

**X044/201**

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NATIONAL  
QUALIFICATIONS  
2009

TUESDAY, 2 JUNE  
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

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

## Contents

<b>Part 1</b> Short Essay Questions. Answer <b>one</b> question only.	Pages 4–6
<b>Part 2</b> Scottish and British Contexts	
1. Murder in the Cathedral: Crown, Church and People, 1154–1173	Page 8
2. Wallace, Bruce and the Wars of Independence, 1286–1328	Page 9
3. Mary, Queen of Scots and the Scottish Reformation, 1540s–1587	Page 10
4. The Coming of the Civil War, 1603–1642	Page 11
5. “Ane End of Ane Auld Sang”: Scotland and the Treaty of Union, 1690s–1715	Page 12
6. Immigrants and Exiles: Scotland, 1830s–1930s	Page 13
7.(a) From the Cradle to the Grave? Social Welfare in Britain, 1890s–1951	Page 14
<b>OR</b>	
7.(b) Campaigning for Change: Social Change in Scotland, 1900s–1979	Page 15
8. A Time of Troubles: Ireland, 1900–1923	Page 16
<b>Part 3</b> European and World Contexts	
1. The Norman Conquest, 1060–1153	Page 17
2. The Cross and the Crescent: The First Crusade, 1096–1125	Page 18
3. War, Death and Revolt in Medieval Europe, 1328–1436	Page 19
4. New Worlds: Europe in the Age of Expansion, 1480s–1530s	Page 20
5. “Tea and Freedom”: The American Revolution, 1763–1783	Page 21
6. “This Accursed Trade”: The British Slave Trade and its Abolition, 1770–1807	Page 22
7. Citizens! The French Revolution, 1789–1794	Page 23
8. Cavour, Garibaldi and the Making of Italy, 1815–1870	Page 24
9. Iron and Blood? Bismarck and the Creation of the German Empire, 1815–1871	Page 25
10. The Red Flag: Lenin and the Russian Revolution, 1894–1921	Page 26
11. Free at Last? Race Relations in the USA, 1918–1968	Page 27
12. The Road to War, 1933–1939	Page 28
13. In the Shadow of the Bomb: The Cold War, 1945–1985	Page 29

**[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 knights were important in the twelfth century.

8

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

**Question 2:** Explain why John Balliol lost his position as King of Scots in 1296.

8

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

**Question 3:** Explain why Mary, Queen of Scots, faced difficulties ruling Scotland when she returned in 1561.

8

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

**Question 4:** Explain why there were problems between Crown and Parliament during the reign of James VI and I.

8

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

**Question 5:** Explain why there was so much opposition to a Union in Scotland before 1707.

8

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

**Question 6:** Explain why Scots emigrants made a valuable contribution in Canada and the United States.

8

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

**Question 7(a):** Explain why the Liberal reforms, 1906–1914, failed to solve the problems of the poor.

8

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

**Question 7(b):** Explain why many industries in Scotland experienced problems in the years between the two world wars.

8

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

**Question 8:** Explain why support for Sinn Fein increased after 1916.

8

**EUROPEAN AND WORLD CONTEXTS:**

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

**Question 9:** Explain why David I introduced feudalism to Scotland.

8

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

**Question 10:** Explain why Pope Urban II called the First Crusade.

8

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

**Question 11:** Explain why the Hundred Years' War broke out between England and France in 1337.

8

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

**Question 12:** Explain why European countries wanted to search for new lands between the 1480s and 1530s.

8

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

**Question 13:** Explain why the colonists won the American War of Independence.

8

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

**Question 14:** Explain why there was increasing support for the campaign against the slave trade by the 1780s.

8

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

**Question 15:** Explain why few French people supported Louis XVI in 1789.

8

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

**Question 16:** Explain why Cavour was important to Italian unification.

8

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

**Question 17:** Explain why Bismarck’s leadership was important to the unification of the German states.

8

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

**Question 18:** Explain why the Reds won the Civil War.

8

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

**Question 19:** Explain why black people rioted in many American cities in the 1960s.

8

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

**Question 20:** Explain why events after Munich, September 1938, led to the outbreak of war in 1939.

8

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

**Question 21:** Explain why the USA became involved in a crisis over Cuba in 1962.

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** was written in 1177 by Peter of Blois, Henry II's secretary.

#### Source A

Every day the king travels around his kingdom. He never rests and works tirelessly to make sure that his people are at peace. On occasion, he attacks the barons but this is only so that the law of the country can be upheld. No one is more honest, more polite and more generous to the poor than the king. He is truly loved by his people.

1. How useful is **Source A** as evidence of the character of Henry II? 4
2. Describe the life of a monk in medieval times. 5

**Source B** explains why Henry II and Archbishop Becket quarrelled.

#### Source B

Henry II appointed Thomas Becket as Archbishop of Canterbury in 1162. Almost immediately their friendship was tested when Becket resigned as Chancellor. Until then Becket had been a loyal servant, so this action stunned the king. Becket then refused to sign the Constitutions of Clarendon and would not agree to reduce the power of the Church. When summoned to appear at the Northampton trial, Becket fled to France without the king's permission. He remained there for six years protected by the king of France.

3. Why did Henry II and Archbishop Becket quarrel? (Use **Source B** and recall.) 5

[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** was written by a Scottish chronicler some time after the death of Alexander III in 1286.

**Source A**

On 19th March, the king was delayed by the ferry at South Queensferry until dusk on a dark, stormy night. When advised by his companions not to go beyond Inverkeithing that night, he rejected their advice and with an escort of knights he hurried along a very steep track towards Kinghorn. To the west of that place, his horse stumbled and he was killed.

1. How useful is **Source A** as evidence about the death of King Alexander III? 4
2. Describe what happened at the Battle of Stirling Bridge. 5

**Source B** explains why the Scots sent the Declaration of Arbroath to the Pope in 1320.

**Source B**

In the years after Bannockburn, although Bruce controlled Scotland, he was not accepted internationally as its king. Earlier efforts to gain recognition by invading the north of England had failed. They had only annoyed Edward. The Scots then tried to increase the pressure on Edward by invading Ireland, but this ended in disaster when Edward Bruce was killed in 1318. When they sent the declaration to the Pope in 1320, they hoped he would recognise Bruce as king.

3. Why did the Scots send the Declaration of Arbroath to the Pope in 1320? (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 Protestantism spread in Scotland in the 1540s and 1550s.

**Source A**

In Germany, the ideas of Martin Luther had started the Reformation movement. Some Scots began questioning the teachings of the Catholic Church. During the Rough Wooing, English invaders had encouraged this by distributing English translations of the Bible so people could study the Bible for themselves. The Catholic Church continued to use the Latin Bible. Religious pamphlets, smuggled into Scotland from Europe, also spread Protestant ideas. The “Good and Godly Ballads” made these ideas popular. Protestantism began to spread more quickly in Scotland.

1. Why did Protestantism spread in Scotland in the 1540s and 1550s? (Use **Source A** and recall.) 5
2. Describe the events surrounding the murder of Darnley in 1567. 5

**Source B** is part of a letter written by Mary, Queen of Scots, to Queen Elizabeth in 1582.

**Source B**

While I was in Scotland, my subjects were encouraged to speak, act and finally to rebel against me by the agents, spies and secret messengers sent there in your name. I do not have any specific proof of that except for the confession of one person whom you rewarded very generously for his hard work at that time.

3. How useful is **Source B** as evidence of Mary’s opinion of Queen Elizabeth? 4

[END OF CONTEXT 3]

**HISTORICAL STUDY: SCOTTISH AND BRITISH**

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

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

**Source A** is from “A Concise History of Scotland” by Fitzroy McLean, published in 1974.

**Source A**

The new service book was read for the first time in St Giles on 23 July 1637 amid scenes of violence which soon developed into a riot. Tradition says the females of the congregation played a leading part, egged on by a certain Jenny Geddes. Before long, the Privy Council were forced to shut themselves in Holyroodhouse to escape the mob.

1. How useful is **Source A** as evidence of how the Scots reacted to Charles I’s introduction of the Common Prayer Book in 1637? 4

**Source B** explains why Charles I became unpopular in England between 1629 and 1640.

**Source B**

Since the Middle Ages, only people who lived near the coast had to pay Ship Money. In 1635 Charles I made people from inland areas pay Ship Money tax as well. There were strong objections because the king had imposed this new tax without the consent of Parliament. He also fined people who had built on common land, or in royal forests. Anyone who refused to pay was tried in special courts. The king was seen as a tyrant. People turned against him.

2. Explain why Charles I became unpopular in England between 1629 and 1640. (Use **Source B** and recall.) 5
3. Describe the events between 1640 and 1642 which led to the outbreak of the Civil War. 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 a public notice published by the Directors of the Company of Scotland in 1698.

**Source A**

The Court of Directors now have ships ready and loaded with provisions and all manner of things needed for their intended expedition to settle a colony in the Indies. They give notice that to encourage people to go on this expedition, they promise to give them fifty acres of good ground to grow their crops.

1. How useful is **Source A** as evidence about Scottish preparations for the Darien Expedition? 4

**Source B** explains why many Scottish nobles agreed to the Act of Union.

**Source B**

The Scottish nobility has been criticised for “betraying” Scotland at the time of the Union. There was, however, a considerable effort put into convincing them of the wealth which a Union would bring to Scotland. They would prosper by having access to England’s colonies and after the Union many did invest in the sugar trade of the West Indies. Besides, a Union would guarantee the Protestant Succession and its supporters would gain both royal approval and the benefits it brought.

2. Why did many Scottish nobles agree to the Act of Union? (Use **Source B** and recall.) 5
3. In what ways did Scotland change as a result of the Act of Union? 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** is evidence given to a government enquiry in 1836 by a Catholic priest in Aberdeen.

**Source A**

The number of cotton and linen factories in Aberdeen has continued to grow since the Irish people were encouraged to come to us. Finding work is easy and fairly good wages are offered to them in these factories. A considerable number of Irish people have come to the city and have brought their families with them.

1. How useful is **Source A** as evidence of the reasons Irish people came to Scotland after 1830? 4
2. Describe the experience of Irish immigrants in the west of Scotland. 5

**Source B** explains why many Scots emigrated overseas in the twentieth century.

**Source B**

Mr Macdonald, the headmaster, said that he had faith in Canada. Many of his best pupils who were now living in Canada were succeeding. This was obvious from the money and letters they sent home to their parents. He then introduced the Canadian immigration agent, who spoke first in Gaelic and then in English. He said Canada was a huge country which offered great opportunities for farming. He enthusiastically praised the country as he showed view after view of scenes of Canada on the screen.

3. Why did many Scots emigrate overseas in the twentieth century? (Use **Source B** and recall.) 5

[END OF CONTEXT 6]

**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** comments on changing attitudes towards poverty.

**Source A**

By the start of the twentieth century, attitudes towards the poor in Britain were changing. Trade unions felt the Liberals and Conservatives did not do enough for the poor. There was also a growth in Socialist thinking which felt very strongly that a high level of poverty was wrong. The Labour Party was formed in 1900. It stood for practical reforms to tackle poverty. The Labour Party threatened to take support away from the Liberals. Frightened by this, the Liberals began to think of ways to help the poor.

1. Why did attitudes towards poverty change in the early twentieth century? (Use **Source A** and recall.)

5

**Source B** is a cartoon from the Daily Herald newspaper in 1942.

**Source B**



2. How useful is **Source B** as evidence of the ideas in the Beveridge Report?
3. Describe the reforms introduced by Labour after 1945 to improve the lives of the British people.

4

5

[END OF CONTEXT 7(a)]

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

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

1. Describe the ways sport became more popular in Scotland between 1900 and 1939. 5

**Source A** explains why women had not gained the right to vote by 1914.

**Source A**

In the years before the Great War, the government had a number of problems to deal with and did not regard votes for women as very important. In addition, the Prime Minister, Mr Asquith, was personally opposed to giving women the franchise. Emmeline Pankhurst founded the Women's Social and Political Union even though most men believed that women should not get involved in politics. When women began militant actions such as breaking shop windows, they were accused of being irresponsible.

2. Why had women not gained the right to vote by 1914? (Use **Source A** and recall.) 5

**Source B** is a photograph of a class being taught to wash clothes in a Dundee school in 1938.

**Source B**



3. How useful is **Source B** as evidence of the way Scottish children were educated in the 1930s? 4

[END OF CONTEXT 7(b)]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

**Source A** explains why the Ulster Unionists were against Home Rule for Ireland.

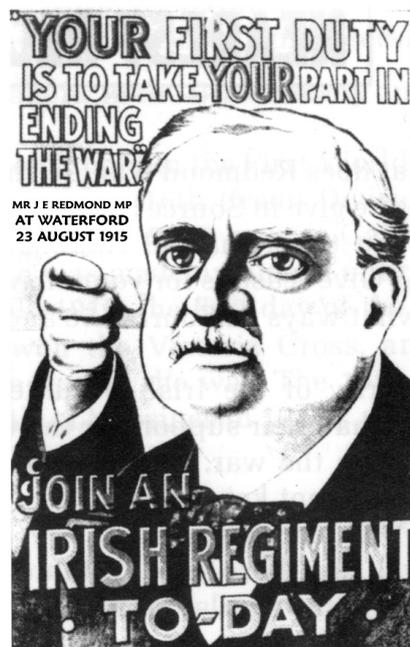
**Source A**

Unionists knew that the Home Rule Bill could not be defeated in parliament. The Unionists argued that Home Rule would destroy their way of life. Ulster was far richer than the rest of Ireland and many believed that they would be forced into poverty if the law was accepted. Led by MPs such as Edward Carson, as many as 50,000 Unionists attended meetings in Belfast. They were afraid that Ulster would be isolated from the Empire and that the Protestant Church could be weakened.

1. Why were the Ulster Unionists against Home Rule for Ireland? (Use **Source A** and recall.)

5

**Source B** is a poster produced by the Irish National Party in 1915.

**Source B**

2. How useful is **Source B** as evidence of Irish Nationalists' attitudes towards the First World War?
3. Describe the Civil War which broke out in Ireland in 1922.

4

5

[END OF CONTEXT 8]

[END OF PART 2: SCOTTISH AND BRITISH CONTEXTS]

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

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

**Sources A** and **B** are about Earl Harold's right to become King of England in 1066.

**Source A**

King Edward died in London having reigned for twenty three years. The next day he was buried amid the bitter grieving of all present. After the burial, Harold, whom Edward had nominated as his rightful successor, was chosen as King by all the powerful lords of England and on the same day was crowned legitimately and with great ceremony by Aldred, Archbishop of York.

**Source B**

Harold did not wait for public support but broke the oath he had taken to support William's rightful claim to the throne. With the help of a few of his supporters, he seized the throne on the day of Edward's funeral at the very time when all the people were mourning their loss. He was illegally crowned by Stigund of Canterbury, who had been excommunicated by the Pope.

1. How far do **Sources A** and **B** disagree about Harold's right to be King of England? 4
2. Describe the methods used by William to increase his royal authority. 5

**Source C** explains why there was an increase in the number of abbeys and monasteries in Scotland.

**Source C**

David was the youngest son of the saintly Queen Margaret and was very religious. He began a building of abbeys and monasteries such as would never be known again in Scotland. Much of the wealth that David gained from his burghs was poured into these great new projects. David encouraged his nobles to leave land to the church. Master craftsmen were brought from England and France. The kingdom was alive with a new spirit and his work was carried on by the kings that followed.

3. Why did the number of abbeys and monasteries in Scotland increase during the reign of David I? (Use **Source C** and recall.) 5

[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 the Peoples' Crusade failed.

**Source A**

After months of travelling, Peter the Hermit arrived at Constantinople. The journey had been difficult and many in his army had already been killed. Emperor Alexius warned the Crusaders not to attack the Muslims but to wait for the knights. The Crusaders were eager to get to Jerusalem and so ignored this advice. Soon afterwards, the Crusaders began arguing amongst themselves. They elected their own leaders and no longer listened to Peter the Hermit. In despair he left the Crusade and returned to Constantinople.

1. Why did the Peoples' Crusade fail? (Use **Source A** and recall.) 5
2. Describe the capture of Nicaea by the First Crusade. 5

**Sources B** and **C** describe the Crusaders' victory at Antioch.

**Source B**

Kerbogha and the Muslim forces attacked the Crusaders the minute they left the city. Bohemond led the Crusaders and organised the knights. Without his leadership they would have been defeated. Although they were tired and hungry, they continued to fight. The Muslims were brave and did not give up. Eventually the Crusaders forced them to flee the battlefield and won a great victory.

**Source C**

Although the Muslim forces surrounded Antioch, they did not attack the Crusaders when they left the city. Bohemond commanded the army but could not organise his knights and was nearly defeated. The Crusaders were only victorious because the Muslims did not respect Kerbogha. They refused to fight and fled the battlefield. Their cowardly behaviour meant the Muslims lost the battle.

3. How far do **Sources B** and **C** disagree about the Crusaders' victory at Antioch? 4

[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** explains why the Black Death spread across Europe in the fourteenth century.

**Source A**

When a rat died of plague its fleas would leave and carry the disease to humans. This happened because humans and rats lived close together. Trading ships were often infested with rats. If these rats died of plague their fleas could give it to sailors and the people in the ports. A ship would therefore carry the plague until the sailors died of it. Diseased rats could also get into merchants' wagons and be carried across the country. This explanation of the spread of the plague is called the trade route theory.

1. Why did the Black Death spread across Europe in the fourteenth century? (Use **Source A** and recall.)

5

**Sources B** and **C** describe the role of Henry V in the Hundred Years' War.

**Source B**

Henry V was the last great Plantagenet king. He believed strongly in his right to the French throne and convinced many Frenchmen that his cause was just. His great speech to his archers before Agincourt inspired victory. He was a leader who expected discipline from others and showed great self-discipline himself. However, under the stress of war he could become cruel towards his defeated enemies.

**Source C**

Henry had no right to the crown of France. He had no right to that of England either. According to the legend, the war with France showed Henry's military genius. Really, it was a story of gambler's luck. The superior French army got stuck in the mud at Agincourt. At Agincourt, he was a war criminal, massacring prisoners in defiance of the conventions of war.

2. How far do **Sources B** and **C** disagree about the role of Henry V in the Hundred Years' War?
3. What part did Joan of Arc play in reawakening French national pride?

4

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.

**Source A** is about shipbuilding and navigation.

**Source A**

The Age of Exploration was possible because of new inventions. The most important of these inventions was the carrack. This ship had a lateen sail which made ships faster and far more manoeuvrable. Longer journeys were possible which encouraged European rulers to search for new lands. Astrolabes helped sailors identify their location at sea. The development of log lines helped sailors calculate their speed and longitude. A great deal of expansion was then achieved in just fifty years.

1. Why did developments in shipbuilding and navigation make voyages of exploration easier between the 1480s and 1530s? (Use **Source A** and recall.)

5

**Sources B** and **C** describe Columbus's arrival in the New World.

**Source B**

They arrived at a small island. Soon the local people came to watch them. The Admiral went on shore with Vicente Yanez, the captain of the Nina. The Admiral called to the two captains and to the others who leaped on shore, and said that they should bear faithful testimony that he had taken possession of the said island for the King and Queen. He presented the natives with red caps and strings of beads to wear upon the neck.

**Source C**

After a voyage of more than two months the fleet sighted land. On 12th October Columbus set foot in the New World. Watched by naked, silent natives, he took control of the island in the name of the King and Queen of Spain and gave thanks to God. Gifts were exchanged with the natives. Columbus believed they were somewhere in the Indies, near Cipangu.

2. How far do **Sources B** and **C** agree about what happened when Christopher Columbus first arrived in the New World?
3. Describe the exploration of North America up to 1540.

4

5

[END OF CONTEXT 4]

## HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

**Source A** is about the colonists’ relationship with Britain.

**Source A**

Many colonists were suffering as trade was poor and they believed the British government was responsible. Despite this, the Americans hoped that the economy would soon improve. However, Granville, a British government minister, introduced tough trade policies which made things worse. Consequently, the colonists saw British naval officers and customs men as greedy and unwanted. They represented a distant and unsympathetic government. This helped push many well-to-do colonists towards opposition to Britain and increased the likelihood of armed rebellion.

1. Why were many colonists unhappy with British rule by 1776? (Use **Source A** and recall.)

5

**Sources B** and **C** are about the American forces which fought against the British army.

**Source B**

The Revolutionary War was waged by small armies. The American forces were often led by inefficient, even incompetent, commanders who fought muddled campaigns. The men gathering in Boston were enthusiastic but badly armed and lacking supplies. The American commander, George Washington, could rely on no more than 5000 regular soldiers. Most men were part-time and served for only a few months. Britain’s professional army was larger but not large enough to subdue the Americans.

**Source C**

Many officers who led the American forces were not trained in the different types of warfare. The whole army was short of artillery, cavalry and almost all sorts of supplies. Within each state there were part-time soldiers. Many were militiamen who met and trained in their spare time and, although they did not have a uniform, they still came to fight for their country’s freedom.

2. To what extent do **Sources B** and **C** agree about the condition of the American army? 4
3. Describe the events leading up to the British surrender at Saratoga in 1777. 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 conditions for slaves during the Middle Passage.

5

**Sources A** and **B** describe slave auctions in the West Indies.

**Source A**

Slaves were treated in most cases like cattle. A man went about the country buying up slaves and he was called a “speculator”. Then he would sell them to the highest bidder. Oh! It was pitiful to see children taken from their mothers’ breasts, mothers sold, husbands sold to a different owner than their wives. One woman had a baby and he wouldn’t buy the baby.

**Source B**

The slave master made us hold up our heads while customers felt our hands and arms and looked at our teeth, precisely as someone examines a horse which he is about to purchase. All the time the auction was going on one mother was crying aloud. She begged the man not to buy her son unless he also bought her; but the boy was sold on his own to the man who offered the most money.

2. How far do **Sources A** and **B** agree about what happened during slave auctions?

4

**Source C** explains why people were in favour of the slave trade.

**Source C**

The slave trade continued to be defended by businessmen who made large profits from it. Evidence from Bristol and Liverpool indicated that profits of 30 per cent from slave voyages were common. The Triangular Trade linked Britain, West Africa and the Caribbean. The Triangular Trade also helped Britain’s industrial development. In Manchester, for example, it was said to have helped the growth in manufacturing. Work was provided for many at the port of Liverpool.

3. Why were some people in favour of 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 changes introduced by the Legislative Assembly in 1791. 5

**Source A** describes the growth of feeling against the monarchy in France in 1792.

**Source A**

Although Louis had been allowed to live comfortably in his palace he made no secret that he disliked having to share power with the Legislative Assembly. He supported war with Austria hoping that French defeat would restore his royal authority. The radicals imprisoned the king and his family after the storming of the Tuileries. Louis rejected the advice of moderate advisors to fully implement the Constitution of 1791. By then many people suspected that Louis was privately encouraging counter-revolution.

2. Why was there growing dislike of the monarchy in France in 1792? (Use **Source A** and recall.) 5

**Sources B** and **C** describe the events of September 1792 which came to be known as the September Massacres.

**Source B**

On August 10th 1792, Danton's supporters seized control and set up the Commune which became the real power in Paris. Danton gave a violent speech encouraging the Paris mobs to rise up. The sans-culottes attacked the prisons which they believed were secretly sheltering enemies of the revolution. They killed about one and a half thousand people. Street fights continued and barricades were set up all over the city.

**Source C**

The news of the invasion of France by the Prussian army led to panic in Paris. Working class people began rioting, believing they were defending the revolution. From the night of September 2nd, in three prisons in Paris at least fifteen hundred women, priests and soldiers were brutally murdered. Although Danton condemned the massacres, he must take the blame for having stirred up the sans-culottes.

3. How far do **Sources B** and **C** agree about the events of the September Massacres in Paris in 1792? 4

[END OF CONTEXT 7]

**HISTORICAL STUDY: EUROPEAN AND WORLD**

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

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

1. Describe the growth of nationalism in Italy between 1815 and 1847.

5

**Sources A** and **B** describe the events of the 1848 revolutions in Milan and Naples.

**Source A**

Early in the year trouble broke out in Milan. The sight of Austrian soldiers smoking in the streets was an excuse for the people to show their dislike of the troops. Small-scale fights broke out, quickly followed by larger riots and eventually by a full scale revolution. The Austrian commander decided to withdraw his troops from the area. The revolutionaries set up a provisional government and prepared to continue the fight against Austria.

**Source B**

There were clashes between the people and the troops in Naples. Arms were handed out to the townspeople and the next day protest grew as peasants from outside the city arrived to join the rising. The army replied by shelling the city and two days later reinforcements of 5000 troops arrived. Despite this, by April the revolutionaries had taken over. The middle and upper-class nationalists set up a provisional government.

2. How far do **Sources A** and **B** agree about the events of the 1848 revolutions in the Italian cities?

4

**Source C** describes the importance of Garibaldi.

**Source C**

As a military leader Garibaldi was a good, sometimes brilliant, commander, excellent at sizing up the situation. He inspired great enthusiasm and devotion in his men. His conquest of the south was a remarkable achievement. His chance meeting with Mazzini in 1833 gave him a cause to fight for. All Garibaldi's actions can be explained by his total devotion to the idea of Italian unity. It became the driving obsession of his life.

3. Why was Garibaldi important to the unification of Italy in 1861? (Use **Source C** and recall.)

5

[END OF CONTEXT 8]

**HISTORICAL STUDY: EUROPEAN AND WORLD**

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

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

**Sources A** and **B** describe actions against the student movement in Germany in the early nineteenth century.

**Source A**

At a student demonstration an Austrian spy was murdered. The Austrian government was determined to prevent further incidents. At a meeting of the Confederation of Carlsbad in 1819, it was agreed to set up inspectors to oversee the universities. In addition to this, student organisations were outlawed. In most German states a strict press censorship was enforced. The effect of the decrees was the dismissal of a number of professors.

**Source B**

The first sign of nationalist feeling occurred in the Students' Unions in the universities. Metternich and the Austrian government were determined to stop this. At a meeting of the Confederation at Carlsbad in 1819, decrees were passed which suppressed the student societies, causing many university teachers to be dismissed. Student societies re-emerged in the 1830s. Flags of black, red and gold came to symbolise liberal ideas.

1. How far do **Sources A** and **B** agree about the actions taken against the student movement? 4

**Source C** is about the growth of nationalism in the German states.

**Source C**

The folk tales of the Brothers Grimm celebrated Germany's past and looked forward to the day when it would at last be one nation. United by language, it was felt by many that the German states should also be united by the same government. By 1836, twenty five of the thirty nine German states had joined the Zollverein. The development of the railways in the 1830s and 1840s had made the German states co-operate, ending their isolation from one another. By 1850 over 3000 miles of railways had been laid.

2. Why did nationalism grow within the German states between 1815 and 1850? (Use **Source C** and recall.) 5
3. Describe the events leading to Austria's defeat by Prussia in 1866. 5

[END OF CONTEXT 9]

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

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

**Source A** is about the outbreak of the 1905 Revolution.

**Source A**

By 1905 there was a growing desire to overthrow the repressive government of Nicholas II. There was a great deal of poverty in the cities and the countryside. The revolutionary movement gained strength following Russia's humiliating defeat by Japan. In January an uprising to remove the Tsar began. The non-Russian areas of the empire witnessed violent disturbances. Revolutionary groups became much more organised. They formed a soviet in St Petersburg. A soviet was a type of worker's parliament.

1. Why was there a revolution in Russia in 1905? (Use **Source A** and recall.) 5
2. Describe the effects of the First World War on the Russian people. 5

In **Sources B** and **C**, Bolshevik leaders argue about the decision to call a revolution in October 1917.

**Source B** is from a letter by Lenin.

**Source B**

The Bolsheviks can and must take state power immediately into their own hands. They can do so because revolutionary elements in Petrograd and Moscow are now very strong. We can and must overcome our opponents' resistance and gain power. By promising peace and land we will be able to form a government that no-one will be able to overthrow. The majority of the people are on our side. By seizing power in Moscow and Petrograd we shall win absolutely and unquestionably.

**Source C** is from a letter by two Bolsheviks, Kamenev and Zinoviev.

**Source C**

We are convinced that to call an uprising now would put the party and the revolution at risk. Our party is strong but the workers and soldiers are not ready to take to the streets now. The right mood does not exist. The party must be given time to grow. An uprising now will destroy what we have already achieved. We raise a voice against this ruinous policy.

3. How far do **Sources B** and **C** disagree about the decision to call a revolution in October 1917? 4

[END OF CONTEXT 10]

**HISTORICAL STUDY: EUROPEAN AND WORLD**

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

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

1. What problems faced black Americans who moved north in the 1920s and 1930s? 5

**Source A** explains black Americans' reaction to the Civil Rights Movement.

**Source A**

Between 1945 and 1959, the Civil Rights Movement made much progress. Black activists, especially the NAACP, were the moving force behind Supreme Court decisions. The Supreme Court had declared segregated schools unconstitutional in 1954. Progress in carrying out this declaration was very slow over the next ten years. Unending black pressure forced President Eisenhower to propose a Civil Rights Act in 1957. The Civil Rights Movement was gaining heroes such as Rosa Parks during this period, though there were also victims such as Emmett Till.

2. Why did black Americans feel that progress towards civil rights had been made between 1945 and 1959? (Use **Source A** and recall.) 5

**Sources B** and **C** describe the sit-ins.

**Source B**

Some Civil Rights workers believed that the sit-ins showed students that they could take action themselves. Young black people realised that they could make a difference to Civil Rights by winning the support of both black and white Americans. However, sit-ins only achieved limited success in some of the towns and cities where the protests were used. Much more needed to be done to improve Civil Rights.

**Source C**

The very act of protesting meant the students believed they could make a difference. When they "sat in" these young people practiced non-violence, they dressed in their best clothes and they studied books. This helped to encourage black community support and won the respect and even admiration of some white Americans. However, the sit-ins only enjoyed success in a few Southern states. In the Deep South, white Americans refused to desegregate and the protestors faced resistance from the white authorities.

3. How far do **Sources B** and **C** agree about the success of the sit-ins? 4

[END OF CONTEXT 11]

**HISTORICAL STUDY: EUROPEAN AND WORLD**

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

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

**Source A** is about Britain's policy of Appeasement in the 1930s.

**Source A**

The Great Depression meant that money could not be found for rearmament and the government knew that the British people were totally opposed to war. Chamberlain, who had been Chancellor before becoming Prime Minister in 1937, had a reputation as a social reformer. Chamberlain was in favour of personal, face to face talks among Europe's leaders and believed he could negotiate directly with Hitler. The British Government took the view that communist Russia was the real threat to peace in the world.

1. Why did Britain follow a policy of Appeasement in the 1930s? (Use **Source A** and recall.) 5
2. Describe the aims of Hitler's foreign policy. 5

**Sources B** and **C** are opinions about the Anschluss between Germany and Austria in 1938.

**Source B**

It is clear that Anschluss is popular among the Austrian people who are, after all, German in language and culture. Keeping Germany and Austria apart had been one of the more spiteful terms of Versailles and this wrong is now made right. Therefore Europe is likely to benefit from a period of peace and prosperity as Germany moves into a brighter future.

**Source C**

Germany has taken over Austria. Any intelligent person can see that an even more powerful Germany is a threat to the peace and stability of Europe. The decision in 1919 to forbid Anschluss had been a very sensible one for limiting the war-like ambitions of Germany. We have permitted Hitler to brutally invade an independent country whose population has no love for Nazism.

3. How far do **Sources B** and **C** disagree about the Anschluss? 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.

**Source A** is about the Berlin Wall.

**Source A**

On 12 August 1961 a record 4000 East Germans fled to West Berlin to start a new life in the West. Those who left were often young and well educated. In the small hours of 13 August, Soviet and East German “shock workers” closed the border and put barbed wire across the streets. The East Germans claimed that enemy agents had been stationed in West Berlin. The agents were using Berlin as a centre of operations against East Germany and the Soviet Union. Berlin had become a divided city.

1. Why did the Soviet Union build the Berlin Wall in 1961? (Use **Source A** and recall.) 5

**Sources B** and **C** are about the tactics of the Vietcong.

**Source B**

The Vietcong, or “Charlie” as the Americans called them, were the locally born guerrilla fighters of South Vietnam. The Vietcong consisted of three groups: units of regular soldiers, provincial forces, and part-time guerrillas. The Vietcong generally avoided large scale attacks on the enemy but continually harassed their troops and installations causing heavy American casualties. They travelled light, carrying basic weapons and few supplies.

**Source C**

Our first real battle was in the Michelin Rubber Plantation. Thousands of Vietcong launched wave after wave of attacks on our camp. But they had all kinds of Chinese and Russian weapons, such as flamethrowers and rocket launchers. Eventually we counter-attacked and pushed them back. Fortunately, we only lost around seven guys. The Vietcong body count was reported to have been 800, but I thought it was more.

2. How far do **Sources B** and **C** disagree about the tactics used by the Vietcong? 4
3. Describe the steps taken to reduce tension between the USA and the USSR during the 1960s and 1970s. 5

[END OF CONTEXT 13]

[END OF PART 3: EUROPEAN AND WORLD CONTEXTS]

[END OF QUESTION PAPER]

## ACKNOWLEDGEMENTS

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