

**X044/201**

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NATIONAL  
QUALIFICATIONS  
2007

FRIDAY, 18 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 Henry II quarrelled with Archbishop Becket.

8

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

**Question 2:** Explain why Robert Bruce was successful in making himself King of Scots.

8

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

**Question 3:** Explain why Queen Elizabeth ordered the execution of Mary, Queen of Scots in 1587.

8

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

**Question 4:** Explain why James I quarrelled with the English Parliament during his reign.

8

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

**Question 5:** Explain why the Scottish colony at Darien failed.

8

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

**Question 6:** Explain why many Scots left to go overseas between the 1830s and 1930s.

8

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

**Question 7(a):** Explain why the social reforms of the Liberal government 1906–1914 were important in improving the welfare of the British people.

8

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

**Question 7(b):** Explain why all women were given the vote by 1928.

8

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

**Question 8:** Explain why the Ulster Unionists opposed the Home Rule Bill.

8

**EUROPEAN AND WORLD CONTEXTS:**

**CONTEXT 1: THE NORMAN CONQUEST, 1060–1153**

**Question 9:** Explain why David I's reign has been called the "Normanisation" of Scotland.

8

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

**Question 10:** Explain why the People's Crusade failed.

8

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

**Question 11:** Explain why Joan of Arc was executed in 1431.

8

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

**Question 12:** Explain why Portugal was able to discover new trade routes to the East in the late fifteenth and early sixteenth centuries.

8

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

**Question 13:** Explain why the defeat of the French in 1763 created tensions in the American colonies.

8

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

**Question 14:** Explain why slave resistance on the plantations was mainly unsuccessful.

8

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

**Question 15:** Explain why the Terror gave Robespierre complete control of France. 8

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

**Question 16:** Explain why Italian unification had not been achieved by 1850. 8

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

**Question 17:** Explain why there was a growth in German nationalism between 1815 and 1850. 8

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

**Question 18:** Explain why there was a revolution in Russia in January 1905. 8

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

**Question 19:** Explain why a civil rights movement grew in the USA in the 1950s and 1960s. 8

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

**Question 20:** Explain why Germany's neighbours felt threatened by Hitler's foreign policy in the period 1933–1938. 8

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

**Question 21:** Explain why views on the Vietnam War changed in the United States. 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 had to reform the legal system when he became king in 1154.

#### Source A

When Henry became king it ended the brutal twenty-year civil war of Stephen's reign. Henry needed to gain control of his country. During the war the barons had set up their own law courts and were running the law in their own areas. Many barons had also become sheriffs and were corrupt. Although Henry had not been in charge of the country for long he needed to act quickly to remove the barons' armies from the country.

1. Why did Henry II have to reform the legal system when he became king in 1154? (Use **Source A** and recall.) 5
2. Describe the uses of castles in medieval times. 5

**Source B** was written by Abbot Ailred in the twelfth century. It describes life at Rievaulx Abbey in Yorkshire.

#### Source B

Our food is simple, our clothes are rough, our drink is from the stream. Under our tired limbs there is only a mat when we sleep; when sleep is sweetest we must rise at a bell's bidding to services. There is no moment of idleness. Everywhere there is peace and a marvellous freedom from the cares of the world.

3. How useful is **Source B** as evidence of the life of a medieval monk? 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.

**Source A** is a letter written by Bishop Fraser of St Andrews to King Edward in October 1290.

**Source A**

A rumour has spread among the people that the Maid of Norway has died. The Bishop of Durham, Earl Warenne and I then heard that she has recovered from her sickness but that she is very weak. We have agreed to stay at Perth until we hear definite news about her. We have sent two knights to Orkney to find out exactly what has happened.

1. How useful is **Source A** as evidence about what happened while the Scots waited for the arrival of the Maid? 4
2. Describe what happened at the Battle of Falkirk in 1298. 5

**Source B** explains why the Scots had recognised King Edward's authority by 1305.

**Source B**

In May 1303 King Edward invaded Scotland once more – but for the last time. He made an armed progress through the realm and stayed for the winter in Dunfermline. Edward then punished the Scottish nobles by making them pay fines. He exiled a few of their most troublesome leaders but there was only one execution. By 1305 King Edward felt he had secured his authority in Scotland.

3. Why did the Scots recognise King Edward's authority by 1305? (Use **Source B** 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.

**Source A** explains why Scottish Protestants rebelled against Mary of Guise in 1559.

**Source A**

In 1559, Mary, Queen of Scots, who claimed to be the rightful Queen of England, became Queen of France. This worried the pro-English Protestant nobles. Her mother, Mary of Guise, governed Scotland with the help of an increasing number of French officials and soldiers. At the time when Scottish worries about French control were growing, Mary of Guise began to take action against Protestants in Scotland.

1. Why did Scottish Protestants rebel against Mary of Guise in 1559? (Use **Source A** and recall.)

5

**Source B** are Queen Mary's orders to pay ministers of the Church of Scotland, issued in 1566.

**Source B**

Because the ministers within Scotland have not been paid for this last year and because I determined that they should be paid in the future, I have, with the advice of my government officials, decided to allocate the sum of £10 000 for their payment. I have also ordered that this sum must be paid in full.

2. How useful is **Source B** as evidence of Mary's support for the Church of Scotland in 1566?
3. Describe the events which led to Mary, Queen of Scots being made a prisoner in Loch Leven Castle.

4

5

[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.

**Source A** is part of Parliament's Petition of Right presented to the king in 1628.

**Source A**

- i) No man should be compelled to make any gift, loan, benevolence, tax or similar charge to the Crown without consent of Parliament.
- ii) No free man should be detained in prison without due cause shown.
- iii) Soldiers and sailors should not be billeted upon private citizens without their agreement.
- iv) There should be no martial law in time of peace.

1. How useful is **Source A** as evidence of the poor relations between Crown and Parliament in the reign of King Charles I? 4

**Source B** is about Charles I's problems over religion in Scotland.

**Source B**

In 1633 Charles came to Scotland to be crowned, accompanied by his new Archbishop of Canterbury. The coronation service was held in St Giles with candles, crucifix and full Anglican rites. Presbyterian ministers were ordered to wear Anglican surplices at services. The General Assembly had not met since 1618 and presbyteries were threatened with dissolution. Feelings were soon running high against the king.

2. Why did Charles I encounter difficulties with the Presbyterians in Scotland? (Use **Source B** and recall.) 5
3. Describe the main activities of the Long Parliament against the king from 1640 until the outbreak of war in 1642. 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.

**Source A** is about Scottish opposition to the Act of Union.

**Source A**

By an incorporating union, Scotland will become poorer than ever. Why so? Because Scotsmen will spend ten times more in England than they do now, and Scotland will run out of money. Scottish Members of Parliament will need money to live in London and Scottish noblemen will move there permanently as well. Some argue there would be advantages in trading with English colonies, but as I see it, English manufacturers will destroy our own industries.

1. Why did many Scots oppose the Union of 1707? (Use **Source A** and recall.)

5

**Source B** is from a letter written in 1707 by the Earl of Seafield who was a member of the Scottish government.

**Source B**

It is impossible to state exactly how much was given to the Duke of Atholl, the Marquis of Tweeddale and the Earls of Roxburghe, Marchmont and Cromartie without revealing exactly how much has been given to everybody else. So far, this has been kept a secret and revealing this information at present would cause embarrassment.

2. How useful is **Source B** as evidence about how some Scottish nobles were persuaded to support the Act of Union?
3. Describe the events that led to the Jacobite Rising of 1715.

4

5

[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.

**Source A** explains why Irish people came to Scotland.

**Source A**

South-West areas of Scotland like Ayrshire were close to Ireland and so attracted Irish people to go there. A large number settled in the Glasgow area as many ships with cheap fares arrived there. During the year 1848 the number of people landing in Glasgow numbered a thousand a week. Many Irish people went to Dundee where they found work in the Dundee jute industry. Some Irish men and women came to Scotland for just part of the year and then returned home. They mainly worked on farms at times such as the harvest.

1. Why did many Irish people come to Scotland in the nineteenth century? (Use **Source A** and recall.) 5

**Source B** is from a statement made by a cotton manufacturer in Glasgow in 1836.

**Source B**

When the Irish first come over here, both the parents and the children are generally very decent and respectable. After they have been here some time their behaviour deteriorates. The change comes about by mixing with the lowest dregs of our Scottish working population.

2. How useful is **Source B** as evidence of Scottish attitudes to Irish immigrants in the 1830s? 4
3. In what ways did Scottish immigrants help develop countries where they settled? 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.

**Source A** is about conditions in London around 1890 by a campaigner against poverty.

**Source A**

In one cellar a sanitary inspector reports finding a father, mother, three children and four pigs! In another room a missionary found a man ill with smallpox, his wife just recovering from the birth of her eighth child, and the children running about half naked and covered with dirt. Elsewhere was a poor widow, her three children, and a child who had been dead thirteen days.

1. How useful is **Source A** as evidence of the effects of poverty in Britain in the late nineteenth century? 4
2. In what ways did the Second World War change people's attitude to poverty? 5

**Source B** explains the effects of Labour welfare reforms.

**Source B**

The National Insurance and National Assistance Acts meant everyone would be given help "from the cradle to the grave". The National Health Service Act of 1946 gave free medical care to all. All of these acts needed a lot of people to administer them. Some 200 000 homes a year were built between 1948 and 1951. The Labour government embarked on an ambitious school building programme.

3. Why were the Labour welfare reforms of 1945 to 1951 thought to be a great success? (Use **Source B** 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.

**Source A** is about events on Clydeside in 1919.

**Source A**

In the period just after the Great War there was a wave of working-class protest. It was feared that soldiers returning from war would find no work and many women had also lost their jobs. The government was worried that the workers of Clydeside would attempt to copy the Bolshevik revolution of 1917. There was a great deal of political unrest and some of the protesters even called for a Scottish Workers' Republic.

1. Why did some people fear that revolution was breaking out on Clydeside in 1919? (Use **Source A** and recall.) 5

**Source B** is from an interview with a radio repairman in the 1930s.

**Source B**

When a radio went wrong, it was like a death in the family. Sometimes when I arrived on the street a cheer went up and people would willingly pay whatever it took to get the set working again. It made me feel terribly important as I was treated with the same respect as a doctor.

2. How useful is **Source B** as evidence about the popularity of radio in the 1930s? 4
3. Describe the changes that took place in industry in Scotland after 1945. 5

[END OF CONTEXT 7(b)]

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

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

**Source A** explains why support for Sinn Fein increased in Ireland.

**Source A**

In 1917 Sinn Fein won two by-elections. One of the men elected was Eamon De Valera. He had taken part in the Easter Rising but had avoided execution because he was born in America. De Valera took charge of Sinn Fein and reorganised it. Within the year all nationalist groups in Ireland had been united and Sinn Fein became the leading Irish party. As time went on the public began to see Sinn Fein as the main opposition to British rule.

1. Why did support for Sinn Fein increase in Ireland between 1916 and 1918? (Use **Source A** and recall.) 5
2. Describe the terms of the Anglo-Irish Treaty of 1921. 5

**Source B** is part of a letter from a District Police Inspector to the British Minister of Home Affairs in 1923.

**Source B**

Some members of these Protestant groups are little better than hooligans. Their only aim is the extermination of Catholics by any and every means. They commit the deliberate and cold-blooded murder of harmless Catholics, shooting into Catholic houses and throwing bombs into Catholic areas. They have become as bad as the rebel gunmen. No-one obeys the law.

3. How useful is **Source B** as evidence of the violence in Ireland after partition? 4

[END OF CONTEXT 8]

[END OF PART 2: SCOTTISH AND BRITISH CONTEXTS]

## PART 3:

### HISTORICAL STUDY: EUROPEAN AND WORLD

Marks

#### CONTEXT 1: THE NORMAN CONQUEST, 1060–1153

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

**Source A** is about the Battle of Hastings.

#### Source A

Harold greatly weakened his chances of success through his rashness in moving south to meet William before he could gather together all the men available to him. Despite this, the Normans found it difficult to break through the ranks of the English forces. They gained the upper hand only when the defenders broke their own battle-line to pursue Normans they mistakenly thought were retreating.

1. Why did King Harold lose the Battle of Hastings? (Use **Source A** and recall.) 5
2. Describe William I's methods of controlling England after 1066. 5

**Source B** is about the role of castles in the Norman Conquest. It was written by the medieval chronicler Orderic Vitalis.

#### Source B

The fortifications which the Normans called castles were hardly known in England. In spite of their courage and love of fighting, this meant the English could only put up a weak show of resistance. Certainly in King William's time men suffered great oppression and much injustice because he ordered castles to be built which were a sore burden on the poor.

**Source C** is about castles in the Norman Conquest. It was written by the modern historian M Morris in 2003.

#### Source C

Recently historians have begun to suggest the importance of castles has been exaggerated. New technical ideas such as the building of castles made little difference between the Normans and the English. Knocking out the Anglo-Saxons in battle was the key thing. Erecting huge mounds of earth with castles on them was all very well, but in fact, they were really only symbols of lordship and not weapons of conquest.

3. Compare the views of **Sources B** and **C** on the role of castles in the Norman Conquest. 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** explains why people joined the First Crusade.

**Source A**

After Pope Urban's speech many people set off on Crusade. Some went because they said they wanted to serve God. Others went because they believed it was their duty to help the Christians in the east. For some, their reasons for going were far more practical. Famine and plague had terrified people to the point where they were desperate to leave Europe. Recapturing Jerusalem seemed an attractive idea.

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

5

**Source B** describes the relationship between the Emperor Alexius and Bohemond. It was written in 1096 by a Crusader who travelled with Bohemond.

**Source B**

When Alexius heard that the honourable knight Bohemond had arrived at Constantinople, he immediately began to panic. Alexius was so afraid of him that he began to think of ways to trick and to get rid of Bohemond. Only by God's will did his tricks fail. When he finally met Bohemond, Alexius insisted that he take an oath of loyalty. The emperor did this because he feared the power Bohemond had over the other knights.

**Source B** describes the relationship between the Emperor Alexius and Bohemond. It was written by Alexius's daughter, Anna.

**Source C**

Bohemond is the most dishonest and dishonourable man I have ever met. The minute he arrived in Constantinople it was obvious that he wanted to steal Alexius's land. Alexius, knowing what kind of man Bohemond was, insisted that he take an oath of loyalty. The emperor did this because he did not trust Bohemond. This cunning tactic spoiled any of Bohemond's plans to trick Alexius and take his land.

2. Compare **Sources B** and **C** as views of the relationship between Alexius and Bohemond.
3. Describe the problems faced by the Crusaders after the capture of Jerusalem.

4

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.

**Source A** is about the growing tension between England and France in 1337.

**Source A**

English monarchs still had some lands in France and Edward III was looking to extend his kingdom. Also Edward's mother was a French princess which allowed him to claim that he was the rightful King of France. The French argued that no woman could have any claim to the French throne. Edward started to make preparations for war. His people were anxious to support him. They were annoyed by the way the French had stopped Flemish merchants from buying English wool.

1. Why was England preparing for war with France by 1337? (Use **Source A** and recall.) 5

**Sources B** and **C** describe the effects of the Black Death on England.

**Source B**

Sheep and oxen strayed through the fields and among the crops and there was no-one to drive them off or collect them. Livestock perished in great numbers throughout all districts due to a lack of shepherds and other farm workers. In the autumn no-one could be hired for less than 4 pennies plus meals. For this reason crops perished but in the year of the plague there was so much corn it did not matter.

**Source C**

There was a shortage of labour because so many people, particularly peasants, died of the disease. Many farm animals also died. Lords, who relied on their peasants to farm their land, became desperate. They were forced to pay more to each peasant worker. Wages rose so much that Edward III had to issue new coins called groats and half groats (a groat was worth 4 pennies).

2. How far do **Sources B** and **C** agree about the effects of the Black Death on England? 4
3. Describe Henry V's campaign in France between 1415 and 1420. 5

[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.

1. Describe Columbus's first voyage to the New World in 1492.

5

**Source A** is from a letter written by the fifteenth-century Italian map-maker Paul Toscanelli to Christopher Columbus.

**Source A**

Paul, the scholar and physician, to Christopher Columbus greetings.  
I understand your magnificent and great desire to explore and find a way to where the spices grow. I therefore send you a map made by my own hands, on which are drawn the coasts and islands from which you must begin to make your journey westwards and the places at which you should arrive.

**Source B** is part of a letter by the King of Spain in support of the voyage of the explorer Ferdinand Magellan in the early sixteenth century.

**Source B**

According to the information and maps I have obtained from persons who have seen them, I know for certain that there are spices in the islands of the Moluccas. You are ordered to seek them with this fleet. I command that in every matter of navigation you follow the decisions of the bearer of this letter, Ferdinand Magellan, whose greatest desire is to undertake this voyage to discover new lands.

2. Compare **Sources A** and **B** as views of why voyages of exploration took place between the 1480s and 1530s.

4

In **Source C** a Conquistador describes a battle between the native peoples of the New World and their Spanish conquerors.

**Source C**

The steady firing of our artillery and musketeers did the enemy much damage. Those who came too close to us were soon forced back by the sword-play of our men. Our horsemen were so skilful and fought so bravely that, after God who showered His blessings upon us, they were our greatest asset. However so many of the enemy charged upon us that only by a miracle of sword-play could we make them give way and maintain our battle formation.

3. Why were the native peoples of the New World unable to defeat the Spanish Conquistadors? (Use **Source C** and recall.)

5

[END OF CONTEXT 4]  
*Page twenty*

**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 events in Boston in 1770 which became known as the “Boston Massacre”. 5

**Source A** was written by George III in 1776 defending British rule in the American colonies.

**Source A**

I believe the spirit of the British nation too great and the resources with which God has blessed her too numerous, to give up so many colonies which she has established with great care. We have helped these colonies grow and become successful. We have protected and defended them at the expense of much blood and at great cost to us.

**Source B** was written by Thomas Paine in 1776 criticising Britain’s rule in the American colonies.

**Source B**

America would have flourished as much and probably more, even if no European nation had taken notice of her. America is so rich because of her trade in essential goods which will always be needed by other countries. Britain has defended the American continent at not only her own expense but also at the expense of the colonists. This she has done not out of concern but for trade and power.

2. Compare the views expressed in **Sources A** and **B** about British rule in the American colonies. 4

**Source C** explains the importance of French support for the colonists.

**Source C**

After the American victory at Saratoga in 1778, France officially entered the war on the American side. The French wanted to avenge their defeat in 1763. From the beginning the French secretly lent the American government money to keep the war going. At the battle of Yorktown the majority of Washington’s army was equipped and supplied by the French. Indeed the majority of the 15 000 soldiers were French. The French navy also trapped Cornwallis’s soldiers in Yorktown.

3. Why was French support important to the colonists throughout the Revolutionary War? (Use **Source C** 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.

1. Describe the ways Britain profited from the slave trade.

5

**Sources A** and **B** describe the effects of the Atlantic slave trade on Africa and its peoples.

**Source A**

Nowhere in history have a people experienced such a terrible ordeal as Africans during the Atlantic slave trade. Over nearly four centuries of the trade, millions of healthy men, women and children were savagely torn from their homeland, herded into ships, and dispersed all over the so called New World. Although there is no way to work out exactly how many people perished, it has been estimated that about 10 million Africans survived the Middle Passage.

**Source B**

The Atlantic slave trade spelled disaster for Africa and its peoples. For four hundred years, millions of the healthiest young people of the region were stolen from their homeland. No-one is sure exactly how many were sold into slavery but probably about 11 million African people arrived in the New World between 1450 and 1850. Add to that the number who died in war or on the journey and you can begin to see the devastating effect on families at that time.

2. How far do **Sources A** and **B** agree about the effects of the slave trade on Africa and its peoples?

4

**Source C** explains why it took so long to abolish the slave trade.

**Source C**

The supporters of the slave trade were well organised and influential. Although Wilberforce introduced his first bill to abolish it in 1789, it took a full eighteen years to end the evil. Plantation owners were often Members of Parliament who also had the support of George III. As a result, they created many difficulties for the abolitionists.

3. Why did it take so long to persuade parliament to abolish the slave trade? (Use **Source C** 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.

1. Describe the difficulties faced by Louis XVI's government by 1789.

5

**Source A** is from a list of complaints sent to the Estates General from a village in the south of France, 1789.

**Source A**

We are heavily burdened by feudal dues even though our soil is barren. When our rents and taxes have been paid, we have hardly a penny left. The landlords grow fat from our labours yet pay no taxes. We pay, indeed, without understanding what we are paying for. There is only one thing that we ask of the Estates General – to find a way to relieve our poverty.

**Source B** is from a list of complaints from a village in the west of France, 1789.

**Source B**

We most humbly ask that all citizens, no matter who they are, contribute to all the taxes according to their income. We should be told who takes a share of the taxes – for example, how much goes to the army. Bear in mind that the land grows every day more unproductive and that our burdens should be lightened.

2. How far do **Sources A** and **B** agree about the complaints of French peasants before the Revolution?

4

**Source C** explains the feelings of many French people in 1791.

**Source C**

The Third Estate had fought together against the privileges of the Church, nobility and monarchy yet it had become increasingly clear that the revolution was fast becoming a victory for the middle class. The aristocracy were to be given compensation for the loss of their feudal rights. Lands taken away from the Church were sold in such a way that poorer peasants could not afford to buy them. Workshops for the unemployed were closed down.

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

5

[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.

In **Sources A** and **B** two historians discuss the effects of the Crimean War.

**Source A**

Piedmont's participation in the Crimean War had been unpopular and unproductive. However, the war did change the international situation in Piedmont's favour. Austria's hesitant approach to the war meant that she lost the friendship of Russia. This left her isolated. Her failure to support Britain and France meant she could not expect help from these two great powers when it came to controlling the Italian states. Austria's isolation would prove crucial in helping to bring about Italian unification.

**Source B**

The Crimean War was a critical turning point for the cause of Italian unification. Austria was now isolated diplomatically. She had lost her great ally, Russia, and was forced to ally with unreliable Prussia. Neither France nor Britain would be sympathetic to maintaining Austrian power in northern Italy and its dominant position over the whole peninsula. Piedmont's participation in the Crimean War also confirmed her position as the leading state in Italy.

1. To what extent do **Sources A** and **B** agree about the effects of the Crimean War on Austria's diplomatic position? 4

In **Source C** a journalist from the time describes Mazzini's role in Italian unification.

Giuseppe Mazzini did more than anyone to publicise the great aim of Italian unity. He was an active member of the Carbonari but when it became clear to him that its badly organised conspiracies were making no progress he founded a national movement called Young Italy. He was sentenced to death for his activities and spent most of his life in exile hatching plots against the rulers of the Italian states.

2. Why was Giuseppe Mazzini important to Italian unification? (Use **Source C** and recall.) 5
3. Describe the contribution of Giuseppe Garibaldi to Italian unification. 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 events of the 1848 Revolution in Germany.

5

In **Source A** the Prussian Field Marshal, von Moltke, describes Prussia's preparations for the war against Austria in 1866.

### Source A

Our leaders prepared carefully for the war with Austria. We ensured the support of other countries. They did not wish to increase the size of Prussia but wanted to increase our influence. Austria had to give up her control over the German states but not a bit of territory was to be taken from her. Austria had exhausted her strength. Prussia felt it was her duty to assume the leadership of the German races and now felt strong enough to do so.

In **Source B** a modern historian describes the preparations of Prussia for the war against Austria in 1866.

### Source B

In preparation for the war against Austria, Bismarck's leadership was crucial. He secured the neutrality of Napoleon III and made an alliance with Italy to attack Austria in the rear if war should come. Bismarck insisted that not a bit of Austrian territory should be annexed by Prussia. The object was to ensure the supremacy of Prussia over the north German states.

2. How far do **Sources A** and **B** agree about Prussia's preparations for the war against Austria in 1866?

4

**Source C** explains the growing hostility between Prussia and France from 1868 to 1870.

### Source C

In 1868 the new government of Spain began to look for a new monarch. They approached Prince Leopold of Hohenzollern. This was opposed by France since having a German as king in Spain would alter the balance of power against France. The news of the Hohenzollern candidature caused a hostile reaction in Paris. The French government demanded the King of Prussia's guarantee that the Hohenzollerns would never claim the Spanish throne. At Ems, the king politely refused to give any such guarantee.

3. Why was there growing hostility between Prussia and France between 1868 and 1870? (Use **Source C** and recall.)

5

[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.

1. What methods did the Tsar use to maintain his control over Russia before 1914? 5

**Source A** is part of a letter from the Tsarina to the Tsar describing the situation in Petrograd in February 1917.

**Source A**

The trouble comes from a few idlers, well-dressed people, wounded soldiers and school girls. We hear of students coming into town and telling people to stay off the streets in the morning or they could be shot. What lies! Of course the cab-drivers and motormen are now on strike. But it is all different from 1905. The people all worship you and only want bread.

**Source B** is part of a letter from the President of the Duma to the Tsar. It also describes the situation in Petrograd in February 1917.

**Source B**

The situation is serious. Petrograd is in a state of chaos. The government is paralysed; the transport system has broken down so supplies of fuel are completely disorganised. Discontent is general and on the increase. There is wild shooting in the streets. It is urgent that someone whom the people trust should form a new government.

2. How far do **Sources A** and **B** disagree about the unrest in Petrograd in February 1917? 4

In **Source C** Trotsky explains why the Red Army was victorious in the Civil War.

**Source C**

A flabby, panicky mob could be transformed in two or three weeks into an efficient fighting force. What was needed for this? It needed a few dozen good commanders who were experienced fighters. Communists ready to make any sacrifice for the revolution were essential. Supplies such as boots for the barefooted, underwear, food, tobacco and matches attracted new recruits who were also encouraged by an energetic propaganda campaign.

3. Why was the Red Army victorious in the Civil War? (Use **Source C** and recall.) 5

[END OF CONTEXT 10]

**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.

**Source A** is by a Senator from Alabama in 1921. He is explaining why he wanted immigration controls.

**Source A**

As soon as the immigrants step off the decks of their ships our problem has begun – Bolshevism, red anarchy, crooks and kidnapers. Thousands come here who never take the oath to support our Constitution and to become citizens of the United States. They do not respect what our flag represents. They pay allegiance to some other country and flag while they live upon the benefits of our own. They are of no service whatever to our people. They constitute a menace and a danger to us every day.

**Source B** is a description by Robert Coughlan of the growth of support for the Ku Klux Klan in the 1920s.

**Source B**

It may be asked why, then, did the town take so enthusiastically to the Klan? Many old stock Americans believed they were in danger of being overrun. The “foreigners were ruining our country”; and so anything “foreign” was “un-American” and a menace. Cars were draped with the American flag and some carried homemade signs with Klan slogans such as “America for the Americans”.

1. How far do **Sources A** and **B** agree about American attitudes to immigrants in the 1920s? 4
2. Describe the events of the Montgomery bus boycott. 5

**Source C** explains why the Black Panthers gained support.

**Source C**

The leaders of the Black Panthers argued that black Americans were victims of white aggression and it was now time to defend black Americans. When Huey Newton said things like “The police have never been our protectors”, the big newspapers gave the Panthers a negative image. Journalists did not publicise the self-help programmes organised by the Black Panthers, who also had a ten-point programme. This included demands for freedom and the release of all black people held in prisons.

3. Why did the Black Panthers gain support from many black Americans? (Use **Source C** and recall.) 5

[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.

**Source A** is about the reoccupation of the Rhineland, 1936.

#### Source A

Germany was able to score an important victory without having to fire a shot. Hitler knew that his strategy had required taking a great risk because France was much stronger. After he had shown strong leadership Hitler was treated with greater respect abroad. France's allies in Eastern Europe began to see Germany as the stronger nation while in the west the Belgians moved towards a position of neutrality instead of supporting France.

1. Why was the reoccupation of the Rhineland in 1936 important for Hitler? (Use **Source A** and recall.) 5
2. Describe the events of the Czechoslovakian crisis of 1938 that led to the Munich Settlement. 5

In **Sources B** and **C** two modern historians give their views on appeasement.

#### Source B

Appeasement was a practical solution to make peace and settle disputes with Germany. This approach was adopted because it was believed that Germany had been treated unfairly at Versailles. For the British and French leaders it was not a policy of cowardice or weakness in the face of threats. Instead, it was a policy of preventing war in the belief that Europe could not survive a bloodbath such as the Great War.

#### Source C

Appeasement often meant a surrender of principles. Chamberlain's approach to appeasement was based on the belief that Nazism, horrible as it was, was here to stay and Britain ought to deal with it. Under his direction it became a policy of cowardice and dishonour – a way of gaining short-term peace at someone else's expense.

3. How far do **Sources B** and **C** disagree about the policy of appeasement? 4

[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.

1. What was meant by “the Cold War”?

5

**Source A** is from the speech by President Kennedy on television to the American people, 22 October 1962.

**Source A**

To halt this build up, a strict quarantine of all offensive military equipment being shipped to Cuba is being introduced. All ships of any kind bound for Cuba from whatever nation or port will, if found to contain cargoes of offensive weapons, be turned back. We are not at this time, however, denying the necessities of life as the Soviets attempted to do in their Berlin blockade of 1948.

**Source B** is from the letter sent by Nikita Khrushchev to President Kennedy, 24 October 1962.

**Source B**

You, Mr President, are not declaring quarantine, but rather an ultimatum, and you are threatening that if we do not obey your orders, you will use force to turn back the ships. Think about what you are saying! And you want to persuade me to agree to this! What does it mean to agree to these demands? It would mean for us to conduct our relations with other countries not by reason, but by yielding to tyranny. You are not appealing to reason; you want to intimidate us.

2. Compare the views in **Sources A** and **B** on the Cuban Missile Crisis.

4

**Source C** explains why there was a thaw in the Cold War in the late 1960s.

**Source C**

The tensions of the 1960s, which had brought them to the brink of nuclear war, caused the superpowers to rethink their plans. This led to a thaw in the Cold War. Both sides had important reasons to seek a relaxation in tensions. Leonid Brezhnev and the rest of the Soviet leadership felt the economic burden of the nuclear arms race was too great. The American economy was also in financial trouble as a result of the Vietnam War. Johnson, and to a lesser extent Nixon, were having difficulty funding the government welfare programme.

3. Why did both sides want détente by the late 1960s? (Use **Source C** and recall.)

5

[END OF CONTEXT 13]

[END OF PART 3: EUROPEAN AND WORLD CONTEXTS]

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