



2010 History

Intermediate 2

Finalised Marking Instructions

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Marking Conventions

Please make good use of the following indications of where marking credit has or has not been awarded.

✓	above a phrase indicates a relevant, credited piece of evidence
R	above a phrase indicates that recall has been credited
DP	above a phrase indicates a developed point of evidence
P	in the margin indicates that process is apparent
	a single line underneath a response indicates that part of the evidence is suspect
X	in the margin indicates irrelevance
SE	in the margin indicates a serious error
NP	in the margin indicates that process is suspect or non-existent
C	in the margin indicates that the candidate has simply copied presented evidence (maximum 1 mark)
NR	in the margin indicates no relevant recall
NPE	in the margin indicates no presented evidence has been used
NM	in the margin indicates no matching points in the comparison question

Where several points are run together ie “listing” – the answer is marked out of half marks.

Straight copying: maximum of 1 mark.

In O3, 1 mark should be credited for each of the following:

“The source is useful as it is a primary source written at the time of the Suffragette’s campaign”.

“The source is useful as it is a secondary source written by a reputable historian who will have researched the relevant evidence”.

NB a tick in the right hand margin indicates that a misplaced part of an answer has been read.

Marks are no longer deducted for badly written or illegible answers.

Source Comparison Questions

- (a) If a candidate merely matches correctly pieces of evidence

eg Source A says he treated them with dignity, honour and affection whereas Source B says he was mistrusting and suspicious = 1 mark.

- (b) If a candidate gives an overall view

eg Source B approves of the Anschluss but Source C disapproves of it = 1 mark.

- (c) If a candidate gives an overall view and one example of corroboration

eg Source B approves of the Anschluss but Source C disapproves because B says it is natural to have a union between Austria and Germany while Source C says the small country has been struck down = 2 marks.

- (d) If a candidate gives an overall view and two examples of corroboration

eg Source B approves of the Anschluss but Source C disapproves because B says it is natural to have a union between Austria and Germany while Source C says the small country has been struck down. Source B thinks there is no reason for disapproving of the union but Source C says Germany now controls the South East of Europe = 4 marks.

- (e) If a candidate gives a collapsed comparison

eg both speak of landlords taking away people's homes = 1 mark.

- (f) If a candidate does not give a judgement and then only gives collapsed comparisons = maximum of 1 mark.

History Intermediate 2

PART 1 THE SHORT ESSAY

SCOTTISH AND BRITISH

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

Question 1

Explain why Henry II faced difficulties on becoming king in 1154.

(8)
O1 & O2

The candidate explains why Henry II faced difficulties on becoming king in 1154 by referring to evidence such as:

- Henry's empire was vast with no common language or traditions
- barons had built illegal castles
- barons hired mercenaries/had illegal private armies to protect their land
- some barons openly challenged Henry eg Earl of York, Scarborough Castle
- barons were stealing land from their weaker neighbours
- sheriffs were corrupt and were keeping fines and possessions which should have gone to the king
- there was no uniform law in the kingdom/sheriffs decided the law in their local area
- the Church had increased its authority eg Criminous Clerks/Canon Law.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

SCOTTISH AND BRITISH

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

Question 2

Explain why the Scots won the battle at Bannockburn.

(8)
O1 & O2

The candidate explains why the Scots won the battle at Bannockburn by referring to evidence such as:

- Robert Bruce's leadership was a key factor
- Robert Bruce had trained his men to fight as mobile schiltrons
- Robert Bruce fought the battle on ground which suited his men/tactics
- the English did not expect Bruce to attack them (they expected to attack)
- the English had moved onto ground which was too marshy for them to manoeuvre
- the English were trapped in an area which was too small for their army to manoeuvre
- the English were arguing with each other before the battle
- the English did not have confidence in King Edward II
- the English were disheartened after the death of de Bohun etc
- English bowmen were defeated by the Scottish cavalry
- the English panicked when the "small folk" charged towards the battle.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

SCOTTISH AND BRITISH

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

Question 3

Explain why Riccio became unpopular with Darnley and the Scottish nobles.

(8)
O1 & O2

The candidate explains why Riccio became unpopular with Darnley and the Scottish nobles by referring to evidence such as:

- Darnley thought he had persuaded Mary not to give him the crown matrimonial
- Scottish nobles persuaded Darnley that Riccio was too friendly with his Mary
- Riccio was behaving like a noble although he was below them in status
- Riccio was dressing like a nobleman
- Riccio was humiliating the Scottish nobles by making them ask him to see Queen Mary
- Riccio was boasting about his influence over Queen Mary
- Riccio was foreign (Italian)
- some thought that Riccio was really a spy sent by the Pope
- some Scottish nobles wanted to create trouble between Queen Mary and Darnley.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

SCOTTISH AND BRITISH

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

Question 4

Explain why Charles I was an unpopular monarch in England by 1640.

(8)
O1 & O2

The candidate explains why Charles I was an unpopular monarch in England by 1640 by referring to evidence such as:

- he believed in the Divine Right of Kings which undermined Parliament
- his religious policies angered the Puritans and Parliament
- he used 'forced loans' to raise money for war against Spain
- he imposed the 'Ship Money' tax without Parliament's consent
- failures in foreign policy led to unpopularity eg the United Provinces
- policy of impressments was unpopular
- he collected 'tonnage and poundage' without Parliament's consent
- he introduced fines for people who had built on common land or in royal forests
- during the Period of Personal Rule (1629-1640) Charles ruled without consulting Parliament
- he was seen as a tyrant.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

SCOTTISH AND BRITISH

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

Question 5

Explain why many Scots were disappointed by the Act of Union by 1715.

(8)
O1 & O2

The candidate explains why many Scots were disappointed by the Act of Union by 1715 by referring to evidence such as:

- Scotland had not become richer
- there was fear that English imports were ruining Scottish businesses
- there were new Customs and Excise taxes (eg Malt Tax)
- they disliked the changes in Scotland’s weights, measures, money etc
- nobles and important politicians had left Edinburgh for London
- the House of Lords had allowed “patronage” in the Church of Scotland (Patronage Act)
- Episcopalians were allowed in Scotland (Toleration Act)
- they were now ruled by George of Hanover (rather than a Stuart)
- the Equivalent had not been paid.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

SCOTTISH AND BRITISH

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

Question 6

Explain why Irish immigrants were attracted to Scotland between 1830 and 1930.

(8)
O1 & O2

The candidate explains why Irish immigrants were attracted to Scotland between 1830 and 1930 by referring to evidence such as:

- Scotland was close to Ireland
- travel was cheap
- there was work to be found in cotton/textile factories
- there was work in the coal mines
- many found work as navigators of the canals and railways
- there was work to be found on farms at harvest time
- the whole family could find employment
- work was more constant
- many Irish had already settled in Scotland which encouraged more to come
- Protestant Irish found it easy to settle into Scottish society.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

SCOTTISH AND BRITISH

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

Question 7

Explain why the Liberal government passed social welfare reforms between 1906 and 1914.

(8)
O1 & O2

The candidate explains why the Liberal government passed social welfare reforms between 1906 and 1914 by referring to evidence such as:

- changing attitudes towards the reasons for poverty
- inadequate provision by the Poor Law system and charitable organisations
- surveys of Booth and Rowntree showed the extent of poverty
- poor physical condition of recruits for the Boer War raised concerns about national security
- concerns about Britain's industrial strength/health of the workforce
- growth of the Labour Movement/spread of socialist ideas
- changing political ideology/emergence of 'New Liberalism'
- welfare reform had begun in other countries eg Germany.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

SCOTTISH AND BRITISH

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

Question 8

Explain why there was still a need to improve many women's lives after 1918.

(8)
O1 & O2

The candidate explains why there was still a need to improve many women's lives after 1918 by referring to evidence such as:

- only women over 30 had the vote until 1928, so no political voice
- fewer than 20 women MP's by 1939
- many women were forced to give up their jobs to returning soldiers, even when they were the family breadwinner
- a woman's place was still seen as being in the home eg women's magazines concentrated on recipes, knitting etc
- women were still excluded from top jobs eg in the Civil Service
- many employers, such as local authorities, imposed a marriage bar
- women's wages were still much less than men's – up to 50% lower for working class women
- Trades Unions still opposed employing women in many workplaces – argued they deprived men of jobs
- many women were widowed or remained unmarried as fiancés and husbands were killed in the war and there was a subsequent shortage of men
- many working class women could not afford the new labour saving devices which were being developed.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

SCOTTISH AND BRITISH

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

Question 9

Explain why the Anglo-Irish War broke out in 1919.

(8)
O1 & O2

The candidate explains why the Anglo-Irish War broke out in 1919 by referring to evidence such as:

- Republicans refused to accept Home Rule
- Republicans would only agree to full independence
- 73 Sinn Fein MPs refused to go to Westminster to take their seats
- Irish independence declared/Republican government formed
- Dail established in Dublin
- Sinn Fein challenged the authority of the British/established legal, financial and local government infrastructure
- Sinn Fein organised, trained and armed Irish Volunteers Force
- British used armed forces to try and stop the Irish taking control
- Irish Volunteers killed two members of the Royal Irish Constabulary, sparking violence.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

EUROPEAN AND WORLD

Context 1: The Norman Conquest, 1060-1153

Question 10

Explain why knights were important in medieval society.

(8)
O1 & O2

The candidate explains why knights were important in medieval society by referring to evidence such as:

- provided protection for other social groups eg churchmen
- maintained the control of Norman lords over their Saxon subjects
- knights were key figures in 11th century warfare
- made up King's chief fighting force in war
- highly trained warriors
- carried out duties such as castle-guard
- maintained order on their own land
- managed the economy of the land.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

EUROPEAN AND WORLD

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

Question 11

Explain why the Crusaders were able to keep control of the Holy Land after 1097.

(8)
O1 & O2

The candidate explains the reasons why the Crusaders were able to keep control of the Holy Land after 1097 by referring to evidence such as:

- the Crusaders appointed a king (Godfrey and later Baldwin) in Jerusalem ensuring law and order was maintained
- Hospitallers and Templars arrived from Europe specifically to protect Jerusalem
- the Crusaders traded with the Italian city states providing supplies for those in the east
- the Crusaders cooperated with Muslims in order to get them to tend the fields and grow crops
- the Crusaders built castles to protect the territory they had taken
- extra settlers from the east arrived, having been offered incentives to stay in Holy Land
- the feudal system was established in the east, organising the Crusaders.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

EUROPEAN AND WORLD

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

Question 12

Explain why France was unsuccessful in the war against England between 1415 and 1422. **(8)**
O1 & O2

The candidate explains why France was unsuccessful in the war against England between 1415 and 1422 by referring to evidence such as:

- French weakness due to the insanity of their King
- Dauphin was weak and mentally immature
- civil war between the Houses of Armagnac and Burgundy
- English alliance with the House of Burgundy
- effective leadership of Henry V eg tactics at Agincourt
- effectiveness of the English longbow
- disorganisation of the French armies eg divisions over tactics at Agincourt
- ruthlessness of Henry's tactics after Agincourt eg naval blockade, murder of captives, sieges of Rouen and Meaux.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

EUROPEAN AND WORLD

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

Question 13

Explain why the Spaniards were able to defeat **either** the Aztecs **or** the Incas.

(8)
O1 & O2

The candidate explains the reasons why the Spaniards were able to defeat **either** the Aztecs **or** the Incas by referring to evidence such as:

- they were deceitful in their dealing with the kings
- the religious beliefs of both Aztecs and Incas weakened them
- Spanish had horses and knew how to use them in battle
- Spanish had better weapons than the Aztecs or Incas
- Spanish had better (metal) armour
- Spanish captured the rulers of these states
- rulers underestimated Spanish greed/underestimated Spanish intentions
- both Aztecs and Incas had dominated/made enemies of their local neighbours
- Spanish made alliances with enemies of Aztecs/Inca Empire divided over succession
- Aztecs and Incas both unable to put up effective resistance (no steel, cannons).

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

EUROPEAN AND WORLD

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

Question 14

Explain why the American War of Independence broke out in 1775.

(8)
O1 & O2

The candidate explains the reasons why the American War of Independence broke out in 1775 by referring to evidence such as:

- growing divide between the colonists and Britain
- colonists were angry at the continuing presence of British troops following the defeat of the French in 1763
- colonists were angry at George III’s desire to exert greater control over colonies
- frustration over Britain’s refusal to allow the colonies to expand westward
- growing anger over continuing taxation of colonies without direct representation in British parliament
- anger over the imposition of Sugar Act/Stamp Act/the Tea Act/Quartering Acts/Intolerable Acts
- events such as the Boston Massacre
- formation of the Continental Congress in 1774
- fighting at Lexington and Concord in April 1775 led to formation of Continental Army under leadership of George Washington in June 1775.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and supported conclusion.

EUROPEAN AND WORLD

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

Question 15

Explain why it took so long for Britain to abolish the slave trade.

(8)
O1 & O2

The candidate explains the reasons why it took so long for Britain to abolish the slave trade by referring to evidence such as:

- there was a great deal of support for the slave trade from powerful people in business and parliament
- bribery used to ensure the continued support for the trade among some MPs
- many accepted the argument that the success of the British economy relied on the continuation of slavery
- fear of job losses in industries dependent on the slave trade
- fear of loss of tax revenue
- King George III supported the slave trade
- many towns such as Liverpool and Bristol benefited directly from the trade
- profits from the trade were essential to fund the war with France
- people believed the slave trade was a training ground for the British navy.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

EUROPEAN AND WORLD

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

Question 16

Explain why the French people were unhappy with their government by 1789.

(8)
O1 & O2

The candidate explains the reasons why the French people were unhappy with their government by 1789 by referring to evidence such as:

- Louis XVI was determined to rule the country alone/claimed 'Divine right of kings'
- people were listening to new political ideas saying that the people had a right to share power
- the middle class resented the political power of the nobility
- the Estates General had not been called for over a century
- the peasants resented the feudal power of the nobility to rule over them
- the French government was bankrupt and inefficient
- the peasants resented having to pay most of the taxes to the government
- the taxation system was seen as corrupt and wasteful
- the workers in the cities were suffering from poor wages and high food prices but the government did nothing to help them.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

EUROPEAN AND WORLD

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

Question 17

Explain why Garibaldi's leadership was important to the unification of Italy.

(8)
O1 & O2

The candidate explains the reasons why Garibaldi's leadership was important to the unification of Italy by referring to evidence such as:

- brilliant military leader and commander
- initially supported aims of Mazzini's 'Young Italy' to unite states in a democratic republic
- defended Rome against the French in 1849 – respected by other nationalists
- reputation grew because he won victories over the Austrians eg Varese, Como
- was a member of the nationalist society from 1857
- popular with foreign powers eg Britain
- was hugely popular with the peasants
- used the peasant disturbances in Sicily to unite north and south
- led 'The Thousand' and sailed to Sicily in 1860
- conceded his conquests to Victor Emmanuel at Teano in 1860
- good oratorical skills.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

EUROPEAN AND WORLD

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

Question 18

Explain why the nationalist movement had failed to unite the German states by 1850. **(8)**
O1 & O2

The candidate explains the reasons why the nationalist movement had failed to unite the German states by 1850 by referring to evidence such as:

- liberalism/nationalism only affected the middle and upper classes
- power/influence of Metternich/Austria eg German Confederation
- desire for individual rulers to retain power/used armies to crush revolutionaries
- lack of support for a united Germany from foreign powers eg Britain, Russia
- student nationalist movements crushed eg Carlsbad Decrees 1819
- failure of the 1848 revolutions
- nationalists divided/'Kleindeutschland' or 'Grossdeutschland'
- failure of the Frankfurt Parliament
- Frederick William IV of Prussia refused crown of a united Germany
- failure of the Erfurt Union.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

EUROPEAN AND WORLD

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

Question 19

Explain why the Tsar was able to remain in power following the 1905 revolution.

(8)
O1 & O2

The candidate explains the reasons why the Tsar was able to remain in power following the 1905 revolution by referring to evidence such as:

- the Tsar announced his October Manifesto, accepting cabinet government, free speech and a constitution for Russia, splitting his opposition
- political parties became legal
- a limited vote was extended to the peasants and industrial workers
- many Liberals accepted these terms and ceased opposing the Tsar
- right wing supporters of the Tsar began a wave of attacks on Jews and liberal intellectuals who continued their opposition
- Witte was appointed Chairman of the Council of Ministers and arrested the entire St Petersburg soviet
- the troops stayed loyal to the Tsar and crushed opposition in Moscow
- the general strike came to an end as the middle classes withdrew their support
- the government announced the end of redemption dues to placate the peasants
- the Russo-Japanese War ended.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

EUROPEAN AND WORLD

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

Question 20

Explain why the demand for civil rights continued to grow after 1945.

(8)
O1 & O2

The candidate explains why the demand for civil rights continued to grow after 1945 by referring to evidence such as:

- impact of the Second World War eg USA fighting against a violent racist regime abroad while violent racism flourished in the southern states
- experience of black soldiers from the south who witnessed integration abroad
- actions of early campaigners eg Phillip Randolph, Core (1942)
- the existence of Jim Crow laws in the southern states
- effects of segregation – eg schools, transport, restaurants
- concern at other inequalities faced by Black Americans eg low wages, poor housing
- refusal of State governments to desegregate following Brown v Topeka judgement
- continuance of lynching
- North/South divide become more obvious after 1945.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

EUROPEAN AND WORLD

Context 12: The Road to War, 1933-1939

Question 21

Explain why Hitler's actions created problems in Europe between 1933 and 1939.

(8)
O1 & O2

The candidate explains the reasons why Hitler's actions created problems in Europe between 1933 and 1939 by referring to evidence such as:

- withdrawal from the disarmament Conference/League of Nations was seen as a threat to rearm
- Germany rebuilt her army, navy and airforce
- Hitler declared that he wanted to regain territory lost at Versailles
- Hitler wanted to take over Austria, an independent country
- the policy of a greater Germany was a threat to countries with German minorities, especially Poland and Czechoslovakia
- the policy of Lebensraum was a threat to countries in eastern Europe
- the reoccupation of the Rhineland threatened the security of France and Belgium
- Hitler was willing to break voluntary treaties eg the Locarno Pact, the Munich Settlement
- Germany's involvement in the Spanish Civil War and the spread of Fascism.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

EUROPEAN AND WORLD

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

Question 22

Explain why America lost the war in Vietnam.

(8)
O1 & O2

The candidate explains the reasons why America lost the war in Vietnam by referring to evidence such as:

- American soldiers were poorly trained and equipped for jungle warfare
- the draft system meant that there was a lack of experience among American forces
- American soldiers had low morale and lacked respect for their officers – incidents of fragging
- America was propping up South Vietnamese government that did not enjoy popular support among the South Vietnamese people
- Vietcong benefited from experience of fighting the French
- Vietcong were expert in conducting guerrilla warfare
- failure of American tactics – strategic hamlets, carpet bombing, use of defoliants (Agent Orange)
- American tactics alienated the civilian population of Vietnam and generated negative publicity at home
- anti-war protests and lack of international support helped persuade American government to withdraw from Vietnam.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

[END OF PART 1: THE SHORT ESSAY]

PART 2 HISTORICAL STUDY

SCOTTISH AND BRITISH

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

Question 1

Why were castles important in the twelfth century?

**(5)
O2**

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

from the source:

- castles were the key symbol of power
- administrative centres of each town
- base for local garrison
- stored food, drink and other supplies.

from recall:

- used as a law court
- used as a place of protection/to defend the Lord's land
- used as a home
- centre of entertainment eg feasts and banquets.

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

Question 2

How far do **Sources B** and **C** agree about the lives of monks in medieval times?

**(4)
O3**

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

Source B	Source C
The sources agree completely	
<ul style="list-style-type: none">• 2 o'clock – monks woken for service• expected to pray at least 8 times a day• breakfast eaten in silence	<ul style="list-style-type: none">• service began in the middle of the night• expected to pray several times a day• meal times, talking strictly forbidden

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

Question 3

Describe the murder of Archbishop Becket.

(5)
01

The candidate describes the murder of Archbishop Becket by referring to evidence such as:

- four knights arrived at Canterbury and asked to see Becket
- Becket refused to run away or hide/the knights were let into the cathedral
- the knights attempted to arrest Becket/Becket refused to go with them
- Becket stated he was willing to die a martyr for God
- Edward Grim had his arm sliced during the ensuing struggle
- the knights hit Becket on the head four times
- one knight struck Becket with such force his sword was broken against his head and the paving stone
- the crown of Becket's head was sliced off/his brains were extracted
- the knights ran away.

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 1]

SCOTTISH AND BRITISH

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

Question 1

Describe the events between 1286 and 1292 that led to Edward I becoming overlord of Scotland.

(5)
01

The candidate describes the events between 1286 and 1292 that led to Edward I becoming overlord of Scotland by referring to evidence such as:

- death of Alexander III without sons
- death of the Maid
- rivalry between Bruce and Balliol/fear of a civil war in Scotland
- Guardians asked Edward to decide who would be king
- Edward asked the Guardians to agree he was overlord
- Edward demanded that the (thirteen) Competitors recognise him as overlord
- Competitors accepted Edward's demands
- the Award of Berwick
- Edward had an army with him
- John Balliol did homage to King Edward.

For 5 marks, 5 supported points must be given.

Question 2

Why was the leadership of William Wallace important during the Wars of Independence?

(5)
02

The candidate explains why the leadership of William Wallace was important during the Wars of Independence by referring to evidence such as:

from the source:

- he united people under his leadership as Guardian
- he organised the army of Scotland
- he sent Lamberton to Rome and Paris to plead Scotland's case there
- he obtained iron from Germany for his army.

from recall:

- he defeated the English at Stirling Bridge
- he developed the idea of fighting in schiltrons
- he made sure that Edward did not select the new Bishop of St. Andrews
- he continued to resist Edward till he was executed.

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

Question 3

How far do **Sources B** and **C** disagree about the amount of support Robert Bruce had in 1320?

(4)
O3

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

Source B	Source C
The sources disagree	
<ul style="list-style-type: none">• all the Scots supported Bruce• had royal blood• his deeds had won him the support of the Scottish people	<ul style="list-style-type: none">• some Scots plotting against him• other nobles claimed to be more closely related to royalty• he was a ruthless thug

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

[END OF CONTEXT 2]

SCOTTISH AND BRITISH

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

Question 1

Why did Henry VIII of England order the invasions of Scotland after 1544?

(5)
O2

The candidate explains why Henry VIII of England ordered the invasions of Scotland after 1544 by referring to evidence such as:

from the source:

- Henry wanted to break the Auld Alliance between Scotland and France
- the Scots had agreed to marry Mary to Henry's son, Edward in the Treaty of Greenwich
- the Scots resisted the demands of Henry VIII (encouraged by the French)
- the Scots announced that the treaty was broken.

from recall:

- the government of Scotland was moving towards favouring France eg Guise, Beaton
- Henry disagreed that the Treaty of Greenwich was void because he failed to ratify it in time
- the French had bribed Arran to change his mind about supporting the marriage
- Henry intended to force the Scots into changing their mind.

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

Question 2

Describe the events leading up to the signing of the Treaty of Edinburgh in 1560.

(5)
O1

The candidate describes the events leading up to the signing of the Treaty of Edinburgh in 1560 by referring to evidence such as:

- Protestantism had spread within Scotland (encouraged by England)
- Mary of Guise began to stamp down on Protestants eg executions
- the Lords of the Congregation began to protest about this
- Mary of Guise used French soldiers to help crush this rebellion
- English help was sent to support the Protestants
- while soldiers from the two nations faced each other Mary of Guise died
- both sides agreed to withdraw their soldiers and leave the Scots to settle their own affairs.

For 5 marks, 5 supported points must be given.

Question 3

How far do **Sources B** and **C** disagree about how well Mary, Queen of Scots ruled Scotland? **(4)**
O3

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

Source B	Source C
The sources disagree	
<ul style="list-style-type: none">• she neglected its government • she left the running of the country to a group of nobles • did not care about religion	<ul style="list-style-type: none">• she had been a successful ruler/ established a successful government • she defeated nobles who challenged her authority • her religious policy was tolerant and ahead of its time

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

[END OF CONTEXT 3]

SCOTTISH AND BRITISH

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

Question 1

How far do **Sources A** and **B** agree about James VI and I?

(4)
O3

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

Source A	Source B
The sources agree	
<ul style="list-style-type: none">• James VI and I was well educated and clever• he thought kings were appointed by God and could do as they wished• lost people’s respect by giving money and power to favourites at court	<ul style="list-style-type: none">• James VI and I was highly intelligent• he believed in the Divine Right of Kings• he gave gifts and pensions to courtiers

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

Question 2

Describe the methods used by James VI and I to raise money during his reign.

(5)
O1

The candidate describes the methods used by James VI and I to raise money during his reign by referring to evidence such as:

- he used forced loans
- he raised customs duties/impositions
- he used feudal dues
- continued to use rights of wardship
- crown lands were sold
- he sold titles of honour/knighthoods, baronies, earldoms
- patents of monopoly given
- used purveyance to buy discounted goods for royal household
- employed officials eg Cranfield to raise money for the Crown.

For 5 marks, 5 supported points must be given.

Question 3

Why did Charles I face opposition to his rule in Scotland?

(5)
02

The candidate explains why Charles I faced opposition to his rule in Scotland by referring to evidence such as:

from the source:

- he tried to enforce his religious views
- many Scots were Presbyterians and disliked change
- Scots resented Charles because he was an absentee king/visited Scotland only once
- Scotland was a poor country/many thought Charles did not care.

from recall:

- he introduced the Common Prayer Book in 1637
- anger over the Prayer Book led to St Giles Riot
- he tried to raise taxes from the Scots
- King sent an army to the borders of Scotland/Bishops Wars began.

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

[END OF CONTEXT 4]

SCOTTISH AND BRITISH

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

Question 1

Describe what happened during the Worcester affair.

(5)
01

The candidate describes what happened during the Worcester affair by referring to evidence such as:

- the Company of Scotland’s last ship “Speedy Return” had been lost
- some of the crew of the Worcester hinted that they were responsible for its loss (pirates)
- Captain Green and two of his crew were arrested and put on trial
- Captain Green and two others were found guilty and sentenced to death
- Queen Anne’s government in England wanted her to pardon them
- Queen Anne wanted her Scottish Government to pardon them
- the Edinburgh mob ensured that the Scottish Government did not pardon them
- Captain Green and the two crewmen were hanged.

For 5 marks, 5 supported points must be given.

Question 2

Why did Queen Anne want a Treaty of Union between England and Scotland?

(5)
02

The candidate explains why Queen Anne wanted a Treaty of Union between England and Scotland by referring to evidence such as:

from the source:

- the Scottish Parliament was difficult to control
- the Scottish Parliament complained her policies were harming Scotland
- the Scottish Parliament was threatening to break the Union of the Crowns
- the problems with Scotland made it difficult to fight the war against France.

from recall:

- she wanted Scotland and England to have the same ruler
- she wanted to ensure a Protestant succession
- she was worried about the Jacobites trying to become rulers in Scotland
- she was worried about French influence in Scotland.

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

Question 3

How far do **Sources B** and **C** disagree about Scottish attitudes to the Treaty of Union?

(4)
O3

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

Source B	Source C
The sources disagree	
<ul style="list-style-type: none">• the Equivalent was money to help recover from Darien• Scots thought they would have influence in a new powerful kingdom• traders would benefit from access to English colonies	<ul style="list-style-type: none">• money paid to Scotland was to bribe rich and powerful men• Scots feared they would have little influence over government decisions• business would suffer from competition from English imports.

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

[END OF CONTEXT 5]

SCOTTISH AND BRITISH

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

Question 1

How far do **Sources A** and **B** agree about Scottish attitudes to Irish immigration?

(4)
O3

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

Source A	Source B
The sources agree	
<ul style="list-style-type: none">disliked by native ScotsIrish determination to keep their own culture was looked upon suspiciouslyIrish did not receive much credit for their contribution to the Scottish economy	<ul style="list-style-type: none">great deal of resentment against the immigrantsIrish immigrants criticised for keeping their own language and religionreluctance to admit that Irish labour was essential

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

Question 2

Why were many poor Scots able to emigrate during the nineteenth century?

(5)
O2

The candidate explains why many poor Scots were able to emigrate during the nineteenth century by referring to evidence such as:

from the source:

- landlords paid travelling costs
- rent arrears written off so that emigrants had money
- buying cattle meant emigrants had capital
- Edinburgh and Glasgow made a contribution towards their expenses in emigrating.

from recall:

- Highlands and Islands Emigration Society (HIES) gave assistance
- charities eg Barnardos, helped orphans/young women to emigrate
- countries such as Australia and Canada sent agents to advise on emigration
- family members living abroad gave encouragement and sent money for travel.

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

Question 3

In what ways did Scots help to improve the lands to which they emigrated?

(5)
01

The candidate describes the ways Scots helped to improve the lands to which they emigrated by referring to evidence such as:

- Scots brought farming skills to Canada
- Scots developed sheep farming in Australia
- tradesmen such as stone masons helped the building industry in USA
- developed businesses, banks and trading companies
- examples of contributions to economy and other aspects such as Andrew Carnegie (steel); Donald Mackay (Boston shipyards); Alan Pinkerton (detective agency); John Muir (national parks); example such as paper-making in New Zealand
- Scots established education system eg Canada
- Scots brought a tradition of hard work.

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 6]

SCOTTISH AND BRITISH

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

Question 1

How far do **Sources A** and **B** agree about the Old Age Pensions Act of 1908?

(4)
O3

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

Source A	Source B
The sources agree	
<ul style="list-style-type: none">• a pensioner with a yearly income of up to £21 received the full 25p a week• pensions available to those who had been out of prison for ten years• it was not a generous amount	<ul style="list-style-type: none">• it entitled people with an annual income of £21 to 25p a week• entitled to the pension provided they had avoided imprisonment in the previous ten years• these payments were not meant to be a complete solution to the problem of poverty

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

Question 2

Describe the ways the Beveridge Report of 1942 suggested tackling the social problems facing Britain.

(5)
O1

The candidate describes the ways the Beveridge Report of 1942 suggested tackling the social problems facing Britain by referring to evidence such as:

- recommended a welfare system which would look after people from ‘the cradle to the grave’
- recommended the setting up of a National Health Service to tackle disease
- recommended the introduction of family allowances to tackle want
- National Insurance contributions to be made by workers
- benefits for the unemployed to be available for an indefinite period
- advised the government to adopt a policy of full employment
- recommended a comprehensive system of benefits including old age pensions, widow’s pensions and maternity grants
- advised benefits to be available without a means test
- reference to/naming of “five giants”.

For 5 marks, 5 supported points must be given.

Question 3

Why were some people disappointed with the Labour welfare reforms by 1951?

(5)
02

The candidate explains why some people were disappointed with the Labour welfare reforms by 1951 by referring to evidence such as:

from the source:

- poor housing and homelessness were still serious problems
- little done to enhance the educational opportunities for working class children/most left school at fifteen with no paper qualifications
- still a shortage of hospitals and health centres
- problems of poverty and deprivation not adequately solved.

from recall:

- not everyone covered by the National Insurance Act/safety net did not cover all
- charges introduced in NHS eg prescriptions
- school building programme inadequate
- many new houses were only temporary eg prefabs.

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

[END OF CONTEXT 7]

SCOTTISH AND BRITISH

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

Question 1

How far do **Sources A** and **B** agree about reasons why people were drinking less in Scotland in the early 20th century?

(4)
O3

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

Source A	Source B
The sources completely agree	
<ul style="list-style-type: none">• number of public houses decreased• tax on alcohol increased• people chose to spend money on goods and leisure activities	<ul style="list-style-type: none">• number of pubs fell if people voted for it• alcohol became more expensive when tax was raised by 34%• there was a greater choice of things to do

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

Question 2

Describe the unrest on Red Clydeside between 1915 and 1919.

(5)
O1

The candidate describes the unrest on Red Clydeside between 1915 and 1919 by referring to evidence such as:

- skilled engineers went on strike for more pay – ‘tuppence an hour’
- anger over importation of English and American workers, paid more than Scots workers
- rent strikes when landlords raised rents and evicted female tenants whose husbands were away fighting
- Clyde Workers Committee set up to protect munitions workers from compulsory long hours at low rates of pay under Munitions Act
- Strike at Beardmore’s Parkhead Steel Works over ‘dilution’ by unskilled labour
- Clyde Workers’ Committee organised strike demanding 40 hour week
- 60, 000 strikers gathered in George Square and raised Red Flag
- police attacked crowd with truncheons and activists were arrested
- English soldiers and tanks sent to Glasgow in case of further unrest.

For 5 marks, 5 supported points must be given.

Question 3

Why was the development of North Sea Oil so important for the economy of the north of Scotland?

(5)
02

The candidate explains why the development of North Sea Oil was so important for the economy of the north of Scotland by referring to evidence such as:

from the source:

- Aberdeen became oil capital of Europe/boom spread to north east towns
- oil rig construction yards set up in Nigg and Ardersier
- 3000 new jobs created in Shetland
- many companies moved north to provide support and services.

from recall:

- construction yards also set up on west coast at Kishorn and at Arnish in Lewis
- wide range of new, skilled jobs offered much higher wages
- standard of living also raised by full employment eg good restaurants opened
- increased demand for housing raised value of property, spreading prosperity.

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

[END OF CONTEXT 8]

SCOTTISH AND BRITISH

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

Question 1

How far do **Sources A** and **B** disagree about the Union?

(4)
O3

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

Source A	Source B
The sources completely disagree	
<ul style="list-style-type: none">• Irish people have benefited from the Union• better wages for our work• freedom and rights protected	<ul style="list-style-type: none">• we have been the losers in the Union with Britain• poor wages have made people desperate• until Ireland has rights we still have no freedom

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

Question 2

Describe the actions taken by the Unionists against the Home Rule Bill.

(5)
O1

The candidate describes the actions taken by the Unionists against the Home Rule Bill by referring to evidence such as:

- Unionists began to organise an effective campaign against Home Rule
- organised meetings and rallies
- gained support from important politicians
- signed Ulster Covenant
- Ulster Volunteers Force set up
- UVF trained, organised and drilled like a real army
- German rifles/ammunition brought in illegally to Ireland
- gained support of British army eg “Curragh Mutiny”.

For 5 marks, 5 supported points must be given.

Question 3

Why did De Valera oppose the 1921 Treaty?

(5)
02

The candidate explains why De Valera opposed the 1921 Treaty by referring to evidence such as:

from the source:

- De Valera had not been consulted about the terms of the Treaty
- he refused to accept the six counties of Northern Ireland
- he refused to take an oath of allegiance to the British King
- he argued only full independence could bring peace.

from recall:

- De Valera would not agree to a boundary commission
- De Valera refused to accept the British King being represented by a Governor-General in Ireland
- De Valera insisted that Ireland should have full legal rights/would not accept the Irish Free State
- De Valera wanted full control of Ireland's coasts
- De Valera did not want the Royal Navy to use Ireland's ports.

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

[END OF CONTEXT 9]

[END OF PART 2 – SCOTTISH AND BRITISH]

PART 3 HISTORICAL STUDY

EUROPEAN AND WORLD

Context 1: The Norman Conquest, 1060-1153

Question 1

Why did Harold lose the battle of Hastings?

(5)
O2

The candidate explains why Harold lost the battle of Hastings by referring to evidence such as:

from the source:

- Normans had a large army including many horsemen and archers
- Harold forced his exhausted army to march south immediately
- Harold had lost many brave men in two previous battles
- some of his soldiers deserted before the battle began.

from recall:

- Saxons had already had to fight a long and bloody battle at Stamford Bridge
- Saxon army fought on foot
- Saxons were tricked by William's feigned retreat
- Harold was killed in the fighting.

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

Question 2

How useful is **Source B** as evidence about William's attempts to control England after 1066?

(4)
O3

The candidate evaluates **Source B** as evidence about William's attempts to control England after 1066 by referring to evidence such as:

- primary source written while William was attempting to bring England under his control
- written by William's priest so biased in favour of William
- written to claim that William was fair to his enemies
- says that he rewarded those who had fought for him by granting fiefs.

Maximum 1 mark for indicating content omission such as:

- no mention of William's cruelty/military campaigns against the Saxons
- no mention of the Harrying of the North.

Question 3

In what ways did Scotland change during the reign of David I?

(5)
01

The candidate describes the ways in which Scotland changed during the reign of David I by referring to evidence such as:

- arrival of the Normans in Scotland
- introduction of Feudalism on the Anglo-Norman model
- appointment of King's sheriffs
- increase in power of the king
- development of castles across Scotland
- creation and growth of burghs
- expansion of monasticism
- government by English style royal council.

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 1]

EUROPEAN AND WORLD

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

Question 1

Why did Pope Urban II call the First Crusade?

(5)
02

The candidate explains why Pope Urban II called the First Crusade by referring to evidence such as:

from the source:

- Emperor Alexius asked for help
- Turks were a threat to Christianity
- wanted to stop western knights fighting among themselves
- wanted to recapture Jerusalem.

from recall:

- wanted to help Christians in the East
- wanted to reopen trade and pilgrim routes
- wanted to protect Christian churches/shrines
- wanted to show kings/emperors of Europe that he could raise an army
- wanted to heal the schism (split in the church) and unite the Eastern and Western churches
- wanted to place himself as overall ruler of a united church.

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

Question 2

Describe the siege and capture of Antioch by the First Crusade.

(5)
01

The candidate describes the siege and capture of Antioch by the First Crusade by referring to evidence such as:

- Bohemond bribed a Muslim guard (Firouz) to let him into the city
- the Crusaders used ladders and ropes to scale the wall
- the Crusaders captured the three towers commanded by Firouz
- once inside they opened the gate and let the rest of the army into the city
- the inhabitants of the city were slaughtered
- the Crusaders were then surrounded by a Muslim army (Kerbogha's)
- the Holy Lance inspired the Crusaders to attack the Muslims
- the Crusaders defeated the Muslim army/Kerbogha's men ran away.

For 5 marks, 5 supported points must be given.

Question 3

How useful is **Source B** as evidence of the Crusaders' behaviour in the Holy Land?

(4)
03

The candidate evaluates the usefulness of **Source B** as evidence of the Crusaders' behaviour in the Holy Land by referring to evidence such as:

- primary source written during the Crusades
- author was an eyewitness/actually saw the events at Marrat au Numan
- written to show his disgust at the Crusaders behaviour
- says they cut their flesh into slices, cooked and ate them.

Maximum 1 mark for indicating content omission such as:

- Crusaders slaughtered the inhabitants of Marrat au Numan
- Crusaders spit roasted babies.

[END OF CONTEXT 2]

EUROPEAN AND WORLD

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

Question 1

Describe the problem of succession to the French throne after 1328.

(5)
01

The candidate describes the succession problem to the French throne after 1328 by referring to evidence such as:

- Charles IV died without a direct heir
- Phillip of Valois seized the throne
- Phillip claimed that he was the chosen heir of Charles IV
- the English queen, Isabel claimed the throne of France as she was sister of Charles IV
- English kings held lands in France
- Edward claimed that he had a better claim to the throne than Phillip
- Edward was willing to use his claim to the throne as a pretext for an attack on France.

For 5 marks, 5 supported points must be given.

Question 2

How useful is **Source A** as evidence of the effects of the Battle of Poitiers on France?

(4)
03

The candidate evaluates the usefulness of **Source A** as evidence of the effects of the Battle of Poitiers on France by referring to evidence such as:

- primary source written during this phase of the war/secondary source recorded some years after the battle
- written by Froissart an important and respected French chronicler
- written to explain the impact of defeat on France
- says that France was badly affected by the loss of so many fighting men.

Maximum 1 mark for indicating content omission such as:

- does not mention the capture and holding to ransom of King John and his son.

Question 3

Why was the King able to crush the Peasants' Revolt?

(5)
02

The candidate explains why the King was able to crush the Peasants' Revolt by referring to evidence such as:

from the source:

- the King ordered the capture of the leaders of the revolt
- gallows set up to put people off
- many leaders of the revolt were hanged
- pardons were granted on condition that there would be no future rising.

from recall:

- murder of the leader of the revolt, Watt Tyler
- imprisonment and brutal execution of important figures eg John Ball and Jack Straw
- King pacified the peasants in London by promising concessions.

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

[END OF CONTEXT 3]

EUROPEAN AND WORLD

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

Question 1

How useful is **Source A** as evidence of reasons for European exploration between 1480 and 1530?

(4)
03

The candidate evaluates the usefulness of **Source A** as evidence of reasons for European exploration between 1480 and 1530 by referring to evidence such as:

- primary source written at the time of European exploration and expansion
- author an experienced sailor/a successful explorer
- written to highlight his achievements – possible bias, one sided account praising his own actions – dismissive of native culture
- says that his aim was to conquer the people/bring the land under Spain's rule/make Spain rich.

Maximum 1 mark for indicating content omission such as:

- need to find new trade routes/desire to convert non-Christians.

Question 2

In what ways did Vasco da Gama's voyage benefit Europe?

(5)
01

The candidate describes the benefits Vasco da Gama's voyage brought to Europe by referring to evidence such as:

- broke Venetian/Arab trade monopoly
- established new trade route to India
- established trading colonies at Goa and Ormuz
- new sources of supply for spice trade found
- cost of spices brought down
- allowed Christianity/European influence to spread
- encouraged further European expansion
- enabled Empires to be built up
- more immediate economic impact than New World discoveries.

For 5 marks, 5 supported points must be given.

Question 3

Why did Magellan face difficulties during his voyage round the world?

(5)
02

The candidate explains why Magellan faced difficulties during his voyage round the world by referring to evidence such as:

from the source:

- he was a Portuguese commanding Spaniards so they did not like him
- he kept the destination secret from his crew so they did not trust him
- other captains plotted a mutiny against him
- lost two ships in straits.

from recall:

- voyage took longer than planned – over two years
- ran out of supplies leading to lowering of morale
- disease broke out due to lack of supplies leading to death of crew
- poor decision making – Magellan became involved in a local war in Philippines
- lack of accurate charts/maps.

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

[END OF CONTEXT 4]

EUROPEAN AND WORLD

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

Question 1

Describe the Boston Tea Party and the British government’s response to it.

(5)
01

The candidate describes the Boston Tea Party and the British government’s response to it by referring to evidence such as:

- colonists were angered by the passing of the Tea Act in 1773 which allowed the East India Company to undercut the colonial merchants and smugglers
- Bostonians disguised themselves as Mohawk Indians and boarded the three tea ships
- tea was emptied into the water of Boston harbour
- some of the tea was stolen
- King George III and Parliament were outraged when they heard of these events
- Lord North rejected the offer of compensation from some of the colonial merchants
- led to the passing of the ‘Intolerable Acts’
- Port of Boston closed/Massachusetts Act/Administration of Justice Act/Quartering Act/Quebec Act.

For 5 marks, 5 supported points must be given.

Question 2

How useful is **Source A** as evidence about what happened at Lexington and Concord in April 1775?

(4)
03

The candidate evaluates the usefulness of **Source A** as evidence about what happened at Lexington and Concord in April 1775 by referring to evidence such as:

- primary source written only a month after events at Lexington and Concord/written at the start of the year
- author the leaders of the colonies, who would have detailed/first hand knowledge of what had taken place/possible bias
- written to condemn/criticise the actions of the British army
- describe attack as unprovoked/murdered colonists/cruelly slaughtered.

Maximum 1 mark for indicating content omission such as:

- militia in Massachusetts had been training/preparing for war
- spies had warned of the British army’s movements and counter-attack was launched at Concord.

Question 3

Why did the involvement of foreign countries cause difficulties for Britain in the War of Independence?

(5)
02

The candidate explains why involvement of foreign countries caused difficulties for Britain in the War of Independence by referring to evidence such as:

from the source:

- the French attacked British colonies in the Caribbean and elsewhere which undermined Britain's control
- the French harassed British shipping in the Atlantic interfering with trade
- Britain lost control of the seas for the first time that century
- Britain found it more difficult to reinforce and supply its forces in America.

from recall:

- France provided the colonies with finance
- France provided the colonies with military assistance – soldiers, gunpowder
- Spain distracted Britain by attacking Gibraltar
- a Franco-Spanish force threatened Britain with invasion in 1779.

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

[END OF CONTEXT 5]

EUROPEAN AND WORLD

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

Question 1

Describe the different stages of the triangular trade.

(5)
01

The candidate describes the different stages of the triangular trade by referring to evidence such as:

- ships sailed from Europe to Africa carrying manufactured goods
- goods such as guns, alcohol, pots and pans were exchanged for slaves
- slaves were held in slave factories on the west coast of Africa
- slave ships left west Africa carrying slaves to the West Indies and the Americas
- duration of the voyage was very long
- slaves were usually sold by auction upon arrival in West Indies/America
- ships carrying tobacco, sugar, molasses, cotton would sail back across the Atlantic
- ships often departed from/arrived at British ports such as Bristol, Liverpool, Glasgow.

For 5 marks, 5 supported points must be given.

Question 2

How useful is **Source A** as evidence of slave resistance in the West Indies?

(4)
03

The candidate evaluates the usefulness of **Source A** as evidence of slave resistance in the West Indies by referring to evidence such as:

- secondary source written years after the end of the slave trade
- author a historian who is likely to have expertise on the subject/has carried out research
- written to show that slave revolts were a big problem in the West Indies colonies
- says that there were problems on a number of different islands/damage to property/problem was worse in Jamaica than in other colonies.

Maximum 1 mark for indicating content omission such as:

- evidence of slave resistance eg dumb insolence, sabotage, running away.

Question 3

Why was the slave trade abolished by Britain in 1807?

(5)
02

The candidate explains why the slave trade was abolished by Britain in 1807 by referring to evidence such as:

from the source:

- people had begun to think of Africans as fellow human beings/regarded trade as unacceptable
- trade with the West Indies was becoming less important to Britain
- many merchants supported free trade
- slavery began to be regarded as an inefficient way to produce goods.

from recall:

- influence of religious groups/the churches
- national anti-slavery campaigns involving meetings, petitions, leaflets
- growing support in parliament for abolition of slavery
- first-hand accounts from former slaves such as Equiano influenced people
- contribution of anti-slavery campaigners such as William Wilberforce, Thomas Clarkson.

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

[END OF CONTEXT 6]

EUROPEAN AND WORLD

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

Question 1

How useful is **Source A** as evidence of the relationship between the Third Estate and the King in June 1789?

(4)
03

The candidate evaluates the usefulness of **Source A** as evidence of the relationship between the Third Estate and the King in June 1789 by referring to evidence such as:

- primary source from the period when the Third Estate was not allowed to meet at Versailles
- part of the oath taken by members of the Third Estate
- written to show that the Third Estate were determined to be the National Assembly
- says that no one has the right to stop them from meeting where or when they want to.

Maximum 1 mark for indicating content omission such as:

- Third Estate wanted to limit the power of the King.

Question 2

Why did war break out between France and her neighbours after 1791?

(5)
02

The candidate explains why war broke out between France and her neighbours after 1791 by referring to evidence such as:

from the source:

- Austria and Prussia objected to the treatment of Marie Antoinette
- Louis hoped that defeat would destroy the Revolution
- the revolutionaries wanted to spread the Revolution
- Britain joined to stop the French interfering in other countries.

from recall:

- Austria and Prussia wanted to stop the spread of the Revolution
- Louis encouraged the Austrians to help him against the Revolution
- Louis thought that the war would make him more popular
- Britain feared that the French might interfere in Ireland.

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

Question 3

Describe the Reign of Terror.

(5)
01

The candidate describes the Reign of Terror by referring to evidence such as:

- Robespierre became the head of the Committee for Public Safety
- anyone disagreeing with the views of the Jacobins were labelled traitors
- Committee of Public Safety could issue warrants of search and arrest
- evidence often came only from informers
- accusation was counted as evidence
- Revolutionary Tribunals could order executions
- death sentence was the only punishment available
- up to 40,000 people were guillotined during this period
- the Terror ended with the execution of Robespierre.

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 7]

EUROPEAN AND WORLD

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

Question 1

Why did the revolutions of 1848-1849 fail to unite Italy?

(5)
O2

The candidate explains why the revolutions of 1848-1849 failed to unite Italy by referring to evidence such as:

from the source:

- nationalists failed to work together eg revolutionaries in Sicily and Naples
- revolutionaries did not encourage mass participation
- middle classes feared that democratic government would give power to the lower classes
- revolutions were not supported by autocratic leaders eg Ferdinand of Sicily.

from recall:

- failure of 'Young Italy' to achieve aims
- revolutionaries were easily suppressed by the Austrian army
- lack of foreign support eg French sent soldiers to crush the Roman Republic
- lack of enthusiasm of the peasantry.

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

Question 2

Describe the steps taken by Piedmont to bring about Italian unification up to 1860.

(5)
O1

The candidate describes the steps taken by Piedmont to bring about Italian unification up to 1860 by referring to evidence such as:

- Piedmont's army sent to fight alongside Britain and France against Russia in the Crimean War (1854)
- agreement reached between Cavour and Napoleon III at Plombieres (1858)
- if Austria attacked Piedmont, France would assist Piedmont
- promised France Savoy
- Piedmont provoked Austria into declaring war on 19 April 1859 following mobilisation of Piedmont's army
- Piedmont's alliance with France allowed success at Magenta and Solferino
- Piedmont encouraged French influence to inspire Parma, Tuscany and Romagna to demand unification with Piedmont
- Napoleon signed truce of Villafranca with Austria July 1859 ending war with Austria.

For 5 marks, 5 supported points must be given.

Question 3

How useful is **Source B** as evidence of the skills of Cavour as a leader?

(4)
03

The candidate evaluates the usefulness of **Source B** as evidence of the skills of Cavour as a leader by referring to evidence such as:

- primary source from the time of the unification of Italy/time Cavour was Prime Minister
- author is a politician from Piedmont and may be biased in favour of Cavour/would know about Cavour's leadership style
- written to highlight Cavour's talents as a leader
- says Cavour has the talent to assess a situation/manipulate events.

Maximum 1 mark for indicating content omission such as:

- specific actions by Cavour as Prime Minister eg meeting with Napoleon at Plombieres provoking Austria into war in 1859.

[END OF CONTEXT 8]

EUROPEAN AND WORLD

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

Question 1

Why was Prussia able to take the lead in German unification by 1862?

(5)
O2

The candidate explains why Prussia was able to take the lead in German unification by 1862 by referring to evidence such as:

from the source:

- Prussia controlled the great rivers Rhine and Elbe – vital for communication and trade
- other states hoped to benefit from industrial development in Prussia
- Prussia took the lead in improving roads and railways
- Frederick William IV of Prussia promised to work for a united Germany.

from recall:

- the Zollverein established Prussia as economic leader of the German states
- Bismarck became Minister-President of Prussia in November 1862
- his aim was to unite the German states by ‘iron and blood’
- military strength of Prussia.

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

Question 2

How useful is **Source B** as evidence of the methods used by Bismarck to bring about the unification of the German states in 1871?

(4)
O3

The candidate evaluates the usefulness of **Source B** as evidence of the methods used by Bismarck to bring about the unification of the German states in 1871 by referring to evidence such as:

- primary source from Bismarck’s memoirs
- written by Bismarck describing his own thoughts
- to describe how he wanted to unify the German states
- says he did not doubt a Franco-Prussian War must take place before a united Germany could be realised.

Maximum 1 mark for indicating content omission such as:

- details of methods used to provoke war eg Ems telegram.

Question 3

Describe the events that led to war between France and Prussia in 1870.

(5)
01

The candidate describes the events that led to war between France and Prussia in 1870 by referring to evidence such as:

- Prussia provoked France over Spanish succession issue
- Hohenzollern candidate Prince Leopold, put forward by Prussia/relative of Prussian royal family
- French felt threatened/sent Ambassador to Prussia to meet Prussian King
- Prussian King agreed to withdraw Leopold as candidate but made no promises never to renew candidature
- Bismarck edited the tone of the Ems Telegram to provoke the French
- edited version of telegram released to French and German newspapers
- French politicians were outraged by telegram
- French reacted by declaring war on 19 July 1870.

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 9]

EUROPEAN AND WORLD

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

Question 1

Why did national minorities dislike the policy of Russification?

(5)
O2

The candidate explains why national minorities disliked the policy of Russification by referring to evidence such as:

from the source:

- Non-Russians had to use the Russian language
- Russian clothing and customs were to be used
- Russian officials were put in to run regional governments
- Poles were told to change and become Russian citizens.

from recall:

- Russians were the minority – only 44% of population
- Catholic Poles and Asiatic Muslims were pressurised to convert to Russian Orthodoxy
- Jews were persecuted for being ‘anti-Russian’
- Russian was used in schools and law courts.

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

Question 2

How useful is **Source B** as evidence of the problems facing the Provisional Government?

(4)
O3

The candidate evaluates the usefulness of **Source B** as evidence of the problems facing the Provisional Government by referring to evidence such as:

- primary source from personal letter from period of great unrest/time when the Provisional Government was failing – so likely to be his real feelings about the situation
- author the leader of the Provisional Government who knew well the extent of the problems in July 1917
- written to warn the problems in Russia were getting worse/express his feelings about the level of unrest in Russia
- says there will be chaos/famine/defeat at the front.

Maximum 1 mark for indicating content omission such as:

- failure of Brusilov offensive.

Question 3

In what ways did the Civil War affect the Russian people?

(5)
01

The candidate describes the ways the Civil War affected the Russian people by referring to evidence such as:

- most of the Russian economy taken over by the state to supply Reds
- foodstuffs were forcibly requisitioned from peasants by requisition squads
- peasants were imprisoned or shot for hoarding grain
- peasants ceased to produce surplus food in retaliation
- famine resulted and millions died
- cholera and typhus broke out killing thousands more
- both Reds and Whites terrorised the peasants
- food and fuel were rationed in the cities as supplies were inadequate/black market and bartering began
- large enterprises were nationalized and strikes made illegal.

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 10]

EUROPEAN AND WORLD

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

Question 1

Describe the problems facing European immigrants to the USA in the 1920s.

(5)
01

The candidate describes the problems facing European immigrants to the USA in the 1920s by referring to evidence such as:

- often arrived with little wealth or possessions
- faced discrimination on the grounds of culture/race/religion
- faced discrimination in most areas of life and work simply because they were immigrants
- did the poorest jobs with lowest pay
- poor housing often in unsanitary slums
- faced abuse from local politicians/lacked rights and representation
- became stereotyped by public and media as a threat eg blamed for crime became stereotyped by public and media as a burden eg worsened housing shortages
- blamed for political extremism eg Red Scare.

For 5 marks, 5 supported points must be given.

Question 2

How useful is **Source A** as evidence of attitudes towards Black Americans in the southern states at the time of the Civil Rights movement?

(4)
03

The candidate evaluates the usefulness of **Source A** as evidence of attitudes towards Black Americans in the southern states at the time of the Civil Rights movement by referring to evidence such as:

- primary source written at a time when the Civil Rights movement was beginning to become more active
- author is a Klan leader with extreme racist views and therefore biased
- speech made to warn them against northern influences/show the Klan in a positive light
- says that black people have nothing to fear from KKK provided they accept an inferior social position.

Maximum 1 mark for indicating content omission such as:

- Klan used violence against Black Americans.

Question 3

Why did Martin Luther King plan a Civil Rights protest in Selma, Alabama in 1965?

(5)
02

The candidate explains why Martin Luther King planned a Civil Rights protest in Selma, Alabama in 1965 by referring to evidence such as:

from the source:

- King wanted to put pressure on President Johnson to support new Civil Rights legislation
- Sheriff Clark of Selma was a crude, violent racist
- King thought he could stir up feeling against Clark in the same way as he had against Bull Connor
- there was a march as part of the protest to Governor Wallace about police brutality and racism.

from recall:

- King wanted to win support for a new voting rights act
- Black Americans were being prevented from registering to vote in Selma
- very few Black Americans had succeeded in registering to vote in Selma
- local Civil Rights campaigners had already begun organising protests in Selma
- protests in Selma had been met with extreme violence from police/TV coverage.

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

[END OF CONTEXT 11]

EUROPEAN AND WORLD

Context 12: The Road to War, 1933-1939

Question 1

In what ways did Britain appease Germany between 1933 and 1936?

(5)
01

The candidate describes the ways Britain appeased Germany between 1933 and 1936 by referring to evidence such as:

- allowed Germany to break the Treaty of Versailles
- allowed Germany to break the Locarno Treaty
- British government and public opinion had revised their attitude to the Treaty of Versailles and agreed it was too harsh
- Britain did not protest about the reintroduction of conscription
- Britain took no action over the creation of a German air-force
- the Anglo-German Naval Agreement allowed Germany to build a navy
- the Anglo-German Naval Treaty allowed Germany to break Versailles
- Britain accepted the reoccupation of the Rhineland/Lord Lothian 'Germany is only going into its own backyard'.

For 5 marks, 5 supported points must be given.

Question 2

Why did Germany want Anschluss in 1938?

(5)
02

The candidate explains why Germany wanted Anschluss in 1938 by referring to evidence such as:

from the source:

- Austria was the key to south eastern Europe
- Germany wanted Hungary as an ally
- Anschluss would help to contain Czechoslovakia
- political union with Austria was the next step.

from recall:

- the Austrians were fellow Germans/German speaking
- Hitler was Austrian
- Germany would take over the Austrian army
- Germany would take over Austria's industry.

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

Question 3

How useful is **Source B** as evidence of Britain's attitude to Czechoslovakia in 1938?

(4)
03

The candidate evaluates the usefulness of **Source B** as evidence of Britain's attitude to Czechoslovakia in 1938 by referring to evidence such as:

- primary source from the period when the Czech/Sudeten crisis was developing
- author was the British ambassador and reflects attitude of the government
- written to show that the Czechs are to blame for the Sudeten crisis
- says that Czechs can't be trusted/Czechs want war.

Maximum 1 mark for indicating content omission such as:

- British government put pressure on Czechoslovakia
- the result of this was the Munich Settlement.

[END OF CONTEXT 12]

EUROPEAN AND WORLD

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

Question 1

Why did the Cold War break out after 1945?

(5)
02

The candidate explains why the Cold War broke out after 1945 by referring to evidence such as:

from the source:

- Truman and Stalin did not trust each other
- USA had gained an advantage over the Soviet Union by developing the atomic bomb
- the Americans did not inform the Soviets of the development of the atomic bomb and did not consult over its use against Japan
- after the Second World War the Americans and Soviets were no longer united by a common enemy.

from recall:

- differences between American system of capitalism and Soviet communism always caused tension/mistrust
- the Soviet takeover of eastern Europe had angered the USA and its allies
- Churchill's 'Iron Curtain' speech had antagonised the Soviets
- the Marshall Plan contributed to divisions in Europe
- arguments between East and West over the fate of Germany/Berlin in the years following the Second World War
- Berlin Blockade, 1948-1949, deepened divisions between East and West.

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

Question 2

Describe the part played by the USSR in the Cuban Missile Crisis.

(5)
01

The candidate describes the part played by the USSR in the Cuban Missile Crisis by referring to evidence such as:

- the Soviet Union had developed an alliance with Cuba following Castro's seizure of power and the failure of the Bay of Pigs
- with Castro's agreement, Soviet Union constructed missile launch sites on Cuba
- Soviet cargo ships with missiles on board headed for Cuba, despite American protests
- U2 spy plane shot down by Soviet missile over Cuba
- Khrushchev thought he could take advantage of youth and inexperience of American President, Kennedy
- Khrushchev eventually backed down in the face of American blockade/resolve
- Soviet missiles were removed from Cuba in exchange for the removal of American missiles from Turkey.

For 5 marks, 5 supported points must be given.

Question 3

How useful is **Source B** as evidence of why the process of détente had come to a halt by the early 1980s?

(4)
03

The candidate evaluates the usefulness of **Source B** as evidence of why the process of détente had come to a halt by the early 1980s by referring to evidence such as:

- primary source from 1983, a time when the process of détente had halted
- author was the American President who was directing/influencing foreign policy at the time/possible bias, from an American perspective
- written to explain why he wants to strengthen American military power/end period of détente
- says there is a need to end freeze on building nuclear weapons.

Maximum 1 mark for indicating content omission such as:

- Soviet invasion of Afghanistan had contributed to end of the process of détente/
American boycott of Moscow Olympics had strained relations further.

[END OF CONTEXT 13]

[END OF MARKING INSTRUCTIONS]