes the changes in attitudes to poverty at the start of the twentieth century.

Source A

Booth and Rowntree studied the amount of poverty in London and York. They changed the attitude of people to the problem of poverty. People were so shocked by the true extent of poverty that they demanded government action to improve the situation. They showed it was not just laziness and drink that caused poverty, but low wages, unemployment and illness. Many began to realise that charities and the Poor Law were not able to solve these problems and that the Government should help.

1. In what ways did attitudes to poverty change at the start of the twentieth century? (Use **Source A** and recall.)

4

Source B was written by a historian in 1993 in a book about Scottish education.

Source B

The Education (Provision of Meals) Act, 1906, allowed local authorities to raise taxes to provide meals for needy children. The motives were partly to help children and partly to help the country. The local authorities would be able to pay schools to provide meals for poorer children. Some schools gave breakfasts instead of lunches.

2. How useful is **Source B** as evidence of what the Liberal government did to help children?

4

Source C describes the changes suggested by the Beveridge Report.

Source C

The Beveridge Report was produced in 1942. The scheme was intended to create a universal system of benefits that was to be the right of every citizen. It said the government needed to tackle the “5 giants” of poverty through welfare reforms. There was a tremendously positive reaction to the report from the public.

3. Describe the changes suggested by the Beveridge Report. (Use **Source C** and recall.) 3

Source D explains the problems of the Labour government’s housing reforms.

Source D

In the years after the war demand for good houses was so high that quantity became more important than quality. The problem was made worse by 5 million service men and women returning from the war. Temporary houses were built which relieved some of the pressure but this was not a long-term solution. By 1951 the Labour government had made progress with the housing problem but more needed to be done.

4. Why did the Labour government face difficulties in solving the housing problem? (Use **Source D** and recall.) 4

[END OF CONTEXT 6]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A describes actions taken by militant Suffragettes.

Source A

In Scotland, pillar box attacks were organised with great precision. Activists met secretly at a given time and place to be handed bottles of acid. They were told exactly where to drop the bottles into pillar boxes for the greatest effect. Later, arson attacks were used instead; the stand at Ayr racecourse was completely destroyed by fire.

1. Describe the tactics used by the militant Suffragettes. (Use **Source A** and recall.) **3**

Source B is from a leaflet by the National Unemployed Workers' Movement in June 1933.

Source B

TO THE WORKERS OF SCOTLAND!
Our hunger marchers deserve the support of all workers. We are demanding that the marchers and their children who are victims of unemployment be properly fed. Abolish the Means Test! Unite in the fight with the unemployment marchers in Edinburgh on Sunday! Down with the Government and its policy of starvation!

2. How useful is **Source B** as evidence of the problem of unemployment in Scotland between the wars? **4**

Source C explains the growing popularity of football in Scotland by 1939.

Source C

Football started out as games played between neighbourhood sides or factory teams. It was an easy game for anyone to understand. It could be played on almost any surface and in any weather. There was no need for any expensive equipment to have a game. Football started to become big business and new stadiums such as Hampden were built.

3. Why did football become popular with many Scots by 1939? (Use **Source C** and recall.)

4

Source D is about the education system in Scotland in the 1930s.

Source D

Most Scottish children went to junior secondary schools for three years and left with no qualifications. Only a few went to senior secondaries so not many were able to sit the exams needed to get into universities. Comprehensive schools for all children were not introduced until the 1960s. Until then, much of the country's talent was ignored as it was thought that only a few children would benefit from taking "academic" subjects.

4. In what ways was the Scottish education system in the 1930s unfair? (Use **Source D** and recall.)

4

[END OF CONTEXT 7]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A explains why Nationalists were against British rule.

Source A

Nationalists claimed that British rule had led to poverty and unemployment for many Irish people. The majority of Irish people were poor and had little education or employment. Ireland had MPs in the House of Commons but they were outnumbered by English MPs and could not control what happened in Ireland. Some Nationalists organised marches and protests and refused to work for the British. They argued that they should have their own government and be able to make their own laws.

1. Why were Nationalists against British rule in Ireland before 1914? (Use **Source A** and recall.) 4

Source B is taken from the Unionist Solemn League and Covenant in 1912.

Source B

We strongly believe that Home Rule will be a disaster for Ulster and the whole of Ireland. It will change our way of life and we will lose our freedom and position within the Empire. This cannot be allowed to happen. Therefore, we promise that we will stand united and defend our homes and families against Home Rule.

2. How useful is **Source B** as evidence of Unionists' attitudes towards Home Rule? 4

Source C describes the 1916 Easter Rising.

Source C

On Easter Monday, rebels captured a number of buildings in the centre of Dublin. The tricolour flag was flown from the rebels' headquarters in the General Post Office. The British were surprised by the attack. They had already confiscated some of the rebels' weapons and were not expecting trouble. Within days extra soldiers and artillery were brought in to help the British. The rebels soon realised they could not win.

3. Describe the events of the 1916 Easter Rising. (Use **Source C** and recall.)

4

Source D describes the Anglo-Irish War.

Source D

In September 1919, the British government banned Sinn Fein and placed Ireland under a curfew. The following year, ex-soldiers from the First World War arrived in Dublin. They were given a mixture of uniforms to wear and were quickly nicknamed "The Black and Tans". Despite being outnumbered, the I.R.A. continued to fight, attacking police barracks and stealing weapons.

4. Describe what happened during the Anglo-Irish War. (Use **Source D** and recall.)

3

[END OF CONTEXT 8]

[END OF PART 1: SCOTTISH AND BRITISH CONTEXTS]

PART 2:**HISTORICAL STUDY: EUROPEAN AND WORLD****CONTEXT 1: THE NORMAN
CONQUEST, 1060–1153**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A describes castle building in England during the reign of William I.

Source A

Soon after his great coronation ceremony in London, William began building castles in his kingdom. The site for a new castle was chosen carefully. Many were built at points where roads crossed a river. Castles were also built overlooking ports on the south coast such as Hastings, Chichester and Pevensey. Once the site had been chosen construction could begin. By 1100 there were over 500 castles in England.

1. Describe castle building in England during the reign of William I. (Use **Source A** and recall.)

4

Source B is taken from the Anglo-Saxon Chronicle of 1087.

Source B

Among all the other things that William I did, it must not be forgotten that he has brought lasting peace to this land. Any man of importance may now travel across this kingdom with a purse full of gold and remain unharmed. No man in this kingdom would dare to kill another man.

2. How useful is **Source B** as evidence about the effects of William's reign on England?

4

Source C is part of the Charter given by David I to Robert de Brus.

Source C

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

3. In what ways did Robert de Brus benefit from the Charter given to him by David I? (Use **Source C** and recall.)

3

Source D explains the growth of monasteries in Scotland under David I.

Source D

Monks were men of peace and this suited David because they could help spread the King's peace within Scotland. David encouraged monasteries but he expected a great deal from monks in return. They were educated men and they could carry out important duties for the king such as keeping records and accounts. The monks kept in contact with other monasteries in England and France. This helped communications between different countries.

4. Why did David I encourage the growth of monasteries in Scotland? (Use **Source D** and recall.)

4

[END OF CONTEXT 1]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A explains why people went on the First Crusade.

Source A

Thousands of peasants were encouraged to travel to Jerusalem by preachers such as Peter the Hermit. Even though they had little training and no experience, the peasants believed it was their Christian duty to fight and die for the Church. Knights were also keen to travel east. In return for killing Muslims they had been promised that their sins would be forgiven so their place in heaven was guaranteed.

1. Why did people join the First Crusade? (Use **Source A** and recall.)

4

Source B describes the capture of Nicaea by the First Crusade.

Source B

Some Muslims attacked the Crusaders outside the city but they were easily defeated when the knights charged and destroyed them. Kilij Arslan had not expected the Crusaders to be good fighters and was surprised by their tactics. After the victory, the Crusaders used catapults and siege machines to weaken the city's walls. They then successfully knocked down a tower and took control of Nicaea.

2. Describe the capture of Nicaea by the First Crusade. (Use **Source B** and recall.)

4

Source C was written in the twelfth century by a Christian monk about the capture of Edessa.

Source C

Baldwin and his army rode into the city and took it over. It did not matter to them that the people of Edessa were Christian. Throughout the night they committed terrible sins against anyone who tried to stop them. Some Christians had their hands cut off, others were forced to leave. Within hours Baldwin had seized the city's riches and had become its new ruler.

3. How useful is **Source C** as evidence of the capture of Edessa?

4

Source D describes the actions taken to protect the Crusader States after the capture of Jerusalem.

Source D

After victory at Jerusalem, hundreds of knights and peasants returned home. Those left behind built castles to protect their land, but they were still outnumbered and surrounded. The Crusaders feared they would be attacked and Jerusalem recaptured. They decided to pay for a special order of knights to settle in the Crusader States and defend them and their homes.

4. Describe the actions taken to protect the Crusader States after the capture of Jerusalem. (Use **Source D** and recall.)

3

[END OF CONTEXT 2]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A explains Edward III's decision to go to war in 1337.

Source A

Edward III had begun to look for the chance to extend his power abroad. He was a popular king and England had become more calm and prosperous under his rule. The horrors of war did not frighten Edward. Instead he looked forward to a time when his nobles would be kept busy fighting abroad instead of being bored and restless at home.

1. Why did Edward III decide to go to war in 1337? (Use **Source A** and recall.)

4

Source B describes the effects of the Black Death on England.

Source B

Before the plague struck the population was 4 million. The Black Death killed about a third of the people in England. This dramatic drop in the population meant that there were fewer people to harvest the crops so tons of wheat, oats and barley rotted in the fields.

2. Describe the effects of the Black Death on England. (Use **Source B** and recall.)

3

Source C was written by the son of an English landowner in the 1380s.

Source C

The common people work little and dress and feed like their betters while we face ruin. The shepherd and cowherd demand more wages now than the Reeve used to get. They cannot be reasoned with or disciplined. The lords of this land are sunk in laziness and take no notice of the madness of the common folk.

3. How useful is **Source C** as evidence about the attitudes towards English peasants before the Peasants' Revolt?

4

Source D describes the dispute between the Dukes of Orleans and Burgundy.

Source D

Both Dukes were equally determined to rule France. They were opposed to each other in many other ways. John of Burgundy supported the Pope in Rome but Louis of Orleans upheld the Pope at Avignon. The Orleanists chose for their emblem a club to show that Louis wanted to beat down all of his opponents. In response John of Burgundy chose for his badge a carpenter's blade to show that he would cut Louis' cudgel down to size.

4. Describe the dispute between the Dukes of Orleans and Burgundy. (Use **Source D** and recall.)

4

[END OF CONTEXT 3]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A is about the fears of European sailors before Columbus' voyage.

Source A

The sea south of Cape Bodajor in Africa was known as the "Sea of Darkness" and few men were known to have sailed into it in the little cog ships and returned. Books told of countries inhabited by men with savage dogs' heads or who used their single big foot as a shade from the sun. Some people laughed at Columbus when he insisted the world was round.

1. Describe the fears of European sailors before Columbus' voyage. (Use **Source A** and recall.)

3

Source B is about the voyage made by Vasco da Gama.

Source B

Da Gama set off with four ships to make discoveries for the King of Portugal and go in search of spices. He was not a sailor; he was really a soldier and a diplomat. He sailed south and eventually rounded the Cape of Good Hope and sailed up the east coast of Africa. In Malindi, he hired an expert local navigator who helped him sail across the Indian Ocean to Calicut.

2. Describe the voyage of Vasco da Gama. (Use **Source B** and recall.)

4

Source C is an extract from Columbus' journal written in 1492.

Source C

We arrived on the island of Guadelupe. Some women there told me their husbands, sons and brothers had been eaten by the Caribs, and they had been forced to eat them too. I found baskets and large chests of human bones in their houses and heads hanging from every house. I found many of the Caribs' canoes, which I destroyed.

3. How useful is **Source C** as evidence of the problems faced by explorers of the New World?

4

Source D explains the Spanish defeat of native peoples in the New World.

Source D

The Spanish used the bad relationships between the native tribes for their own benefit and made allies of one group against another. Their metal armour and weapons also gave them a great advantage over native people who relied on much more simple equipment. The Spanish had come to the New World looking for wealth and fame. They were happy to trick the native kings if it helped to defeat them.

4. Explain why the Spanish were able to defeat **either** the Aztecs **or** the Incas. (Use **Source D** and recall.)

4

[END OF CONTEXT 4]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A describes how Britain controlled its American colonies in the 1760s.

Source A

After 1763, British rule over the American colonies became much stricter. Even after the defeat of France, Britain decided that soldiers should stay in the colonies. To help pay for the high cost of the war Britain increased taxes on the colonies. Britain was also worried about smuggling at this time. British officials were given the right to search colonists' homes and stores to look for smuggled goods.

1. In what ways did the British government try to keep control over their American colonies in the 1760s? (Use **Source A** and recall.)

4

Source B is an engraving from an American artist in 1770 of the Boston Massacre.

Source B



2. How useful is **Source B** as evidence about the Boston Massacre in 1770?

4

Source C describes the Battle of Bunker Hill.

Source C

In June 1775, General Howe was ordered to re-capture the high ground known as Bunker Hill which had been occupied by the colonists. On the morning of 17th June, the British navy opened fire on the colonists' positions, but their shells fell short. They then charged the hill on three occasions in order to drive the American forces away.

3. Describe what happened at the Battle of Bunker Hill. (Use **Source C** and recall.) **3**

Source D explains why Britain lost the war against the colonists.

Source D

The British army believed it was one of the finest in the world, containing the best soldiers. However, the British generals underestimated the bravery of the Americans. The rebels soon showed their courage in battle. The rebels' tactics also made life very difficult for the British as they often attacked from behind walls and trees. Fighting a war so far from home also created special difficulties for the British.

4. Why did Britain lose the war against the colonists? (Use **Source D** and recall.) **4**

[END OF CONTEXT 5]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A was written by a Dutch slave trader in the 18th century.

Source A

When slaves are brought to the coast they are put together in slave factories. When we buy them they are brought out and thoroughly examined by our surgeons. After we have agreed a price with the owners, the slaves are branded on the chest with a red hot iron.

1. How useful is **Source A** as evidence of the treatment of slaves in factories on the coast of Africa? 4

Source B describes life for slaves on the plantations.

Source B

Plantation owners believed that slaves needed to be treated harshly in order to make them work hard. Overseers were employed to keep strict control over their slaves. Those who did not follow instructions were punished with the whip. Slaves' bodies often showed the scars of their brutal treatment. A further punishment could be mutilation—that is, being branded or having ears or feet cut off.

2. Describe the methods used to keep control over slaves on the plantations. (Use **Source B** and recall.) 4

Source C describes support in Britain for the slave trade.

Source C

The slave trade continued to enjoy the support of important groups in British society. Every year the British parliament rejected William Wilberforce's bill to abolish the slave trade. The British public continued to demand the products of the plantations, the sugar, tobacco and cotton—giving little thought to the suffering involved in the production of these goods.

3. In what ways did people in Britain continue to show that they supported the slave trade? (Use **Source C** and recall.)

3

Source D explains why the slave trade was abolished.

Source D

During the late eighteenth century there was a desire to end the slave trade. More and more people began to think of Africans as fellow human beings. Many merchants argued that using slaves was no longer the most profitable way to produce goods. Anti-slavery societies were formed in Britain which were well organised.

4. Why was the slave trade finally abolished in 1807? (Use **Source D** and recall.)

4

[END OF CONTEXT 6]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A describes the problems faced by Louis XVI in 1789.

Source A

The king faced many problems in the years up to 1789. There was a continual struggle to raise enough taxes to pay for the work of the government. France had helped the Americans in their war against Britain but this had left France with a great deal of debt. It also became clear that the king did not want to introduce reforms and this made him more unpopular with the people.

1. Describe the problems faced by Louis XVI in 1789. (Use **Source A** and recall.)

4

Source B describes the attack on the Palace of Versailles in 1789.

Source B

Up to now the revolutionary activities had been carried out by men but the women decided it was their turn. Before the attack some of them broke into the town hall and stole the weapons there. Then a large number of women marched on the Palace of Versailles and broke into the queen's bedroom. Many of the Swiss Guard, the king's bodyguards, were massacred by the mob.

2. Describe the attack on the Palace of Versailles in 1789. (Use **Source B** and recall.)

3

Source C explains why many French people were unhappy with the revolution by 1791.

Source C

It seemed unfair that only the better off middle class were allowed to vote for the National Assembly. In addition, it soon became clear that it was mainly rich people who became members of the Assembly. The French revolution had been brought about by all the ordinary French people acting together yet now most working men and peasants saw little improvement in their lives.

3. Why were many French people unhappy with the revolution by 1791? (Use **Source C** and recall.)

4

Source D is from a report about the execution of Louis XVI by a member of the National Convention in 1793.

Source D

Louis looked frightened as the cart brought him to the place of execution and he argued with the executioners. They tied his hands and dragged him to the guillotine. When his head fell into the basket the crowd roared with delight shouting "The tyrant is dead!"

4. How useful is **Source D** as evidence about the execution of Louis XVI?

4

[END OF CONTEXT 7]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A is a photograph of a Russian peasant family in their village around 1900.

Source A

1. How useful is **Source A** as evidence of the living standards of Russian peasants under Tsar Nicolas II?

4

Source B describes improvements Stolypin made to the way of life for Russian peasants.

Source B

The Tsar made Stolypin his Prime Minister in 1906. Stolypin wanted to use land reform to create wealthy peasants who would support the Tsar. His policies would allow ambitious peasants to leave their village communes, which had been forbidden before then. They would also be allowed to have all their scattered strips of land put together to make one farm if they wanted to.

2. Describe the improvements Stolypin made to the way of life for Russian peasants. (Use **Source B** and recall.)

3

Source C describes the Bolshevik seizure of power in Petrograd in November 1917.

Source C

Lenin and Trotsky planned the takeover of power in the capital. By the morning of 7th November, all bridges, railway stations and government offices were in Bolshevik hands. On the evening of 7th November the poorly guarded Winter Palace was captured without much of a fight. The ministers of the Provisional Government surrendered and were arrested. Lenin's new government, the Council of People's Commissars, would now have to take control of the rest of Russia.

3. Describe the Bolshevik seizure of power in Petrograd in November 1917. (Use **Source C** and recall.)

4

Source D explains why the Whites lost the Civil War.

Source D

Although the Whites controlled a huge area of Russia they did not control the industrial area in the centre. Even though the Whites had support from the British, French and Americans this mostly took the form of supplies rather than fighting men. The French and British people were tired of war. The White leaders allowed their troops to behave with great brutality towards the peasants and this lost them more support.

4. Why did the Whites lose the Civil War? (Use **Source D** and recall.)

4

[END OF CONTEXT 8]

HISTORICAL STUDY: EUROPEAN AND WORLD

**CONTEXT 9: FREE AT LAST?
RACE RELATIONS IN THE USA,
1918–1968**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A describes the new immigrants who had arrived in the USA by the 1920s.

Source A

After 1900 a new wave of immigrants arrived mostly from southern and eastern Europe. These included Italians, Hungarians and Poles. Large communities grew up in the big cities where these immigrants were able to speak their own language and preserve their home traditions. For various reasons, some Americans disapproved of these new immigrants.

1. Describe the new immigrants who had arrived in USA by the 1920s. (Use **Source A** and recall.) 3

Source B explains why black Americans feared the Ku Klux Klan.

Source B

The Klan had many methods of dealing with those black men and women it considered troublesome. Sometimes a black person accused of a crime was taken from his home and killed by hooded white Klansmen before he could receive a trial. The flaming cross was used as a warning that the Klan was about to strike. This put fear into the hearts of many black people. Furthermore, the terrorist activities of the Klan were usually ignored by the police.

2. Why did many black Americans fear the Ku Klux Klan? (Use **Source B** and recall.) 4

Source C is from an interview with a black student in Nashville in 1960.

Source C

On my first sit-in the waitresses at the lunch counter must have been very nervous because they kept dropping plates. We were sitting silently trying not to laugh because we thought laughing would have been insulting and we didn't want to create that kind of atmosphere. At the same time we were also very afraid about what might happen next.

3. How useful is **Source C** as evidence about sit-in protests in the 1960s?

4

Source D is about the beliefs of Malcolm X.

Source D

Malcolm X argued that Martin Luther King and his supporters were too weak and reasonable towards the white opponents of the Civil Rights Movement. Malcolm became one of the leaders of the Nation of Islam and made many speeches. In these he showed open disgust towards white America. Malcolm X's support of violence as a way of getting equal rights was very attractive to many young black people.

4. Describe the beliefs of Malcolm X. (Use **Source D** and recall.)

4

[END OF CONTEXT 9]

HISTORICAL STUDY: EUROPEAN AND WORLD

**CONTEXT 10: THE ROAD TO WAR,
1933–1939**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A is from a speech given by Adolf Hitler in 1934.

Source A

I say this to the leaders of Europe. The Treaty of Versailles is a great humiliation to Germany and we lost land and people and were left defenceless. The German people will no longer accept this unfair punishment and the rest of Europe must prepare for changes in the coming years.

1. How useful is **Source A** as evidence of German anger towards the Treaty of Versailles? **4**

Source B explains why the reoccupation of the Rhineland was important to Hitler.

Source B

By taking the Rhineland back under German control Hitler made sure that France could not attack Germany. He knew that France was stronger than Germany in 1936 so he was taking a big risk. When German troops marched into the Rhineland and no one tried to stop them it made Hitler look like a great leader. As a result many other countries decided to stay on good terms with Germany.

2. Why was the reoccupation of the Rhineland important to Hitler? (Use **Source B** and recall.) **4**

Source C describes the steps taken to prevent war breaking out over the Sudetenland.

Source C

The British Government knew that the people were not willing to fight over an issue such as the Sudetenland. In September 1938 Prime Minister Chamberlain travelled to Germany several times to settle the matter personally with Hitler. At the final meeting France and Italy were also present and it was agreed that Czechoslovakia should hand over the Sudetenland to Germany. It looked as if the threat of war was over.

3. Describe the steps taken to prevent war breaking out over the Sudetenland. (Use **Source C** and recall.)

4

Source D describes Germany's complaints about Poland.

Source D

At the end of the First World War, Germany had been forced to hand Eastern Silesia over to Poland even though this area contained several million Germans. The area known as the Polish Corridor separated East Prussia from the rest of Germany. Hitler did not believe that any other country would defend Poland if he decided to attack it.

4. Describe Germany's complaints against Poland. (Use **Source D** and recall.)

3

[END OF CONTEXT 10]

HISTORICAL STUDY: EUROPEAN AND WORLD

**CONTEXT 11: IN THE SHADOW OF
THE BOMB: THE COLD WAR,
1945–1985**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A explains why relations between the USA and the Soviet Union broke down after the Second World War.

Source A

During the Second World War, the Soviet Union had lost twenty million people. After the war, Stalin created a buffer zone of Communist countries in Eastern Europe which angered his former ally the USA. In response, in 1947, the Americans introduced the Truman Doctrine to stop the spread of Communism. Later in the same year the Americans announced the Marshall Plan to give financial help to friendly European countries which caused further tension with the Soviet Union.

1. Why did relations between the USA and the Soviet Union break down after the Second World War? (Use **Source A** and recall.) 4

Source B describes the events which led to the Cuban Missile Crisis.

Source B

Until 1959, Cuba had been a popular holiday destination for many Americans, but this did not last. The new Cuban president, Fidel Castro, took control of American businesses in Cuba, which angered the Americans. Soon after, Castro asked the Soviet leader, Khrushchev, for help to defend Cuba. Castro turned Cuba into a Communist country and this caused alarm to America.

2. Describe the events which led to the Cuban Crisis. (Use **Source B** and recall.) 4

Source C is from the diary of an American officer in Vietnam in 1969.

Source C

We have been guarding this wretched outpost for three weeks. We are grungy and sore with jungle rot. We suffered nine or ten casualties on a recent patrol. My men are starting to ask how we are ever going to win this. I do not know either, even though I am their officer.

3. How useful is **Source C** as evidence of how American soldiers felt about the war in Vietnam?

4

Source D describes the steps taken by the superpowers to reduce tension in the 1960s and 1970s.

Source D

Relations between East and West continued to improve during the 1970s. American and Soviet leaders tried hard to reduce tension and this led to better trade links after 1972. Neither side wanted the next disagreement to turn into a nuclear war. In May 1972, the two superpowers signed the SALT I treaty to limit nuclear missiles.

4. Describe the steps taken by the superpowers to reduce tension in the 1960s and 1970s. (Use **Source D** and recall.)

3

[END OF CONTEXT 11]

[END OF PART 2: EUROPEAN AND WORLD CONTEXTS]

[END OF QUESTION PAPER]

ACKNOWLEDGEMENT

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