



2007 History

Intermediate 2

Finalised Marking Instructions

© Scottish Qualifications Authority 2007

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from the Assessment Materials Team, Dalkeith.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's Assessment Materials Team at Dalkeith may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

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

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 which 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

History Intermediate 2

SCOTTISH AND BRITISH

PART 1 THE SHORT ESSAY

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

Question 1

Explain why Henry II quarrelled with Archbishop Becket.

(8)
O1 & O2

The candidate explains why Henry II quarrelled with Archbishop Becket by referring to evidence such as:

- Henry and Becket had previously been good friends. When Becket resigned as chancellor and became Archbishop of Canterbury he changed and Henry felt betrayed
- Becket repeatedly defended the Church's rights against Henry
- Henry and Becket argued over "Criminous Clerks". Henry believed that clergymen suspected of crimes should be tried in the king's court. Becket believed that members of the clergy should be tried in the Church's court
- Henry and Becket argued over the Constitutions of Clarendon. Henry attempted to trick Becket into signing a document that limited the Church's power
- Henry asked Becket to answer a charge over his conduct as chancellor at the Northampton trial. He refused to appear and was charged with contempt of court
- the Archbishop of York crowned Henry's son. Becket responded by excommunicating all the bishops involved
- Becket fled to France and was in exile for six years. He was protected by Henry's enemy, Louis VII.

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 Robert Bruce was successful in making himself King of Scots.

(8)
O1 & O2

The candidate explains why Robert Bruce was successful in making himself King of Scots by referring to evidence such as:

- he had royal blood
- he had the support of some Scots from the very beginning
- Edward I died which removed a powerful enemy
- Edward II was not a successful king and did not concentrate on defeating Bruce
- Bruce was able to drive out the English by capturing the castles they held
- Bruce destroyed his Scottish enemies (eg the Comyns) by ruining their lands
- Bruce defeated the English at the Battle of Bannockburn
- Bruce won the support of the Pope and the King of France.

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 Queen Elizabeth ordered the execution of Mary, Queen of Scots in 1587.

(8)

O1 & O2

The candidate explains why Queen Elizabeth ordered the execution of Mary, Queen of Scots in 1587 by referring to evidence such as:

- Mary claimed that she was the true, Catholic Queen of England
- Mary was Elizabeth's heir who would take over when Elizabeth died
- some English Catholics supported Mary's claims to be Queen of England
- some English Catholics plotted to murder Elizabeth
- foreign Catholic rulers and the Pope supported these murder plots
- Mary had been involved in the Babington Plot
- Mary's son, who was next in line to the English crown, was a Protestant.

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 James I quarrelled with the English Parliament during his reign.

(8)
O1 & O2

The candidate explains why James I quarrelled with the English Parliament during his reign by referring to evidence such as:

- James's belief in the Divine Right of Kings deeply offended the House of Commons
- impeachment of royal ministers such as Bacon and Cranfield
- quarrels over war with Spain
- Commons complained about king's extravagance
- disputes over royal rights to raise taxes
- quarrels over sale of monopolies by Crown
- quarrels over king's choice of leading ministers eg Duke of Buckingham
- quarrels over royal impositions eg on currants
- Parliament was suspicious of James's perceived Catholic sympathies.

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 the Scottish colony at Darien failed.

(8)
O1 & O2

The candidate explains why the Scottish colony at Darien failed by referring to evidence such as:

- the climate was unsuitable for Scottish colonists
- the area was unhealthy – many colonists died from disease
- the Scots had brought the wrong goods for trading
- the Scots wanted too much for their goods and could not sell them
- the colonists argued among themselves
- the colony was attacked by the native people
- the colony was attacked by the Spaniards
- the colony received no help from English colonists.

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 many Scots left to go overseas between the 1830s and 1930s.

(8)
O1 & O2

The candidate explains why many Scots left to go overseas between the 1830s and 1930s by referring to evidence such as:

- the Highland Clearances
- potato famine in 1840s
- later clearances due to deer estates and sporting activities
- poverty and unemployment
- movement of population from the land/changes in lowland farming
- activities of emigration societies/assisted passages
- attractions of overseas countries
- failure of herring, kelp and whisky industries.

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 (a): From the Cradle to the Grave? Social Welfare in Britain, 1890s-1951

Question 7 (a)

Explain why the social reforms of the Liberal government 1906 – 1914 were important in improving the welfare of the British people.

(8)

O1 & O2

The candidate explains why the social reforms of the Liberal government 1906 – 1914 were important in improving the welfare of the British people by referring to evidence such as:

- reforms tried to deal with the problem of poverty
- introduced school meals and medical inspection for children
- introduced old age pensions for those of 70 years and over
- National Insurance Act provided free medical treatment for workers earning under £160 a year
- unemployment benefit was given to workers in some industries
- labour exchanges were set up to help people find work
- it can be argued the Liberals laid the foundations of a welfare state.

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 (b): Campaigning for Change: Social Change in Scotland, 1900s-1979

Question 7(b)

Explain why all women were given the vote by 1928.

(8)
O1 & O2

The candidate explains why all women were given the vote by 1928 by referring to evidence such as:

- women had gained many rights in the previous century – rights over property, children, education
- women had been agitating for the vote since before 1900
- the peaceful activities of the NUWSS persuaded many men (and women) to accept female suffrage
- the Pankhursts and the WSPU attempted to force the government into giving women the vote – though the militancy/violence of WSPU was a retrograde step
- women suspended their campaign on the outbreak of the Great War, 1914, in support of the government
- women participated in many aspects of the war effort; largest number in munitions
- married women over 30 given vote in 1918 (either as a reward or out of fear of renewed militant campaign)
- universal male suffrage was introduced in 1918; women were given parity with men in 1928.

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: A Time of Troubles: Ireland, 1900-1923

Question 8

Explain why the Ulster Unionists opposed the Home Rule Bill.

(8)
O1 & O2

The candidate explains why the Ulster Unionists opposed the Home Rule Bill by referring to evidence such as:

- Unionists felt it would destroy their way of life
- Home Rule threatened Ulster's economic prosperity eg industry
- Ireland would be cut off from markets in Britain and Empire/threatened unity of Empire
- loss of money and business for many
- many felt that Home Rule would destroy improvements made in housing, wages etc
- Unionists believed Ireland was too weak to survive on her own/needed to remain in the Union
- Unionists worried that parliament in Dublin would be strongly influenced by the Roman Catholic Church/worried the Protestant Church would be weakened
- divisions between Catholics and Protestants.

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 9

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

(8)
O1 & O2

The candidate explains why David I's reign has been called the "Normanisation" of Scotland by referring to evidence such as:

- rule by Royal Council
- introduction of knight-service eg castle-guard
- creation of Norman feudal baronage
- introduction of sheriffs
- promotion of David's great Norman friends eg the Bruces
- creation of royal burghs
- use of knights in royal army
- building of castles
- founding of monasteries.

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 10

Explain why the People's Crusade failed.

(8)
O1 & O2

The candidate explains why the People's Crusade failed by referring to evidence such as:

- the People's Crusade was not well organised or well prepared
- Peter the Hermit was a good spiritual leader but had no military experience
- the People's Crusade got involved in a number of incidents in Germany where they massacred Jews
- the People's Crusade gained a bad reputation because of their behaviour across Europe
- the People's Crusade ran in to trouble in Hungary because they were too few to avoid attack
- they were unable to defend themselves/they were poorly armed and trained
- the different nationalities amongst the People's Crusade split and elected their own leaders
- when the Crusaders arrived at Constantinople, Alexius was not ready for them; this led to rioting
- Peter the Hermit did not take Alexius's advice to wait for the support of the knights
- Peter the Hermit was in Constantinople when the People's Crusade was finally defeated at Nicaea.

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 11

Explain why Joan of Arc was executed in 1431.

(8)
O1 & O2

The candidate explains why Joan of Arc was executed in 1431 by referring to evidence such as:

- she was condemned as a heretic after trial by a Church court
- she refused to deny that she had been an instrument of God
- English hatred for Joan
- she contributed to the revival of French spirits in the Hundred Years' War
- she contributed to the war effort eg she raised the siege of Orleans
- Charles VII refused to ransom Joan or save her.

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 12

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

(8)

O1 & O2

The candidate explains why Portugal was able to discover new trade routes to the East in the late fifteenth and early sixteenth centuries by referring to evidence such as:

- patronage of Henry the Navigator
- influence of college at Sagres in teaching navigational skills
- improvements in map-making
- Portugal was well placed geographically to make voyages to the East
- better ships such as the carrack/caravel were available
- improved navigational aids such as the compass/quadrant/astrolabe were available
- Diaz's success in rounding Africa encouraged further voyages
- Da Gama's opening up of a route to India encouraged further routes to be opened up.

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 13

Explain why the defeat of the French in 1763 created tensions in the American colonies. **(8)**
O1 & O2

The candidate explains why the defeat of the French created tensions in the American colonies by referring to evidence such as:

- the French War had hidden developing problems/the end of the war brought them to the surface
- the French were no longer a threat so the colonists did not need British protection
- British believed troops were still needed in the colonies – eg threat of Indian risings and from French settlers
- British soldiers displayed a dangerous contempt for the colonists’ fighting ability/believing they were not able to defend themselves
- Britain had financial problems as a result of the French wars/thought it was fair that the American colonists paid for their own defence/the colonists did not like this
- the king wished to have a tighter control of his Empire/the colonists resented this
- victory in 1763 had made Britain prouder of her Empire
- the British wished to stop the colonists moving west/colonists eager to push west.

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 14

Explain why slave resistance on the plantations was mainly unsuccessful.

(8)

O1 & O2

The candidate explains why slave resistance on the plantations was mainly unsuccessful by referring to evidence such as:

- the slaves had no weapons
- the slaves had no leaders
- the slaves didn't think they could succeed
- the slaves were brainwashed to obey
- the white masters were united
- punishments were very severe
- the fear of being separated from their families by being sold off
- most West Indian Islands are quite small and made hiding and planning difficult
- some successes however eg Haiti.

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 15

Explain why the Terror gave Robespierre complete control of France.

(8)
O1 & O2

The candidate explains why the Terror gave Robespierre complete control of France by referring to evidence such as:

- freedom of speech and demonstrations were curtailed
- opponents of the Jacobins were labelled as ‘traitors’ to France
- the Terror enabled Robespierre to defeat his enemies very quickly
- opponents could be persecuted by lists under the Law of Suspects
- trials and executions were quick and uncontested
- accused were not entitled to lawyers or right of appeal
- accusation meant the assumption of guilt in vast majority of cases
- death was the only sanction available to the Revolutionary Tribunals
- revolts in the Vendee and other provinces were put down with great brutality
- the Terror gave Robespierre control of all French cities
- economic measures, such as wage cuts, could be enforced.

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 16

Explain why Italian unification had not been achieved by 1850.

(8)

O1 & O2

The candidate explains why Italian unification had not been achieved by 1850 by referring to evidence such as:

- Congress of Vienna 1815 restored autocratic leaders of the Italian states
- Italian states were under Austrian domination
- role of Metternich in controlling nationalism eg risings of 1830
- ineffectiveness of nationalist organisations, especially the Carbonari
- population of the Italian states were largely indifferent to nationalism
- divisions within the nationalist cause
- failure of the revolutions of 1848.

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 17

Explain why there was a growth in German nationalism between 1815 and 1850.

(8)
O1 & O2

The candidate explains why there was a growth of German nationalism between 1815 and 1850 by referring to evidence such as:

- influence of Napoleon's creation of a Confederation of the Rhine
- effects of common language and culture eg German music, literature
- enthusiasm of students who would become future leaders
- growth of Zollverein which increased economic unity
- improved transport and communications
- outbreak of revolution in 1848
- decline of Austria leading to reduced influence over German states
- weakness of the Bund as Prussian influence increased.

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 18

Explain why there was a revolution in Russia in January 1905.

(8)
O1 & O2

The candidate explains why there was a revolution in Russia in January 1905 by referring to evidence such as:

- economic problems during the war with Japan
- feeling that the people and their problems were being ignored
- social problems of the people of Russia in cities and countryside due to effects of war
- public anger over the defeats by Japan
- aftermath of Bloody Sunday – public opinion
- counterproductive effects of Tsar's repression
- workers and liberal middle classes united against Tsar.

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 19

Explain why a civil rights movement grew in the USA in the 1950s and 1960s.

(8)
O1 & O2

The candidate explains why a civil rights movement grew in the USA in the 1950s and 1960s by referring to evidence such as:

- existence of Jim Crow laws in southern states
- existence of segregation – examples such as schools, waiting rooms
- concern at inequalities of black Americans eg extreme poverty, poor housing
- refusal of southern states to desegregate eg Brown v Topeka
- success of the bus boycott in Montgomery
- leadership of Martin Luther King eg “I have a dream” speech
- the belief that a non-violent campaign would succeed
- reaction of groups like the Ku Klux Klan
- growing support from Whites eg students and groups like CORE.

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 20

Explain why Germany's neighbours felt threatened by Hitler's foreign policy in the period 1933 – 1938.

(8)

O1 & O2

The candidate explains why Germany's neighbours felt threatened by Hitler's foreign policy by referring to evidence such as:

- Nazi ideas on racial superiority – the idea of Master Race justified the policies of Lebensraum and Greater Germany
- withdrawal from the League of Nations was seen as unfriendly
- breaking the Treaty of Versailles might lead to conflict
- Germany's decision to rearm increased tension in Europe, especially France
- the aim of a Greater Germany was a threat to countries with German minorities
- the policy of Lebensraum was a threat to eastern Europe, especially Russia
- the reoccupation of the Rhineland made France and Belgium feel less secure
- Austria was annexed after being invaded
- the breaking of treaties eg Locarno increased tension.

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 21

Explain why views on the Vietnam War changed in the United States.

(8)
O1 & O2

The candidate explains why views on the Vietnam War changed in the United States by referring to evidence such as:

- the growing number of American casualties
- the horror of the war itself was relayed to the world on television
- demoralising effect on the American people by the media coverage of the war
- the draining of funds that prevented domestic improvements the President had promised
- growing criticism from abroad
- more and more people felt that the USA could not win the war
- the unpleasant racial overtones of the war – Oriental life was cheap
- protestors increased first among students then professional classes/intellectual opposition to the war
- growing opposition in Congress
- lack of support from foreign governments.

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]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

Question 1

Why did Henry II have to reform the legal system when he became king in 1154?

**(5)
02**

The candidate explains why Henry II had to reform the legal system when he became king by referring to evidence such as:

From the source

- Henry needed to regain control of his country
- barons had set up their own law courts
- sheriffs had become corrupt
- needed to remove barons' armies.

From recall

- barons were stealing land from one another and many were getting richer
- barons had built castles illegally to protect the land they stole
- barons were keeping fines paid by convicted criminals and not giving them to the king
- the Church had gained more power and its clergy were not tried in the king's court if they were suspected of a crime.

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

Question 2

Describe the uses of castles in medieval times.

**(5)
01**

The candidate describes the use of castles by referring to evidence such as:

- castles were used to defend and protect the Lord's lands and the people who lived on them
- castles were a symbol of power and showed how important the lord or baron was
- castles were used as administrative centres and controlled all the business for the local village
- castles were used as store rooms. Peasants' taxes would be paid in produce and this was often stored in the grounds of the castle
- castles were centres of entertainment eg feasts and banquets
- castles were used as barracks for soldiers
- castles were used as courts of law.

For 5 marks, 5 supported points must be given.

Question 3

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

(4)
03

The candidate evaluates the usefulness of the source by referring to evidence such as:

- contemporary/primary source written during the twelfth century at the time of monasticism
- author was an abbot and actually lived in a monastery. He had first hand experience of monastic life
- purpose: to show what life was like for a medieval monk
- content: a monk ate simple food/no moment of idleness

Maximum of 1 mark for commenting on content omission such as:

- monks took a vow of chastity, poverty and obedience
- monks worked the land, looked after the sick, educated local children.

[END OF CONTEXT 1]

SCOTTISH AND BRITISH

Context 2: Wallace, Bruce and The Wars of Independence, 1286–1328

Question 1

How useful is **Source A** as evidence about what happened while the Scots waited for the arrival of the Maid?

(4)
03

The candidate evaluates the usefulness of the source by referring to evidence such as:

- primary source written at the time of the Maid's death
- author was the Bishop of St Andrews so he would be well informed
- purpose: to inform Edward of events as they were happening
- content: indicates the uncertainty that there was at the time about the Maid's health.

Maximum of 1 mark for commenting on content omission such as:

- Robert Bruce's supporters were gathering their armies and threatening civil war.

Question 2

Describe what happened at the Battle of Falkirk in 1298.

(5)
01

The candidate describes what happened at the Battle of Falkirk in 1298 by referring to evidence such as:

- Wallace gathered his army between a loch and forested hills
- Wallace positioned his men in schiltrons
- King Edward's first attack on the schiltrons was unsuccessful
- the Scottish cavalry (knights) fled when Edward advanced
- King Edward's men massacred the Scottish archers
- English archers fired into the Scottish schiltrons and killed many men
- Edward's men then killed the survivors in the Scottish schiltrons
- the Scots were heavily defeated.

For 5 marks, 5 supported points must be given.

Question 3

Why did the Scots recognise King Edward's authority by 1305?

(5)
02

The candidate explains why the Scots had recognised King Edward's authority by 1305 by referring to evidence such as:

From the source

- Edward invaded and made an armed progress through Scotland
- Edward stayed in Scotland over the winter of 1303-4
- Edward punished the Scottish nobles by fines or exile
- Edward executed only one person.

From recall

- Edward captured Stirling Castle
- Edward travelled to the north of Scotland which demoralised the Scots
- Edward's long stay also demoralised the Scots
- Edward was reasonably lenient in his fines and punishments which won the Scots over
- Edward executed Wallace
- Edward issued an Ordinance sharing power between the Scots and the English.

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

[END OF CONTEXT 2]

SCOTTISH AND BRITISH

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

Question 1

Why did Scottish Protestants rebel against Mary of Guise in 1559?

(5)
02

The candidate explains why Scottish Protestants rebelled against Mary of Guise in 1559 by referring to evidence such as:

From the source:

- Mary, Queen of Scots being Queen of France worried the Protestant Scottish nobles
- Scotland was controlled by a French Regent
- Mary of Guise was using more French officials and soldiers
- Mary of Guise took action against Scottish Protestants.

From recall:

- the marriage treaty said that Scotland was to become part of France
- the Protestants wanted to defend their religion against Mary of Guise
- the Protestants were encouraged by Queen Elizabeth
- the Protestants were encouraged by John Knox.

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 Mary's support for the Church of Scotland in 1566?

(4)
03

The candidate evaluates the usefulness of the source by referring to evidence such as:

- primary source written in the exact year
- Mary's own orders so they reflect her support
- purpose: to ensure that ministers were paid
- content: £10,000 was to be used to pay ministers.

Maximum of 1 mark for commenting on content omission such as:

- Mary remained a Roman Catholic
- Mary wanted support from the Church at a difficult time in her reign

Question 3

Describe the events which led to Mary, Queen of Scots being made a prisoner in Loch Leven Castle.

**(5)
01**

The candidate describes the events which led to Mary, Queen of Scots being made a prisoner in Loch Leven Castle by referring to evidence such as:

- Mary was blamed by many for the death of Darnley
- Mary had allowed the trial of Bothwell to be disrupted
- Mary had married Bothwell
- people thought that Mary wanted Darnley dead so she could marry his killer
- Scottish nobles (mainly Protestant) rebelled against Mary
- Mary had surrendered to the rebels at Carberry.

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 3]

SCOTTISH AND BRITISH

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

Question 1

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

(4)
03

The candidate evaluates the usefulness of the source by referring to evidence such as:

- primary source produced by Parliament during the breakdown of good relations with the king
- biased account produced by Parliament against the king
- purpose: to highlight and curb abuses of royal prerogative
- content: shows key areas of dispute between Crown and Parliament eg taking forced loans without Parliament's consent.

Maximum of 1 mark for commenting on content omission such as:

- religious grounds of dispute between Crown and Parliament.

Question 2

Why did Charles I encounter difficulties with the Presbyterians in Scotland?

(5)
02

The candidate explains why Charles I encountered difficulties with the Presbyterians in Scotland by referring to evidence such as:

From the source:

- coronation service employed Anglican forms
- clergy in Scotland were told to wear Anglican surplices
- General Assembly were in abeyance
- presbyteries were threatened with dissolution.

From recall:

- Charles attempted to force a revised version of the Prayer Book on Scotland
- bishops were to be introduced into the Scottish Church
- Charles's policy of Anglicisation provoked the signing of the National Covenant.

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

Question 3

Describe the main activities of the Long Parliament against the king from 1640 until the outbreak of war in 1642.

(5)
01

The candidate describes the main activities of the Long Parliament against the king from 1640 until the outbreak of war in 1642 by referring to evidence such as:

- impeachment of Strafford and Laud
- passing of Triennial Act ensuring regular parliaments even without the king's consent
- Act forbidding dissolution of the Long Parliament without its own consent
- Tonnage and Poundage were forbidden to be levied without Parliament's consent
- Ship Money was declared illegal
- abolition of prerogative courts such as Star Chamber
- Grand Remonstrance adopted.

For 5 marks, 5 supported points must be given.

[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

Why did many Scots oppose the Union of 1707?

(5)
O2

The candidate explains why many Scots opposed the Union of 1707 by referring to evidence such as:

From the source

- they argued that Scotland would become poorer than ever
- they felt that Scots MPs would spend all the country’s money in London
- they felt MPs would take too much money to England
- they felt that Scottish nobles would move to London permanently
- they felt Scottish industries would be ruined.

From recall

- they did not want to give up their independence
- they did not want to lose the Scottish Parliament
- they felt their religion was threatened
- they felt England’s interests would overwhelm Scotland.

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 how some Scottish nobles were persuaded to support the Act of Union?

(4)
O3

The candidate evaluates the usefulness of the source by referring to evidence such as:

- primary source written at the time union was being debated
- written by a member of the government who knew about the bribes
- purpose: to try to keep information about the bribes confidential
- content: names several of the nobles who were bribed/considerable amounts were paid to some nobles.

Maximum of 1 mark for commenting on content omission such as:

- other forms of bribery were used eg titles, jobs.

Question 3

Describe the events that led to the Jacobite Rising of 1715.

(5)
01

The candidate describes the events that led to the Jacobite Rising of 1715 by referring to evidence such as:

- James VII had been deposed in 1689 and replaced by William and Mary and then Queen Anne
- the Act of Union was unpopular and the Jacobites promised to repeal it
- the Act of Succession angered Jacobites who did not want a Hanoverian Succession
- the succession of George I in 1714 angered the Jacobites
- the Earl of Mar joined the Jacobites when King George I ignored him
- indications of support for the Jacobites from France.

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 5]

SCOTTISH AND BRITISH

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

Question 1

Why did many Irish people come to Scotland in the nineteenth century?

(5)
O2

The candidate explains why many Irish people came to Scotland in the nineteenth century by referring to evidence such as:

From the source

- places like Ayrshire were close to Ireland
- cheap fares were available to Glasgow
- work was available in factories such as Dundee jute mills
- some Irish folk only came for temporary farm work and returned to Ireland.

From recall

- wages were higher in Scotland
- housing was available in growing towns and cities
- poverty of Irish tenants encouraged them to leave home
- many relatives and friends had settled in Scotland
- potato famine of the 1840s.

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 Scottish attitudes to Irish immigrants in the 1830s?

(4)
O3

The candidate evaluates the usefulness of the source by referring to evidence such as:

- primary source from 1836 when many Irish immigrants were coming to Scotland
- author is a Glasgow manufacturer who would employ many Irish
- purpose: to defend the Irish – they arrived as decent people
- content: their behaviour deteriorated as a result of mixing with Scots.

Maximum of 1 mark for commenting on content omission such as:

- most Scots had the opposite opinion
- many Scots thought the Irish stole their jobs.

Question 3

In what ways did Scottish immigrants help develop countries where they settled?

(5)
01

The candidate describes the ways Scottish immigrants helped develop countries where they settled by referring to evidence such as:

- helped to develop farming in Canada, Australia, New Zealand
- reputation for industry and hard work
- contribution to education
- exploration of new countries
- developed businesses, banks and trading companies
- reference to individuals eg Donald Mackay (Boston shipyards); Carnegie (steel)
- held important government positions eg Governor-General of Canada
- Scottish customs changed the culture of the new homeland.

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 6]

SCOTTISH AND BRITISH

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

Question 1

How useful is **Source A** as evidence of the effects of poverty in Britain in the late 19th century?

(4)
03

The candidate evaluates the usefulness of the source by referring to evidence such as:

- primary source from late 19th century when poverty was extensive
- author was campaigner against poverty so possible bias/eyewitness account
- purpose: to show the dreadful conditions people were living in/to encourage reform
- content: several examples of poverty eg man with smallpox.

Maximum of 1 mark for commenting on content omission such as:

- only one study of poverty; others came from Booth and Rowntree
- only London referred to.

Question 2

In what ways did the Second World War change people's attitude to poverty?

(5)
01

The candidate describes how the Second World War changed people's attitude to poverty by referring to evidence such as:

- evacuation led to increasing awareness of problems of inner-city deprivation
- houses destroyed; sharing shelters/temporary accommodation
- greater sense of "community" was created
- food rationing caused rich and poor to share more equally
- Beveridge Report was published encouraging the demand for reform
- social welfare reforms came during war eg provision of free milk and vitamins
- suffering created a determination to deal with welfare problems when the war ended
- the government became more involved in all areas of peoples lives
- conscription broke down attitudes/common experiences

For 5 marks, 5 supported points must be given.

Question 3

Why were the Labour welfare reforms of 1945 to 1951 thought to be a great success?

(5)
02

The candidate explains why Labour welfare reforms were thought to be a great success by referring to evidence such as:

From the source:

- everyone was given help from the cradle to the grave
- free medical care was given to all
- 200,000 homes a year were built between 1948-51
- ambitious school building programme was started.

From recall:

- huge improvement in health of people/free spectacles, false teeth, prescriptions
- policy of full employment was promoted
- nationalisation of industries helped full employment
- real progress in housing despite shortages of materials and labour
- attempted to deal with the “five giants” identified by Beveridge.

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

[END OF CONTEXT 7 (a)]

SCOTTISH AND BRITISH

Context 7: (b) Campaigning for Change: Social Change in Scotland, 1900s-1979

Question 1

Why did some people fear that revolution was breaking out on Clydeside in 1919?

(5)
O2

The candidate explains why some people feared that revolution was breaking out on Clydeside by referring to evidence such as:

From the source:

- there was a wave of working class protest
- suspicion that some wanted to copy the Bolshevik revolution
- there was a great deal of political unrest
- there was a call for a Scottish Workers' Republic.

From recall:

- 40,000 workers went on strike
- huge demonstration in Glasgow turned into a riot
- troops and tanks were ordered to Clydeside.

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 the popularity of radio in the 1930s?

(4)
O3

The candidate evaluates the usefulness of the source by referring to evidence such as:

- primary source from the period when radio was popular
- author is an eyewitness/has first hand knowledge
- purpose: to show how important radio was for people as they were willing to pay a lot of money
- content: repairman was regarded with respect "like doctor"

Maximum of 1 mark for commenting on content omission such as:

- almost every home had a radio set
- other forms of entertainment, such as the cinema, rivalled radio.

Question 3

Describe the changes that took place in industry in Scotland after 1945.

(5)
01

The candidate describes changes in Scottish industry after 1945 by referring to evidence such as:

- decline of Scottish ship building industry from 1950s onwards
- decline of mining and steel industries because of this
- decline in textile industry
- discovery of North Sea oil rejuvenated industry eg oil rig building
- new industries such as light engineering and computer
- growth in service industries such as teaching and NHS
- growth in banking and financial services, especially in Edinburgh.

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 7 (b)]

SCOTTISH AND BRITISH

Context 8: A Time of Troubles: Ireland, 1900-1923

Question 1

Why did support for Sinn Fein increase in Ireland between 1916 and 1918?

(5)
02

The candidate explains why support for Sinn Fein increased between 1916 and 1918 by referring to evidence such as:

From the source

- De Valera reorganised Sinn Fein
- Sinn Fein became leading Irish party
- public began to view Sinn Fein as main opposition to British.

From recall

- execution of rebel leaders in the Easter Rising caused resentment against the British
- Sinn Fein opposed the war eg organised strikes against conscription
- Sinn Fein's tactics were supported by the Catholic Church
- De Valera's leadership encouraged support.

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

Question 2

Describe the terms of the Anglo-Irish Treaty of 1921.

(5)
01

The candidate describes the terms of the Anglo-Irish Treaty by referring to evidence such as:

- Ireland was to be given the same legal status within the British Commonwealth as Canada, Australia/known as Irish Free State
- the British king was to be represented in Ireland by a Governor-General
- all members of the Dail were to swear an oath of allegiance to the British king
- Britain would still use three Irish ports for the Royal Navy
- a Boundary Commission was set up to decide the exact boundary between Northern Ireland and the Irish Free State
- a Council of Ireland was to be set up if and when Northern Ireland decided to join the Irish Free State.

For 5 marks, 5 supported points must be given.

Question 3

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

(4)
03

The candidate evaluates the usefulness of the source by referring to evidence such as:

- primary source written at the time of partition in Ireland
- author was in a position of authority at the time and knew what was happening in Ireland. No bias
- purpose: to alert authorities of concerns over violence in Ireland
- content: detail of the source eg “No-one obeys the law”.

Maximum of 1 mark for commenting on content omission such as:

- special powers act introduced by Dail.

[END OF CONTEXT 8]

[END OF PART 2: SCOTTISH AND BRITISH CONTEXTS]

EUROPEAN AND WORLD

Context 1: The Norman Conquest, 1060-1153

Question 1

Why did King Harold lose the Battle of Hastings?

(5)
02

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

From the source:

- Harold was rash in moving south to meet William
- Harold did not have all his men available to him
- the English broke their own battle-line
- the English mistakenly thought the Normans were retreating.

From recall:

- Harold's men were tired by their forced march from the north
- William's landing took the English by surprise
- Normans pretended to retreat and the English broke the shield wall to chase them
- Harold's death in the battle demoralised the English.

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

Question 2

Describe William I's methods of controlling England after 1066.

(5)
01

The candidate describes William I's methods of controlling England after 1066 by referring to evidence such as:

- severe taxation was applied
- Harrying of the North following rebellion there
- replacing Saxon lords killed at Hastings with Norman barons
- creation of royal castles to control the countryside
- Tower of London built to intimidate the capital
- creation of royal feudal army
- enforcing feudal obligations of knight-service on nobles
- set up Norman-dominated Royal Council of nobles to advise the king
- Domesday Book used to increase king's control.

For 5 marks, 5 supported points must be given.

Question 3

Compare the views of **Sources B** and **C** on the role of castles in the Norman Conquest.

(4)
03

The candidate makes an accurate comparison of the sources by referring to evidence such as:

The sources mainly disagree:

Source B

- primary source written near time of the Conquest by a medieval chronicler
- castles meant the English could only put up weak resistance
- castles meant men suffered great oppression and much injustice.

Source C

- secondary source written by a modern historian with the benefit of hindsight
- knocking out the Anglo-Saxons in battle was more important than castle-building
- castles were only symbols of lordship and not weapons of conquest

But agree:

- castles were hardly known in England.
- the building of castles was a new technical idea.

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

[END OF CONTEXT 1]

EUROPEAN AND WORLD

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

Question 1

Why did people join the First Crusade?

(5)
02

The candidate explains why people joined the First Crusade by referring to evidence such as:

From the source:

- wanted to serve God
- believed it was their duty to help Christians in the east
- famine and plague meant people wanted to leave Europe
- recapturing Jerusalem was an attractive idea.

From recall:

- many peasants were influenced by preachers like Peter the Hermit
- the Church promised that sins would be forgiven if the journey to Jerusalem was undertaken
- some people wanted to avoid paying their debts which were suspended whilst people were on crusade
- motivated by religious zeal eg Raymond of Toulouse
- motivated by economic reasons, desire for land eg Bohemond/Baldwin
- desire for adventure and opportunity to use military skills eg Tancred
- on crusade because of peer pressure eg Hugh of Vermandois.

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

Question 2

Compare **Sources B** and **C** as views of the relationship between Alexius and Bohemond. (4)
03

The candidate makes an accurate comparison of the sources by referring to evidence such as:

The sources mainly disagree:

Source B

- author travelled with Bohemond, biased in favour of him
- Alexius feared Bohemond
- Alexius tried to trick Bohemond but his plan failed

Source C

- author was Alexius's daughter and disliked Bohemond, biased against him
- Alexius did not trust Bohemond
- Bohemond tried to trick Alexius but his plan failed

But agree:

- Alexius insisted Bohemond take an oath of loyalty.
- Alexius insisted Bohemond take an oath of loyalty.

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

Question 3

Describe the problems faced by the Crusaders after the capture of Jerusalem. (5)
01

The candidate describes the problems faced by the Crusaders after the capture of Jerusalem by referring to evidence such as:

- only a small number of knights remained in Jerusalem to protect it/most knights had returned home having fulfilled their vow or had been killed
- the Crusaders were surrounded by hostile Muslim neighbours
- after the death of Baldwin the Crusaders lost land to the Muslims
- due to these defeats the Crusaders had to make treaties with the Muslims – this upset new Crusaders who were arriving from the west
- the Crusaders did not have the appropriate supplies needed to sustain their lives in the east/Italian merchants had to be invited to settle in the east in return for furs, timber, woollen cloths
- there were no Christian peasants in the east so the establishment of the feudal system was under threat
- Crusaders had to negotiate with Muslim peasants so that they could get them to farm the land
- castles had to be built to protect the Latin states/knights such as the Templars and Hospitallers had to stay in the east to protect Jerusalem.

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 2]

EUROPEAN AND WORLD

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

Question 1

Why was England preparing for war with France by 1337?

(5)
O2

The candidate explains why England was preparing for war with France by 1337 by referring to evidence such as:

From the source

- Edward III wanted to extend his lands in France
- Edward III claimed he was rightful King of France
- The French denied that Edward had a legitimate claim to the throne
- English anger at French interference with Flemish trade.

From recall

- French claims to overlordship of English possessions in France
- English reaction to continuance of French alliance with Scotland
- English anger at the activities of French pirates
- King Philip declared Edward's lands in France forfeit
- King Philip invaded Gascony.

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 effects of the Black Death on England?

(4)
O3

The candidate makes an accurate comparison of the sources by referring to evidence such as:

The sources agree:

Source B

- Black Death led to a lack of shepherds/farm workers
- livestock perished
- no-one could be hired for less than 4 pennies plus meals.

Source C

- Black Death led to a shortage of labour/peasants
- farm animals died
- Lords forced to pay more/wages rose.

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

Question 3

Describe Henry V's campaign in France between 1415 and 1420.

(5)
01

The candidate describes Henry V's campaign in France between 1415 and 1420 by referring to evidence such as:

- sailed to France in the spring of 1415
- successful siege of Harfleur
- turned his army towards Calais
- large French force blocked his path
- defeated the French at Agincourt
- marched into Normandy
- attacked Rouen
- made peace in 1420 under Treaty of Troyes

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 3]

EUROPEAN AND WORLD

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

Question 1

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

(5)
01

The candidate describes Columbus's first voyage to the New World by referring to evidence such as:

- expedition was sponsored by Ferdinand and Isabella of Spain
- set sail from Palos in Spain
- expedition consisted of three ships, the Santa Maria, the Pinta and the Nina
- put in at the Canary Islands for repairs and supplies
- crew threatened mutiny because they had sailed so far west out of sight of land
- San Salvador in the Bahamas group was their landfall
- the Santa Maria was lost during the expedition.

For 5 marks, 5 supported points must be given.

Question 2

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

(4)
03

The candidate makes an accurate comparison of the sources by referring to evidence such as:

The sources agree:

Source A

- primary source from map-maker enabling voyages to take place
- Columbus had great desire to explore
- a map is sent to show Columbus the route
- spices are the object of the voyage.

Source B

- primary source from leading patron who helped voyages occur
- Magellan's greatest desire is to discover new lands
- the king says he has seen maps of the journey
- spices are to be found/ordered to seek out spices.

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

Question 3

Why were the native peoples of the New World unable to defeat the Spanish Conquistadors? (5)
02

The candidate explains why the native peoples of the New World were unable to defeat the Spanish Conquistadors by referring to evidence such as:

From the source:

- Spanish artillery and musketeers did much damage
- Spanish sword-play forced the enemy back
- skilful cavalymen of the Spanish were their greatest asset
- Spanish maintained their battle formation.

From recall:

- native peoples lacked guns and gunpowder
- native peoples did not unite against the Spanish
- native peoples had no horses and therefore no cavalry
- native peoples had no metal armour.

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 events in Boston in 1770 that became known as the “Boston Massacre”.

(5)
01

The candidate describes the events in Boston in 1770 by referring to evidence such as:

- the introduction of British troops in Boston made a clash inevitable
- it was a riot between British soldiers and Boston citizens
- a crowd of 60 townspeople surrounded British sentries guarding the customs house
- soldiers were jeered and taunted/snowballs were thrown at the sentries
- a shot rang out, followed by several others
- eleven colonists were hit and five were killed
- Crispus Attucks, a former slave, was one of the dead
- at the trial the soldiers were defended by John Adams, cousin of Sam Adams
- the soldiers were acquitted.

For 5 marks, 5 supported points must be given.

Question 2

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

(4)
03

The candidate makes an accurate comparison of the sources by referring to evidence such as:

The sources mainly disagree:

Source A

- George III, King of Britain, defends British rule
- Britain helped these colonies become successful
- Britain has established the colonies with great care

Source B

- Tom Paine criticises British rule
- America would have flourished had no European nation taken notice of her
- Britain’s actions are not out of concern but for trade and power

But agree:

- the British have protected and defended the colonies at great cost.
- she has defended the American continent at not only her own expense but also that of the colonists.

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

Question 3

Why was French support important to the colonists throughout the Revolutionary War?

(5)
02

The candidate explains why French support was important to the colonists by referring to evidence such as:

From the source

- lent the American government money to keep the war going
- army equipped and supplied by the French
- the majority of Washington's army at Yorktown were French
- the French navy trapped Cornwallis's soldiers in Yorktown.

From recall

- the French sent arms, ammunition and clothing
- French navy denied Britain command of the seas/disrupted communications and supplies
- the French spread the war to other British colonies therefore diverting British navy's attention from the American colonies
- increased activity by the French played a large part in Britain seeking peace in 1783.

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 ways Britain profited from the slave trade.

(5)
01

The candidate describes the ways Britain profited from the slave trade by referring to evidence such as:

- growth of major ports and cities: Liverpool, Bristol and London
- government income increased dramatically as a result of the trade
- huge fortunes were made by individuals eg planters
- provided employment for many people
- banks and finance houses grew rich
- British sailors were kept in work by the slave trade
- industry developed/Manchester grew into a large city of mills making cloth from slave-grown cotton
- canals were built as a result of money coming from the trade
- financed Britain’s industrial revolution.

For 5 marks, 5 supported points must be given.

Question 2

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

(4)
03

The candidate makes an accurate comparison of the sources by referring to evidence such as:

The sources mainly agree:

Source A

- Atlantic slave trade was a terrible ordeal for Africans
- for four centuries millions of healthy Africans were torn from their homeland
- no way to work out how many people perished

Source B

- Atlantic slave trade spelled disaster for Africa’s people
- for four hundred years millions of the healthiest young people were stolen from their homeland
- no-one is exactly sure how many were sold into slavery

But disagree:

- about 10 million survived the Middle Passage.
- 11 million arrived in the New World.

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

Question 3

Why did it take so long to persuade parliament to abolish the slave trade?

(5)
02

The candidate explains why it took so long to persuade parliament to abolish the slave trade by referring to evidence such as:

From the source

- the supporters were well organised and influential
- some of the plantation owners were MPs
- they had the support of the king
- supporters of the trade created many difficulties.

From recall

- many people believed the Abolitionists had exaggerated their claims
- many people such as ship owners, bankers and manufacturers believed the slave trade had made Britain wealthy and prosperous
- the French Revolutionary Wars had delayed the abolition
- the trade provided much needed money to finance the wars.

Maximum of 3 out of 5 marks 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

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

(5)
01

The candidate describes the problems faced by Louis XVI's government by referring to evidence such as:

- the government was deeply in debt and almost bankrupt
- the government had to borrow money at high rates of interest
- tax gathering was very inefficient
- government officials often bought their posts and were very inefficient
- the nobility and Church were unwilling to pay taxes
- there was increased opposition from the *parlements* concerning taxation.

For 5 marks, 5 supported points must be given.

Question 2

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

(4)
03

The candidate makes an accurate comparison of the sources by referring to evidence such as:

The sources agree:

Source A

- the soil is barren
- they are heavily burdened by feudal dues/find a way to relieve our poverty
- the landlords pay no taxes
- they don't understand what they are paying for.

Source B

- the land is unproductive
- our burdens should be lightened
- all citizens should pay taxes
- they should be told what happens to taxes.

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

Question 3

Why were many French people disappointed in the revolution by 1791?

(5)
02

The candidate explains why many French people were disappointed in the revolution by referring to evidence such as:

From the source:

- the revolution seemed to be a victory only for the middle class
- aristocracy were to be compensated for loss of feudal rights
- it was difficult for poor peasants to buy Church lands
- workshops for the unemployed were closed.

From recall:

- only the bourgeoisie could vote
- only the very well off could elect members of the Assembly
- most working men and artisans were declared “passive citizens”
- only “active citizens” could join the National Guard.

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

[END OF CONTEXT 7]

EUROPEAN AND WORLD

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

Question 1

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

(4)
03

The candidate makes an accurate comparison of the sources by referring to evidence such as:

The sources mainly agree:

Source A

- Austria lost the friendship of Russia
- Austria was isolated
- Austria could not expect help from Britain and France when it came to controlling the Italian states.

Source B

- Austria lost her great ally – Russia
- Austria was now isolated diplomatically
- Neither France nor Britain would be sympathetic to maintaining Austrian power in northern Italy.

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

Question 2

Why was Giuseppe Mazzini important to Italian unification?

(5)
02

The candidate explains why Giuseppe Mazzini was important to Italian unification by referring to evidence such as:

From the source:

- did much to publicise the aim of unification
- active member of the Carbonari
- formed Young Italy
- spent most of his life plotting against the rulers of Italian states.

From recall:

- played prominent role in Roman republic of 1849
- edited prominent nationalist journal – 'La Giovine Italia' (Young Italy)
- inspirational leader – eg during the Roman Republic
- Mazzini inspired important nationalists – especially Garibaldi.

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

Question 3

Describe the contribution of Guiseppe Garibaldi to Italian unification.

(5)
01

The candidate describes the contribution of Guiseppe Garibaldi to Italian unification by referring to evidence such as:

- Garibaldi inspired Italians with his actions eg Roman Republic 1849
- he was a successful military leader who inspired the Red Shirts to victories – often against stronger opponents
- his role in the southern campaign when unification movement had stalled in 1859
- conquest of Sicily
- he won the support of peasants in Sicily and Naples
- his role in the conquest of Naples
- he handed over the south to King Victor Emmanuel at Teano.

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 8]

EUROPEAN AND WORLD

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

Question 1

Describe the events of the 1848 Revolution in Germany.

(5)
01

The candidate describes the 1848 Revolution in Germany by referring to evidence such as:

- demonstrations in Berlin in March 1848
- king used force against demonstrations
- revolutionaries built barricades
- Frederick William changed his mind and agreed to call a National Assembly
- formation of Frankfurt Parliament
- refusal of Frederick William to accept invitation to become king
- failure of Frankfurt Parliament.

For 5 marks, 5 supported points must be given.

Question 2

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

(4)
03

The candidate makes an accurate comparison of the sources by referring to evidence such as:

The sources mainly agree:

Source A

- Prussian leaders prepared carefully
- we ensured the support of other countries
- no land was to be taken by Prussia from Austria
- Austria was forced to give up her control over the north German states.

Source B

- Bismarck's leadership was crucial
- agreements were made with France and Italy before the war
- not a bit of territory should be annexed by Prussia from Austria
- Prussia gained supremacy over the north German states.

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

Question 3

Why was there growing hostility between Prussia and France between 1868 and 1870?

(5)
02

The candidate explains the growing hostility between Prussia and France between 1868 and 1870 by referring to evidence such as:

From the source:

- France believed that a Hohenzollern King on the Spanish throne would alter the balance of power to her disadvantage
- announcement of Hohenzollern candidature was greeted with hostility in Paris
- French government demanded that Hohenzollerns would never again claim the Spanish throne
- Prussian king refused to give such a guarantee.

From recall:

- French pressure forced Leopold to withdraw his candidature
- Bismarck altered King Wilhelm's account of his meeting with the French to make it more insulting to France (Ems Telegram)
- Publication of Ems Telegram caused outrage against Prussia in France
- Napoleon III felt he had no alternative but to declare war on Prussia.

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

[END OF CONTEXT 9]

EUROPEAN AND WORLD

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

Question 1

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

(5)
01

The candidate describes the methods used by the Tsar to maintain his control over Russia before 1914 by referring to evidence such as:

- the use of secret police to spy on cities
- the nature of government bureaucracy
- use of the army to control demonstrations
- control and use of the Orthodox Church to keep peasants obedient
- used control over Dumas to limit reform granted
- use of executions and exile of opponents.

For 5 marks, 5 supported points must be given.

Question 2

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

(4)
03

The candidate makes an accurate comparison of the sources by referring to evidence such as:

The sources disagree:

Source A

- trouble comes from a few idlers
- stories of shooting in the streets are all lies
- transport workers are on strike
- people still worship the Tsar – no sign of revolution.

Source B

- discontent is general and on the increase
- there is wild shooting in the streets
- transport system has broken down
- urgent need to change government – people do not trust the existing government.

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

Question 3

Why was the Red Army victorious in the Civil War?

(5)
02

The candidate explains the victory of the Red Army in the Civil War by referring to evidence such as:

From the source:

- had good commanders who were experienced fighters
- inclusion of communists who would make any sacrifice for the revolution
- soldiers were well supplied (boots, food, tobacco)
- energetic propaganda campaign.

From recall:

- Trotsky and Lenin were great leaders who could be ruthless when required
- Red Army had good communications
- Reds controlled industrial areas which gave them good access to supplies
- peasants were afraid that if the Whites won they would lose their land
- White armies were divided/did not always act together.

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

[END OF CONTEXT 10]

EUROPEAN AND WORLD

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

Question 1

How far do **Sources A** and **B** agree about American attitudes to immigrants in the 1920s? **(4)**
O3

The candidate makes an accurate comparison of the sources by referring to evidence such as:

The sources agree:

Source A

- immigrants being problems – crooks, kidnapers
- a menace and danger to us everyday
- thousands come here
- pay allegiance to another country and flag/do not respect what our flag represents.

Source B

- foreigners were ruining our country
- anything foreign is un-American and a menace
- Americans believed they were in danger of being overrun
- (Klan) use of American flag and slogans.

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

Question 2

Describe the events of the Montgomery bus boycott. **(5)**
O1

The candidate describes the events of the Montgomery bus boycott by referring to evidence such as:

- Rosa Parks refused to move seats on the bus
- Rosa Parks was arrested and fined
- black population refused to use city buses
- people walked to work or organised car pools
- established Martin Luther King as a civil rights leader
- bus company faced bankruptcy
- after a year courts decided segregation on buses was unconstitutional.

For 5 marks, 5 supported points must be given.

Question 3

Why did the Black Panthers gain support from many Black Americans?

(5)
02

The candidate explains why the Black Panthers gained support from many Black Americans by referring to evidence such as:

From the source:

- Black Panthers argued it was time to defend Black Americans from white aggression
- Blacks distrusted the police and had no faith in them
- Black Panthers organised self-help programmes
- Black Panthers had a ten point programme demanding freedom and release of black prisoners.

From recall:

- Black Panthers condoned use of violence
- had programmes to give free breakfasts to children and free health clinics
- Black Panthers attracted support from sportsmen eg Olympic salute.

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

Why was the reoccupation of the Rhineland in 1936 important for Hitler?

(5)
02

The candidate explains why the reoccupation of the Rhineland was important for Hitler by referring to evidence such as:

From the source

- Germany scored an important victory without force
- Hitler was held in greater respect abroad
- France's eastern allies saw Germany as stronger
- Belgium became neutral.

From recall:

- Hitler made progress towards one of his key aims, undoing the Treaty of Versailles
- Hitler's popularity was greatly increased at home
- Germany could now station troops in the Rhineland
- France lost control of the Rhine bridges
- France could no longer launch an attack through the Rhineland.

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

Question 2

Describe the events of the Czechoslovakian crisis of 1938 that led to the Munich Settlement.

(5)
01

The candidate describes the events of the Czechoslovakian crisis leading to the Munich Settlement by referring to evidence such as:

- Hitler ordered an attack on Czechoslovakia in May 1938 (Operation Green)
- Britain and France warned Germany off – the 'May Crisis'
- Runciman mission failed to persuade Czechoslovakia to surrender Sudetenland to Germany
- Hitler and Chamberlain met after a further threat to attack Czechoslovakia
- agreement was reached, but war became likely after demands at second meeting – 'Black Wednesday'
- third meeting: UK, France, Germany and Italy at Munich
- Czechoslovakia was pressurised into ceding Sudetenland to Germany.

For 5 marks, 5 supported points must be given.

Question 3

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

(4)
O3

The candidate makes an accurate comparison of the sources by referring to evidence such as:

The sources mainly disagree:

Source B

- appeasement was a practical solution
- appeasement followed because Germany had been unfairly treated at Versailles
- the French and British did not appease because of cowardice.

Source C

- appeasement was a surrender of principles
- appeasement was due to the belief that Nazism was here to stay
- under Chamberlain it was a policy of cowardice and dishonour.

But agree:

- appeasement was a policy of preventing another terrible war.
- appeasement gained short term peace at someone else's expense.

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

[END OF CONTEXT 12]

EUROPEAN AND WORLD

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

Question 1

What was meant by the “the Cold War”?

(5)
01

The candidate describes what was meant by “the Cold War” by referring to evidence such as:

- developed after 1945
- rivalry between the USA (and her allies) and the Soviet Union (and her allies)
- did not lead to actual armed conflict between the two superpowers – no hot war
- led to nuclear arms race
- waged by means of economic pressures, selective actions and diplomatic manoeuvres
- involved or led to a number of small wars but not involving the two superpowers fighting each other – eg Korea, Vietnam and Afghanistan
- led to a number of serious incidents – eg Berlin Crisis and the Cuban Missile Crisis
- so named as a result of the Truman doctrine in 1947.

For 5 marks, 5 supported points must be given.

Question 2

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

(4)
03

The candidate makes an accurate comparison of the sources by referring to evidence such as:

The sources disagree:

Source A

- American view by the US President
- a strict quarantine
- we are not denying the necessities of life as the Soviets attempted to do in Berlin.

Source B

- Soviet view by the leader of the Soviet Union
- not declaring a quarantine but an ultimatum/threat
- by yielding to tyranny – you are not appealing to reason: you want to intimidate us.

But agree:

- America will turn back the ships.
- you will then use force to turn back the ships.

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

Question 3

Why did both sides want détente by the late 1960s?

(5)
02

The candidate explains why both sides wanted détente by the late 1960s by referring to evidence such as:

From the source:

- in the 1960s they came to the brink of nuclear war
- Brezhnev felt the economic burden of the nuclear arms race was too great
- the American economy was also in financial trouble as a result of the Vietnam war
- war and the arms race had made funding of welfare reform in USA difficult.

From recall:

- Soviet hopes for better relations with Western Europe, perhaps detaching them from the USA
- the Sino-Soviet split had caused concern in the Soviet Union
- Soviet leadership was terrified of a possible Sino-American alliance
- rough parity in nuclear arms
- a state of mutually assured destruction had been reached
- both Brezhnev and Nixon thought that it would boost their domestic popularity.

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

[END OF CONTEXT 13]

[END OF MARKING INSTRUCTIONS]