



2009 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 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.

- (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 knights were important in the Twelfth Century.

(8)
O1 & O2

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

- they were an important part of a feudal army
- they were part of the feudal system and gave part of their land to peasants
- they were used in local government/member of a jury
- they protected the weak, young and old in society
- they fought for the Church against non-Christians eg crusade
- their behaviour made them role models for the rest of society
- they performed services such as castle-guard in return for their 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.

SCOTTISH AND BRITISH

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

Question 2

Explain why John Balliol lost his position as King of Scots in 1296.

(8)
O1 & O2

The candidate explains why John Balliol lost his position as King of Scots in 1296 by referring to evidence such as:

- John Balliol had accepted Edward I as his overlord
- John Balliol had been bullied by King Edward (eg orders, legal decisions overturned)
- John Balliol refused King Edward's order to join him in a war against France
- John Balliol withdrew his homage to King Edward
- John Balliol had made an alliance with the King of France against Edward ie treason
- King Edward defeated John Balliol at Dunbar
- King Edward forced John Balliol to surrender to him
- King Edward had stripped John Balliol of his crown and title
- Robert Bruce had been plotting against John Balliol
- not all the Scots supported Balliol in his campaign against King Edward.

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 Mary, Queen of Scots, faced difficulties ruling Scotland when she returned in 1561.

(8)
O1 & O2

The candidate explains why Mary, Queen of Scots, faced difficulties ruling Scotland when she returned in 1561 by referring to evidence such as:

- Mary was female – many people were suspicious of a female ruler (eg Knox)
- Mary was young – possibly inexperienced in governing a country
- nobles were in competition to win her support eg Huntly, Moray
- there had recently been a revolt in Scotland against her mother, Mary of Guise
- Mary had come from France but the French were unpopular in Scotland
- Mary was Roman Catholic and Scotland had recently become Protestant
- Elizabeth of England was hostile to Mary because she claimed to be Queen of England.

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 there were problems between Crown and Parliament during the reign of James VI and I.

(8)
O1 & O2

The candidate explains why there were problems between Crown and Parliament during the reign of James VI and I by referring to evidence such as:

- James VI and I's belief in the Divine Right of Kings
- over-confident/naive character of James VI and I
- extravagant spending/debts of James VI and I eg clothing, banquets, gifts, pensions
- raised taxes without consulting Parliament eg feudal dues, customs duties
- James VI and I's desire for a union between Scotland and England
- gave money and power to favourites at court
- impositions and the "Bates Case" 1606/resentment over extra customs duties
- failure of the "Great Contract" 1610 resulted in James VI and I dismissing Parliament
- failure of "Addled" Parliament 1614
- monopolies caused anger/resentment within Parliament
- war with Spain 1621 caused debates between James and Parliament.

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 there was so much opposition to a Union in Scotland before 1707.

(8)
O1 & O2

The candidate explains why there was so much opposition to a Union in Scotland before 1707 by referring to evidence such as:

- the Scots felt key members of Parliament had been bribed
- the Scots felt their friendship/trade with France would be affected
- Scots were critical of the joint monarchy and feared the effects of a Parliamentary union
- the Scots blamed England for the failure of their colony at Darien
- the Scots feared that Union would bring economic ruin
- the Scots feared for the position of their Presbyterian church
- Scots feared that their legal system would be changed
- Jacobites opposed the Union
- the Scots were not being offered sufficient compensation
- the Scots were afraid of increased taxes.

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 Scots emigrants made a valuable contribution in Canada and the United States.

(8)
O1 & O2

The candidate provides an explanation of why Scots emigrants made a valuable contribution in Canada and the United States by referring to evidence such as:

- Scots were comparatively well educated
- had a pioneering spirit
- many Scots had practical farming skills
- others had financial and commercial ability
- Scots often managed to arrive with some capital to invest
- skilled craftsmen contributed their skills
- played an important role in education and politics
- reference to individual Scots whose contribution was valuable.

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 Liberal reforms, 1906-14, failed to solve the problems of the poor.

(8)

O1 & O2

The candidate explains why the Liberal reforms, 1906-14, failed to solve the problems of the poor by referring to evidence such as:

- Liberals had no overall plan – tackled problems one by one
- legislation gave powers to local authorities – some did not introduce free school meals at first
- medical inspections did not provide treatment
- amount of old age pensions was inadequate
- pension age was set too high at 70 for most people to benefit
- health insurance only provided free treatment for worker not family
- unemployment insurance was only for certain industries
- benefit rates were not sufficient to overcome poverty
- Liberals did not tackle poor housing at all.

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 many industries in Scotland experienced problems in the years between the two world wars.

(8)
O1 & O2

The candidate explains why many industries in Scotland experienced problems in the years between the two world wars by referring to evidence such as:

- the end of the Great War had led to a drop in demand for warships
- the slump of the 1920s had led to a drop in demand for merchant ships
- there was a decline in the old industries producing coal and steel
- British markets had been lost to foreign competition
- industrial unrest undermined the reputation of Scottish industries
- the Great Depression made matters even worse for the heavy industries – shipyards, coal mines closed
- there was little investment in new technology
- the Government did little to help industry in the 1930s
- new industries eg light engineering, cars were mainly located in England.

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 support for Sinn Fein increased after 1916.

(8)
O1 & O2

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

- execution of rebel leaders in the Easter Rising caused resentment against the British
- Sinn Fein opposed the First World War eg organised strikes against conscription
- Sinn Fein was supported by the Catholic Church
- leadership of De Valera and Collins encouraged support
- returning Easter Rising rebels were treated as heroes. Many stood as Sinn Fein candidates in local by-elections
- Sinn Fein were successful in the 1918 General Election encouraging others to support them
- Sinn Fein became the leading Irish Political Party
- Sinn Fein refused to go to London to work in Parliament as a protest
- Sinn Fein set up an illegal Irish Parliament in Dublin eg they stood for independence.

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 introduced feudalism to Scotland.

(8)
O1 & O2

The candidate explains why David I introduced feudalism to Scotland by referring to evidence such as:

- influence of David's experiences at the court of King Henry as a young man
- Scotland was difficult for David to control eg different tribes had their own leaders
- feudalism gave the king a means of control over his subjects
- it made administration of the country easier
- encouraged the development of castles across the kingdom
- church received large amounts of land which encouraged its support for the king
- charters were given to encourage the development of burghs
- David was provided with knights for his army.

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 Pope Urban II called the First Crusade.

(8)
O1 & O2

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

- to recapture Jerusalem
- to help the Christians in the east who were being persecuted
- to protect Christian churches and relics which were being destroyed
- to help Emperor Alexius, who had sent ambassadors asking for help
- to reopen the trade/pilgrim routes to the east
- to heal the schism between the western and eastern churches
- to place himself as head of a united church
- to show European rulers eg The Holy Roman Emperor that he could call an army
- to prevent knights in the west from killing each other.

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 the Hundred Years' War broke out between England and France in 1337.

(8)
O1 & O2

The candidate explains why the Hundred Years' War broke out between England and France in 1337 by referring to evidence such as:

- French kings claimed overlordship of English possessions in France
- English economic interests in France – wine, wool and grain
- English reaction to the continuing French alliance with Scotland
- English kings claimed the throne of France
- dispute over the succession following the death of Charles IV in 1328
- French attacks on English and Flemish merchants in the Channel
- King Philip IV declared Edward III's land in France forfeit
- King Philip IV's invasion of Gascony.

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 European countries wanted to search for new lands between the 1480s and 1530s.

(8)
O1 & O2

The candidate explains why European countries wanted to search for new lands between the 1480s and the 1530s by referring to evidence such as:

- religious motives/they wanted to spread Christianity
- there was rivalry between countries eg Spain and Portugal
- countries/individuals wanted fame and fortune
- they wished to find valuable spices
- they wished to increase trading links with the East
- the Turks had disrupted the old spice routes
- there was a desire for increased knowledge about the world
- improvements in technology made voyages easier ie caravels, quadrants
- there was a search for new fishing grounds.

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 colonists won the American War of Independence.

(8)
O1 & O2

The candidate explains why the colonists won the American War of Independence by referring to evidence such as:

- the skill of George Washington and his leadership of the Colonial army
- knowledge of the terrain gave the colonists an advantage
- poor leadership and tactics by British officers
- difficult to supply the British army across the Atlantic
- British surrender at Saratoga in October 1777 was a decisive event
- French involvement in 1778
- involvement of Spain and Holland in 1779
- Britain lost control of the Atlantic
- defeat at Yorktown persuaded British government to negotiate the end of the war.

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 there was increasing support for the campaign against the slave trade by the 1780s.

(8)

O1 & O2

The candidate explains why there was increasing support for the campaign against the slave trade by referring to evidence such as:

- influence of Christian groups who believed slavery was against the ten commandments
- role of William Wilberforce in taking the campaign to parliament
- testimony of former slaves
- awareness of conditions on middle passage
- awareness of conditions in slave factories
- awareness of treatment of slaves on plantations
- public meetings, petitions being used to inform people about trade
- British economy no longer so reliant on slave trade.

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 few French people supported Louis XVI in 1789.

(8)
O1 & O2

The candidate explains why few French people supported Louis XVI in 1789 by referring to evidence such as:

- the peasants blamed the king for the power of the landlords
- the peasants blamed the king for having to pay most of the taxes
- the workers in the cities were suffering from poor wages and conditions
- Louis XVI was a weak and ineffective king
- Marie Antoinette was blamed for spending too much money on luxuries
- there were new political ideas saying that kings must share power
- the middle class resented the political power of the nobility and the king
- the peasants and middle class wanted more power for the Estates General
- the king refused to listen to the demands of the Third Estate.

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 Cavour was important to Italian unification.

(8)
O1 & O2

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

- he adopted a realistic and opportunist approach to situations
- as PM of Piedmont from 1852 his main aim was expansion of territory and expulsion of Austria from Italy
- modernised Piedmont's economy eg built railways, roads, modernised port of Genoa
- made treaties with Britain and France
- built up military strength of Piedmont
- following Crimean War, recognised that diplomacy alone would not work
- met with Napoleon III at Plombieres 1858 to agree to drive Austria out of Italy
- provoked Austria into war in April 1859
- following reinstatement in 1860 he signed a deal with France: Piedmont would take 3 duchies of Tuscany, Modena and Parma; France would take Nice and Savoy.

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 Bismarck's leadership was important to the unification of the German states. **(8)**
O1 & O2

The candidate explains why Bismarck's leadership was important to the unification of the German states by referring to evidence such as:

- he encouraged the nationalist ambitions of the Liberals in the Prussian Parliament
- he backed army reforms which strengthened the Prussian army
- he wanted to unify Germany under Prussian leadership
- he followed policies of "realpolitik" eg "iron and blood" speech
- he engineered war between Prussia and Denmark in 1864
- he outmanoeuvred Austria at the Treaty of Vienna
- he engineered war with Austria in 1866 to secure dominance of Prussia
- his leniency in the Treaty of Prague left open possibility of Austria as an ally in future
- he masterminded the formation of the North German Confederation
- he edited the Ems telegram to bring about Franco-Prussian War
- the defeat of France led to the creation of the German Empire in 1871.

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 the Reds won the Civil War.

(8)
O1 & O2

The candidate explains why the Reds won the Civil War by referring to evidence such as:

- Red army had good supplies of food – mostly taken from the peasants
- Reds controlled the industrial centres of Russia
- Reds had good rail routes/communications
- Whites were divided/did not always act together
- peasants were afraid that they would lose land if the Whites won
- Trotsky moulded his army into a good fighting unit
- Reds controlled main cities
- large proportion of the population supported the Reds.

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 black people rioted in many American cities in the 1960s.

(8)
O1 & O2

The candidate explains why black people rioted in many American cities in the 1960s by referring to evidence such as:

- poverty – 40% of black Americans still lived in poverty
- nothing had been done about slum housing with overcrowding and high rents
- blacks were in low paid jobs or had no jobs
- they had poor quality schools and facilities
- blacks had poor health and little access to health care
- ghettos were places of crime, gangs and drugs
- feeling that Civil Rights Act had not solved problems in northern cities
- assassination of Martin Luther King
- riots broke out during summer heatwaves
- disillusionment with the draft/Vietnam War
- influence of Radical leaders encouraged action
- heavy-handed policing/brutality caused anger among blacks.

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 events after Munich, September 1938, led to the outbreak of war in 1939.

(8)

O1 & O2

The candidate explains why events after Munich, September 1938, led to the outbreak of war in 1939 by referring to evidence such as:

- the take-over of the Sudetenland gave Germany dominance in Central Europe
- Hitler threatened Czechoslovakia despite his promise of no more territorial demands
- Germany invaded Czechoslovakia in March 1939 and so broke the Munich settlement of 1938
- Britain realised appeasement had failed
- Great Britain no longer trusted Hitler and sped up her rearmaments programme/led to conscription
- Hitler's aggression against Poland and the demand for the return of Danzig increased tension
- Britain promised to defend Poland if she were attacked
- August 1939, Germany and Russia signed the Nazi-Soviet Non-Aggression Pact which left Hitler free to attack Poland
- September, Germany invaded Poland
- Germany ignored the British ultimatum to stop the attack so Britain declared war on 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.

EUROPEAN AND WORLD

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

Question 21

Explain why the USA became involved in a crisis over Cuba in 1962.

(8)
O1 & O2

The candidate explains why the USA became involved in a crisis over Cuba in 1962 by referring to evidence such as:

- Cuban leader Castro had formed a close alliance with the Soviet Union
- Castro had angered American businesses by nationalising key industries
- evidence of missile bases being constructed in Cuba
- Cuba lay close to the American mainland
- American public opinion would not accept the threat posed by Soviet missiles on the island
- fear in America that their country was falling behind in the Cold War
- Kennedy was looking for an opportunity to gain revenge after Bay of Pigs fiasco.

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

How useful is **Source A** as evidence of the character of Henry II?

**(4)
03**

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

- primary source written at the time of Henry II's reign
- author knew Henry/possible bias
- to describe Henry's character to flatter the king
- states that Henry was honest, polite and generous.

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

- does not mention Henry's famous temper
- does not mention that Henry was stubborn eg quarrel with Beckett.

Question 2

Describe the life of a monk in medieval times.

**(5)
01**

The candidate describes the life of a monk in medieval times by referring to evidence such as:

- took vows of poverty, obedience and chastity
- spent much of the day in prayer or attending religious services
- lived strictly according to the rules of his order
- had a simple diet eg fruit, bread and water
- owned no personal possessions
- prayed for the souls of the dead
- wrote chronicles, recording events
- worked in monastic fields eg rearing sheep
- looked after the sick in the monastery's infirmary.

For 5 marks, 5 supported points must be given.

Question 3

Why did Henry II and Archbishop Becket quarrel?

(5)
02

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

from the source

- Becket resigned as Chancellor
- Becket refused to sign the Constitutions of Clarendon
- Becket would not reduce the power of the Church
- Becket fled to France without the king's permission

from recall

- Henry wanted all clergymen (criminous clerks) to be tried in the king's court
- Henry charged Becket with contempt of court and confiscated his lands
- Becket appealed to the Pope and gained his full support
- Becket excommunicated the Archbishop of York and sacked the bishops who had crowned Henry's son.

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

[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 the death of King Alexander III?

(4)
03

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

- primary source/secondary source written some time after the events it describes
- a chronicle was to record what happened/the author would have to research the events
- to describe the events of that night
- it describes the bad weather which contributed to the accident/states that the King's horse stumbled and he was killed.

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

- King Alexander III fell over a cliff.

Question 2

Describe what happened at the Battle of Stirling Bridge.

(5)
03

The candidate describes what happened at the Battle of Stirling Bridge by referring to evidence such as:

- the Scots and English were on different sides of the bridge
- the Scots were formed up on the high ground (Abbey Craig)
- the English were slow in getting organised (slept in and/or a knighting ceremony)
- the English debated whether to use Stirling Bridge or a slightly distant ford
- the English crossed the bridge (which was narrow) slowly
- Wallace ordered the Scots to attack the English when enough had crossed to defeat them
- the Scots cut off the end of the bridge and isolated the English/many were drowned
- the English were defeated/Cressingham was killed.

For 5 marks, 5 supported points must be given.

Question 3

Why did the Scots send the Declaration of Arbroath to the Pope in 1320?

(5)
02

The candidate explains why the Scots sent the Declaration of Arbroath to the Pope in 1320 by referring to evidence such as:

from the source

- the Scots wanted Bruce recognised internationally as king
- the raids on northern England had not been successful
- the invasion of Ireland had failed to put pressure on Edward II
- they wanted the Pope to recognise Bruce as King

from recall

- Edward II would not agree that Bruce was King of Scots
- the Pope was a person of international authority
- the Pope could put pressure on Edward II to change his policy
- the Church had excommunicated Bruce and would not accept him as king.

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 Protestantism spread in Scotland in the 1540s and 1550s?

(5)
02

The candidate explains why Protestantism spread in Scotland in the 1540s and 1550s by referring to evidence such as:

from the source

- some Scots began to question the teachings of the Catholic Church
- English translations of the Bible were distributed
- religious pamphlets were smuggled from abroad
- the Good and Godly Ballads spread Protestant ideas

from recall

- criticism of the wealth of the Church in Scotland and its concerns with money
- criticism of the lack of spirituality among some members of that Church
- criticism of how some Protestant preachers had been treated (eg Wishart)
- resentment of French/Catholic influence over Scotland.

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

Question 2

Describe the events surrounding the murder of Darnley in 1567.

(5)
01

The candidate describes the events surrounding the murder of Darnley by referring to evidence such as:

- Darnley was killed in Edinburgh in 1567
- Mary had encouraged Darnley to return to Edinburgh because he was ill
- Darnley had settled in lodgings in Kirk o' Fields
- Mary was supposed to stay with Darnley on his last night in Kirk o' Fields, but she left
- the house was blown up by gunpowder
- Darnley's body was found in the garden behind the house
- Darnley had not died in the explosion, he had been suffocated.

For 5 marks, 5 supported points must be given.

Question 3

How useful is **Source B** as evidence of Mary's opinion of Queen Elizabeth?

(4)
03

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

- primary source written by Mary while she was in an English prison
- it was a personal letter from Mary to Elizabeth/possible bias against Elizabeth
- to accuse Elizabeth of helping cause trouble in Scotland
- English agents, spies etc encouraged rebellion in Scotland/these agents had been very well rewarded afterwards.

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

- Mary was Elizabeth's prisoner/Elizabeth would not let Mary return to Scotland.

[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 how the Scots reacted to Charles I's introduction of the Common Prayer Book in 1637?

(4)
01

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

- secondary source written more than 300 years after the religious disagreements developed between the king and the Scots
- the historian is well informed as he will have studied the Scottish records
- written to show that the (ordinary) Scots were opposed to the Prayer Book/to show that women took the lead in the opposition
- it says there was a riot in St Giles when the Prayer Book was first used/that Jenny Geddes egged the women on.

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

- Jenny Geddes threw her stool at the Dean
- the Scots objected because they thought the new Prayer Book seemed to be going back to mass (Roman Catholicism).

Question 2

Explain why Charles I became unpopular in England between 1629 and 1640.

(5)
02

The candidate explains why Charles I became unpopular in England by referring to evidence such as:

from the source

- the King imposed the "Ship Money" tax on inland areas
- he imposed "Ship Money" tax without the consent of Parliament
- anyone who refused to pay the taxes was tried in special courts
- he imposed fines on people who built on common land or in royal forests

from recall

- appointment of Archbishop Laud/introduction of Laudianism unpopular with the Puritans
- Standing Army was unpopular with the people
- Charles raised taxes to pay for own extravagances eg art
- Royal Monopolies were unpopular.

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

Question 3

Describe the events between 1640 and 1642 which led to the outbreak of the Civil War.

(5)
01

The candidate describes the events between 1640 and 1642 which led to the outbreak of the Civil War by referring to evidence such as:

- Long Parliament led by Pym led to “anti-court” consensus
- Strafford was impeached by Parliament in 1640/executed in 1641
- Triennial Act of 1641 restricted power of king to call Parliament
- emergence of Hyde/“Constitutional Royalists”
- Ten Propositions 1641 put further restrictions on king’s power
- the Grand Remonstrance 1641 divided House of Commons
- formation of “King’s Party” in House of Commons
- Five Members Coup in January 1642 made Civil War likely
- rebellion in Ireland
- widespread social disorder eg weavers, fens
- Militia Ordinance of 1642 issued by Parliament/Commission of Array issued by king
- the Nineteen Propositions of June 1642 were rejected by Charles I
- Committee of Public Safety appointed by Parliament
- Charles declares war on Parliament on 22 August 1642.

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

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

(4)
03

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

- primary source, published at the time they were recruiting for the expedition
- published by the Directors who were in charge of the expedition
- to recruit people to go to Darien
- it tells that the ships were loaded with everything needed for the expedition/it promises them fifty acres of good ground.

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

- the expedition was badly equipped/the ground at Darien was not good.

Question 2

Why did many Scottish nobles agree to the Act of Union?

(5)
02

The candidate explains why many Scottish nobles agreed to the Act of Union by referring to evidence such as:

from the source

- they were convinced of the prosperity it would bring to Scotland
- they saw the opportunities of investing in England’s colonies
- they saw it would guarantee the Protestant Succession (v. Jacobites)
- they would gain royal approval and its benefits

from recall

- they received money through the Equivalent
- they received bribes
- they received new titles
- they were offered government jobs for their families
- they received back payment of their salaries.

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 Scotland change as a result of the Act of Union?

(5)
01

The candidate describes how Scotland changed as a result of the Act of Union by referring to evidence such as:

- the Pound Sterling replaced the Pound Scots and coins changed
- English weights and measures replaced Scottish ones
- a Union flag replaced the Scottish flag
- new taxes applied in Scotland (Malt Tax)
- Customs and Excise men appeared in Scotland
- Scottish Parliament and Scottish nobles moved to London
- Scots Law was affected by appeals to the House of Lords
- The Patronage Act (1712) affected the Kirk.

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

How useful is **Source A** as evidence of the reasons Irish people came to Scotland after 1830?

(4)
03

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

- primary source from 1836 when Irish people were coming to Scotland
- authorship: a Catholic priest in Aberdeen would know why the Irish came to the city
- to show the kind of work done by the Irish in Aberdeen
- they came to Scotland as jobs were easy to find and wages were fairly high.

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

- Scotland was close to Ireland so a short voyage
- Scotland was cheap to get to.

Question 2

Describe the experience of Irish immigrants in the west of Scotland.

(5)
01

The candidates describes the experience of Irish immigrants in the west of Scotland by referring to evidence such as:

- found work in factories, mines and farms
- lived in poorest housing – overcrowded, little furniture, poor sanitation
- hit by disease such as cholera and typhus
- kept to themselves in their own communities
- welcomed by employers
- disliked by Scots for taking their jobs and keeping wages low
- received support from Catholic Church/used church as centre for social activities
- those from the north of Ireland settled more easily.

For 5 marks, 5 supported points must be given.

Question 3

Why did many Scots emigrate overseas in the twentieth century?

(5)
02

The candidate explains why many Scots emigrated overseas in the twentieth century by referring to evidence such as:

from the source

- former pupils who had gone to Canada were succeeding
- money and letters sent home encouraged people to go
- Canada had great opportunities for farming
- agents persuaded people by enthusiasm and slides

from recall

- poverty in Scotland encouraged emigration
- unemployment eg in fishing after World War I or during depression
- some countries paid fares
- advertisements persuaded people of benefits.

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

[END OF CONTEXT 6]

SCOTTISH AND BRITISH

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

Question 1

Why did attitudes towards poverty change in the early twentieth century?

(5)
O3

The candidate explains why attitudes towards poverty changed in the early twentieth century by referring to evidence such as:

from the source

- Trade Unions did not feel Liberals and Conservatives did enough for the poor
- Socialists felt a high level of poverty was wrong
- the new Labour Party stood for practical reforms to tackle poverty
- Liberals thought of ways to help the poor because they thought they would lose votes to Labour

from recall

- reports of Booth and Rowntree showed the scale of poverty
- worries about effect of poverty on health and the defence of the country
- concern that industrial output was being held back because of poverty
- countries such as Germany showed poverty could be tackled eg with pensions.

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 ideas in the Beveridge Report?

(4)
O3

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

- primary source from 1942 when the Beveridge Report issued
- authorship: newspaper reporting events/cartoonist may exaggerate
- to show clearly the problems Beveridge identified
- problems were want, squalor, disease, ignorance and idleness/shows “Giants”.

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

- Beveridge wanted to introduce a comprehensive national insurance scheme
- Beveridge assumed the existence of eg a National Health Service.

Question 3

Describe the reforms introduced by Labour after 1945 to improve the lives of the British people.

(5)
01

The candidate describes the reforms introduced by Labour after 1945 to improve the lives of the British people by referring to evidence such as:

- National Insurance Act, 1946 – comprehensive, universal scheme
- National Assistance Act, 1948 – to help those not covered by Insurance
- National Health Service set up in 1948
- huge house building programme started
- New Towns were set up throughout the country
- investment in education eg built new schools
- had a policy of full employment/kept unemployment at a very low level
- nationalised industries eg coal.

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 7 (a)]

SCOTTISH AND BRITISH

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

Question 1

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

(5)
01

The candidate describes the ways sport became more popular in Scotland between 1900 and 1939 by referring to evidence such as:

- introduction of half day on Saturday gave people more time to participate/watch sport
- football and rugby became better organised in leagues
- sports such as football became professionalised
- large stadia were built for the growing number of fans
- better transport meant nationwide competitions could be organised
- better transport meant people had more access to the countryside for activities such as hill-walking
- local councils built golf courses so golf was available to more people
- local councils built swimming pools that were cheap to use.

For 5 marks, 5 supported points must be given.

Question 2

Why had women not gained the right to vote by 1914?

(5)
02

The candidate explains why women had not gained the right to vote by 1914 by referring to evidence such as:

from the source

- votes for women was not an important issue for the government
- the Prime Minister was opposed to the female franchise
- most men believed that women had no place in politics
- militant actions led to women being accused of irresponsibility

from recall

- suffragette militancy hindered progress towards getting the vote
- actions such as setting fire to buildings were seen as very serious crimes
- the press were mostly opposed to votes for women
- the government refused to be blackmailed/intimidated into granting the vote.

A 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 the way Scottish children were educated in the 1930s?

(4)
02

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

- primary source from a Scottish school in the 1930s, photograph is likely to be accurate/could be posed
- to show that pupils are being trained in practical skills
- it shows girls washing clothes/girls are wearing aprons

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

- girls were also taught to cook
- boys were taught technical subjects.

[END OF CONTEXT 7 (b)]

SCOTTISH AND BRITISH

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

Question 1

Why were the Ulster Unionists against Home Rule for Ireland?

(5)
02

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

from the source

- believed it would destroy their way of life
- believed they would be forced into poverty
- feared isolation from the empire
- feared the Protestant Church could be weakened

from recall

- Catholic Church could dominate
- businesses and trade could be harmed
- industries such as ship building could be harmed
- agriculture could become main business
- Ireland was too weak to exist on its own/needed to be in the union
- living conditions in Ireland had improved, these improvements could be compromised.

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 Irish Nationalists' attitudes towards the First World War?

(4)
03

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

- primary source produced at the time of the First World War
- poster produced by the Irish National Party who supported the First World War
- to encourage Irishmen to join the army/postpone the campaign for Home Rule
- it says their first duty was to take part in ending the war/join an Irish regiment.

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

- not all Irish Nationalists supported the First World War
- the Nationalist movement split; Sinn Fein gained more support as a result of this.

Question 3

Describe the Civil War which broke out in Ireland in 1922.

(5)
01

The candidate describes the Civil War by referring to evidence such as:

- Republicans occupied a number of buildings in Dublin including the Four Courts
- Republicans occupied ex-British and RIC barracks
- Free Staters attacked the Four Courts
- the Republicans were defeated within nine days in Dublin
- the Republicans continued the fight in the countryside
- guerrilla warfare was used by both sides
- Sir Henry Wilson MP for North Down and the Northern Ireland Government's adviser on security was assassinated by Republicans
- Michael Collins was assassinated in a Republican ambush
- Republican leader Liam Lynch was murdered
- fighting lasted for a year
- as many as 4000 people are believed to have been killed
- Free State Government had imprisoned 1100 Republicans without trial
- Special Powers Act was issued by the Dail offering amnesty for Republicans until October 1922
- 77 Republicans were executed by the Irish Free State government after October 1922
- De Valera conceded defeat/men were ordered to lay down their arms.

For 5 marks, 5 supported points must be given.

[END OF PART 2 – SCOTTISH AND BRITISH]

PART 3 HISTORICAL STUDY

EUROPEAN AND WORLD

Context 1: The Norman Conquest, 1060-1153

Question 1

How far do **Sources A** and **B** disagree about Harold's right to be King of England? **(4)**
O3

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

Source A	Source B
The sources disagree completely	
<ul style="list-style-type: none">• Edward had nominated Harold as his rightful successor.• Harold was chosen as King by all the powerful lords of England.• Harold was crowned legitimately by Aldred.	<ul style="list-style-type: none">• Harold broke his oath to support William's rightful claim.• Harold did not wait for public support/ with the help of a few of his supporters.• He was illegally crowned by Stigund who had been excommunicated.

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

Question 2

Describe the methods used by William to increase his royal authority. **(5)**
O1

The candidate describes the methods used by William to increase his royal authority by referring to evidence such as:

- built castles throughout England eg Tower of London
- Norman barons were given land
- established feudal ties based on homage
- ruthless destruction of challengers eg Harrying of the North
- used knights as basis for the royal army
- heavy taxation was ruthlessly enforced
- the church was controlled by Norman bishops
- produced Domesday Book to show who held land from him.

For 5 marks, five supported points must be given.

Question 3

Why did the number of abbeys and monasteries in Scotland increase during the reign of David I?

(5)
02

The candidate explains why there was an increase in the number of abbeys and monasteries during the reign of David I by referring to evidence such as:

from the source

- David was very religious
- David poured wealth from his burghs into building abbeys and monasteries
- David encouraged his nobles to leave land to the church
- master craftsmen were brought from England and France

from recall

- David gave charters providing land for the church
- David's link with Europe encouraged monks to come to Scotland from abroad
- churchmen had important position in David's government
- the support of the church helped strengthen royal control.

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

[END OF CONTEXT 1]

EUROPEAN AND WORLD

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

Question 1

Why did the People's Crusade fail?

(5)
02

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

from the source

- many of the people's army had been killed
- the Crusaders ignored the Emperor Alexius' advice not to attack without the knights
- the Crusaders argued amongst themselves
- Peter the Hermit left the Crusade

from recall

- the Crusaders were not trained soldiers/they were disorganised
- Peter the Hermit was not a good military leader
- the Crusaders had split up and were easy to attack
- the Crusaders had lost their money and supplies
- their poor reputation meant people were unwilling to help the Crusaders.

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

Question 2

Describe the capture of Nicaea by the First Crusade.

(5)
01

The candidate describes the capture of Nicaea by the First Crusade by referring to evidence such as:

- the Crusaders failed to starve the Muslims inside Nicaea into surrendering
- the governor of Nicaea, Kilij Arslan was away fighting his Muslim neighbours; he did not return to protect the city
- the Crusaders asked Emperor Alexius for boats to blockade the city
- the city was surrounded and the Muslims inside had their supplies cut off
- Emperor Alexius agreed to let the Muslims go free in return for the city
- without the knowledge of the Crusaders the city was returned to Emperor Alexius in the middle of the night
- the Crusaders were denied their plunder of the city
- the relationship between Emperor Alexius and the Crusaders was damaged.

For 5 marks, 5 supported points must be given.

Question 3

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

(4)
O3

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

Source B	Source C
The sources disagree	
<ul style="list-style-type: none">• Attacked the minute they left the city.• Bohemond organised the knights.• Muslims were forced to flee the battlefield.• Muslims were brave.	<ul style="list-style-type: none">• Did not attack when they left the city.• Bohemond could not organise the knights.• Muslims refused to fight, fled the battlefield.• Muslims were cowardly.

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

[END OF CONTEXT 2]

EUROPEAN AND WORLD

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

Question 1

Why did the Black Death spread across Europe in the fourteenth century?

(5)
O2

The candidate explains the spread of the Black Death in the fourteenth century by referring to evidence such as:

from the source

- fleas carried the disease to humans
- people lived in close proximity to rats
- plague infected rats from trading ships spread the disease to ports of call
- diseased rats got on to merchants' wagons and were carried across the country

from recall

- insanitary conditions in towns encouraged large populations of rats
- people escaped plague – affected towns, often carrying the fleas with them
- people did not understand what caused the Black Death
- other theories eg Black Death was an ebola viral infection.

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** disagree about the role of Henry V in the Hundred Years' War?

(4)
03

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

Source B	Source C
The sources mainly disagree	
<ul style="list-style-type: none">• He believed strongly in his right to the French throne.• Henry inspired victory. <p>But</p> <ul style="list-style-type: none">• he could be cruel towards defeated enemies.	<ul style="list-style-type: none">• Henry had no right to the crown of France.• Henry's success in the war with France was due to gambler's luck. <p>But</p> <ul style="list-style-type: none">• Henry massacred prisoners after Agincourt in defiance of the conventions of war.

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

Question 3

What part did Joan of Arc play in reawakening French national pride?

(5)
01

The candidate describes the part played by Joan of Arc in reawakening French national pride by referring to evidence such as:

- she inspired the Dauphin to restart the war against England
- led the Dauphin's army to lift the siege of Orleans
- showed defiance towards the English eg sent messages
- showed bold military leadership
- restored the pride of the French soldiers
- claimed that God had called her to drive the English out of France
- helped to bring about the coronation of the Dauphin at Reims
- defeated English forces at Patay.

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

Why did developments in shipbuilding and navigation make voyages of exploration easier between the 1480s and 1530s?

**(5)
02**

The candidate explains why developments in shipbuilding and navigation made voyages of exploration easier between the 1480s and 1530s by referring to evidence such as:

from the source

- lateen sails made ships more manoeuvrable and faster
- longer voyages were now possible
- astrolabes helped sailors identify location at sea
- loglines were used to calculate speed and longitude.

from recall

- caravels also used lateen sails
- bigger ships could carry more men
- better compasses/cross-staff improved navigation
- quadrants helped sailors calculate position/direction.

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

Question 2

How far do **Sources B** and **C** agree about what happened when Christopher Columbus first arrived in the New World?

(4)
03

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

Source B	Source C
The sources agree fully	
<ul style="list-style-type: none">• The local people came to watch them.• Took possession of the said island for the King and Queen.• He presented the natives with red caps and strings of beads.	<ul style="list-style-type: none">• Watched by silent, naked natives.• Took control of the island in the name of the King and Queen of Spain.• Gifts were exchanged with the natives.

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

Question 3

Describe the exploration of North America up to 1540.

(5)
01

The candidate describes the exploration of North America up to 1540 by referring to evidence such as:

- exploration of Canada by Cabot 1497
- Cabot mapped North American coast from Nova Scotia to Newfoundland
- Ponce de Leon explored south and west coasts of Florida in 1513
- De Vaca explored Gulf coast to Rockies 1528-36 eg Texas, New Mexico, Arizona
- Jacques Cartier explored the Gulf of the St Lawrence in 1534
- Cartier sailed past Newfoundland looking for a north west passage to China in 1535-36
- Cartier discovered the area which became known as Montreal
- Spanish exploration of Florida, North and South Carolinas by de Soto.

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 4]

EUROPEAN AND WORLD

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

Question 1

Why were many colonists unhappy with British rule by 1776?

**(5)
02**

The candidate explains why colonists were unhappy with British rule by referring to evidence such as:

from the source

- colonists blamed the British government for trade being poor
- Granville’s tough trade policies made the economic situation more difficult
- British officials were seen as greedy
- the British government was seen as distant and unsympathetic

from recall

- anger at unfair taxation – Stamp Act, Sugar Act etc
- lack of representation in British Parliament
- George III was viewed as a tyrant
- acts of violence by British, eg Boston massacre
- anger at continuing presence of British soldiers in colonies.

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

Question 2

To what extent do **Sources B** and **C** agree about the condition of the American army?

(4)
O3

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

Source B	Source C
The sources agree fully	
<ul style="list-style-type: none">• Poor leadership – American forces were often led by inefficient, incompetent commanders.• They were badly armed and lacked supplies.• Most men were part-time soldiers.	<ul style="list-style-type: none">• Poor leadership – many American officers lacked training in the different types of warfare.• Were short of artillery, cavalry and almost all sorts of supplies; many did not have a uniform.• Many militia men met and trained in their spare time; part-time soldiers within each state.

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

Question 3

Describe the events leading up to the British surrender at Saratoga in 1777.

(5)
O1

The candidate describes the events leading up to the British surrender at Saratoga by referring to evidence such as:

- capture of 1000 British on 26/12 1776 at Trenton
- General Howe sends Cornwallis with 5000 men to take revenge
- Cornwallis postpones attack and allows Washington’s army to escape
- poor leadership/tactics of British forces during 1777
- lack of communication between the British armies
- overconfidence of General Burgoyne
- native Americans desert the British
- defeat of Burgoyne’s forces at Saratoga
- surrender of 6000 men and 30 cannon.

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 5]

EUROPEAN AND WORLD

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

Question 1

Describe conditions for slaves during the Middle Passage.

(5)
01

The candidate describes conditions for slaves during the Middle Passage by referring to evidence such as:

- slaves were held in chains below deck
- description of different methods of packing slaves – loose pack/tight pack
- violence against slaves was common
- illness and disease were common
- dead slaves were thrown overboard
- occasional exercise on deck was forced on the slaves
- slaves were fed unfamiliar food which made them ill
- there was a lack of sanitation
- abuse of female slaves was common.

For 5 marks, 5 supported points must be given.

Question 2

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

(4)
03

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

Source A	Source B
The sources mainly agree	
<ul style="list-style-type: none">• Slaves were treated like animals (cattle).• Slaves sold up to highest bidder.• Wives sold to different owners than their husbands/owner wouldn't buy the baby.	<ul style="list-style-type: none">• Examined like they were animals (horses).• Sold to man who offered most money.• Son sold on his own.

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

Question 3

Why were some people in favour of the slave trade?

(5)
02

The candidate explains why some people were in favour of the slave trade by referring to evidence such as:

from the source

- businessmen made large profits – 30% from a single voyage
- Triangular Trade contributed to Britain's industrial development
- helped growth of manufacturing in Manchester
- provided jobs at the port of Liverpool

from recall

- slave trade was supported by powerful people (many MPs, King George III)
- slave trade created wealth for powerful individuals and for Britain
- British cities such as Bristol and Glasgow benefited from the trade and the raw material produced
- steady supply of slaves were needed to work on plantations
- end of slave trade might threaten the position of the British Empire.

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

Describe the changes introduced by the Legislative Assembly in 1791.

(5)
01

The candidate describes the changes introduced by the Legislative Assembly in 1791 by referring to evidence such as:

- the king no longer “owned” France
- the king could not suggest nor delay laws/king lost a great deal of authority
- only Active Citizens were to be given the vote
- Active Citizens elected “Electors” to represent them
- only the Assembly had the right to pass laws
- the Assembly recognised local government
- France was divided into departments
- Courts were reorganised and judges were elected.

For 5 marks, 5 supported points must be given.

Question 2

Why was there growing dislike of the monarchy in France in 1792?

(5)
02

The candidate explains why there was a growing dislike of the monarchy in France in 1792 by referring to evidence such as:

from the source:

- king disliked sharing power with the assembly
- wanted French army to be defeated to restore his power
- Louis refused to implement the constitution
- many suspected that he supported counter-revolution

from recall

- the royal family had attempted to escape from Paris
- Marie Antoinette was held responsible for France being attacked
- the Brunswick Manifesto was seen as a threat against the people of Paris
- the king’s dealings with foreign counter-revolutionaries had been discovered.

A 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** agree about the events of the September Massacres in Paris in 1792?

(4)
O3

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

Source B	Source C
The sources mainly agree	
<ul style="list-style-type: none">• Danton encouraged the Paris mobs to rise up.• One and a half thousand people were killed.• Danton encouraged the mob to rise up.	<ul style="list-style-type: none">• Working class people rioted to defend the revolution.• At least fifteen hundred women, priests and soldiers were brutally murdered.• Danton must take the blame for having stirred up the sans-culottes.

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

[END OF CONTEXT 7]

EUROPEAN AND WORLD

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

Question 1

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

(5)
01

The candidate describes the growth of nationalism in Italy between 1815 and 1847 by referring to evidence such as:

- impact of French Revolution encouraged Italian intellectuals
- invasions of Napoleon brought Italian states closer in terms of transport links
- resentment of Austrian domination of Lombardy and Venetia
- emergence of secret societies eg Carbonari inspired Italians to join struggle for change
- Romantic Movement eg novelists, poets, composers, philosophers, spread nationalist ideas
- business classes wanted greater economic integration
- Mazzini formed Young Italy and inspired young Italians to dedicate energies to campaigning for a united Italy
- 1831 King Charles Albert of Piedmont wanted to drive Austrians from Italy/allowed publication of liberal newspapers
- Pope Pius IX 1846 gave amnesty to political opponents/encouraged nationalist feeling.

For 5 marks, 5 supported points must be given.

Question 2

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

(4)
03

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

Source A	Source B
The sources mainly agree	
<ul style="list-style-type: none">• Small-scale fights broke out.• Followed by larger riots and eventually a full scale revolution.• The revolutionaries set up a provisional government.	<ul style="list-style-type: none">• There were clashes between the people and troops.• Protests grew as peasants from outside the city arrived to join the rising.• Middle and upper class nationalists set up a provisional government.

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

Question 3

Why was Garibaldi important to the unification of Italy in 1861?

(5)
02

The candidate explains why Garibaldi was important to the unification of Italy in 1861 by referring to evidence such as:

from the source

- brilliant commander/excellent at sizing up the situation
- inspired great enthusiasm and devotion in his men
- conquest of the south was a remarkable achievement
- he was totally devoted to the idea of national unity

from recall

- reputation – he had helped Mazzini defend the Roman Republic, 1849
- Garibaldi and the Thousand sailed to Sicily in 1860/defeated forces of King Ferdinand II
- he had a military success on River Volturno near Naples in October
- won over mass support from the peasants
- handed over South to King Victor Emmanuel at Teano in 1860.

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

[END OF CONTEXT 8]

EUROPEAN AND WORLD

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

Question 1

How far do **Sources A** and **B** agree about the actions taken against the student movement? **(4)**
O3

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

Source A	Source B
The sources agree fully	
<ul style="list-style-type: none">• The Austrian government was determined to prevent further incidents.• At the Confederation at Carlsbad student organisations were outlawed.• The effects of the decrees was the dismissal of a number of professors.	<ul style="list-style-type: none">• Metternich and the Austrian government were determined to stop the nationalist feeling in the universities.• At the Confederation of Carlsbad in 1819 decrees were passed which suppressed the student societies.• Many university teachers were dismissed.

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

Question 2

Why did nationalism grow within the German states between 1815 and 1850?

(5)
02

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

from the source

- Grimm folk tales celebrated Germany's past and looked to a day when it would be one nation
- many felt that their common language could lead to them being united under the same government
- the Zollverein brought 25 German states together by 1836
- the development of railways pushed German states into greater cooperation

from recall

- growing middle class were won over to nationalism because of economic reasons
- the Zollverein set up an economic free trade area
- student movements promoted idea of national unity
- other cultural developments eg music (Beethoven); German authors (Hegel, Goethe) encouraged unity
- 1848 revolutions/Frankfurt Parliament gave German states first taste of political unity.

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

Question 3

Describe the events leading to Austria's defeat by Prussia in 1866.

(5)
01

The candidate describes the events leading to Prussia's war with Austria in 1866 by referring to evidence such as:

- the war lasted 7 weeks
- decisive battle at Koniggratz/Sadowa 3 July 1866
- Prussians used railway network to mobilise armies and supplies
- superior Prussian tactics and weapons/Austrians had old-fashioned weapons
- Prussian generals used the telegraph system to communicate with Berlin
- Austria was forced to fight a war on two fronts with Italy
- Austrians lost 240,000; 13,000 taken prisoner.

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 was there a revolution in Russia in 1905?

(5)
02

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

from the source

- repression in Russia by the Tsar and his government
- there was a great deal of poverty in the cities and countryside
- defeat by Japan strengthened the revolutionary movement
- revolutionary groups became more organised eg formation of St Petersburg soviet

from recall

- impact of Bloody Sunday which angered people
- shortages of food and fuel made people desperate
- high unemployment caused distress
- discontent in the armed forces was increasing.

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

Question 2

Describe the effects of the First World War on the Russian people.

(5)
01

The candidate describes the effects of the First World War on the Russian people by referring to evidence such as:

- outbreak of war led to patriotic demonstrations
- increasing economic hardship was caused by shortages of fuel and food
- there was increasing bereavement due to heavy losses in battles
- the increase in conscription left fewer people to work the land
- rising inflation meant prices rose ahead of wages
- people lost faith in their leaders
- anti-German feeling led to distrust of the Tsarina
- there was a growing desire for peace by 1917.

For 5 marks, 5 supported points must be given.

Question 3

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

(4)
O3

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

Source B	Source C
The sources disagree completely	
<ul style="list-style-type: none">• The party is ready and can seize power.• Our supporters in Petrograd and Moscow are strong.• By seizing power in Moscow and Petrograd we shall be successful.	<ul style="list-style-type: none">• An uprising now would put the party and revolution at risk.• Our supporters among workers and soldiers are not ready to take to the streets now.• An uprising war will destroy what we have achieved/it will ruin us.

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

[END OF CONTEXT 10]

EUROPEAN AND WORLD

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

Question 1

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

(5)
01

The candidate describes the problems that faced black Americans who moved north in the 1920s and 1930s by referring to evidence such as:

- skin colour identified them as “different” and marked them out for discrimination
- Whites felt they were superior to black migrants
- seen as uneducated and unskilled and so were able to get only poorly paid jobs
- White unskilled workers saw them as a threat to their jobs
- there was competition for jobs with immigrants to USA
- there were riots between Blacks and Whites in north
- they were separated into ghetto communities in northern cities
- housing conditions were very poor.

For 5 marks, 5 supported points must be given.

Question 2

Why did black Americans feel that progress towards civil rights had been made between 1945 and 1959?

(5)
02

The candidate explains why black Americans felt that progress towards civil rights had been made between 1945 and 1959 by referring to evidence such as:

from the source

- NAACP were the moving force behind Supreme Court decisions
- the Supreme Court declared segregated schools unconstitutional
- black pressure forced Eisenhower to propose a Civil Rights Act
- Civil Rights Movement was gaining heroes such as Rosa Parks

from recall

- mass action such as Montgomery Bus Boycott was successful
- protest at Little Rock saw black students admitted to a white school
- details of Brown v Topeka Board of Education decision
- rise of new civil rights’ leaders such as Martin Luther King and SCLC.

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

Question 3

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

(4)
O3

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

Source B	Source C
The sources agree fully	
<ul style="list-style-type: none">• Sit-ins showed students/young people could take action themselves. • Could make a difference by winning support of both blacks and whites. • Only limited success in some towns and cities.	<ul style="list-style-type: none">• Students believed they could make a difference.• Sit-ins gave students/young people a sense of their own worth. • Actions encouraged black community support and won the respect of whites. • Only enjoyed success in a few Southern states. Refusal to desegregate in Deep South.

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

[END OF CONTEXT 11]

EUROPEAN AND WORLD

Context 12: The Road to War, 1933-1939

Question 1

Why did Britain follow a policy of Appeasement in the 1930s?

(5)
02

The candidate explains why Britain followed a policy of Appeasement in the 1930s by referring to evidence such as:

from the source

- the Great Depression meant there was no money for rearmament
- the British people were opposed to war
- Chamberlain believed that he could negotiate directly with Hitler
- communist Russia was the real threat to peace

from recall

- British opinion felt that the Treaty of Versailles had been too harsh
- there was the fear of bombing from the air
- Chiefs of Staff warned the government that British forces were unprepared
- Britain had no reliable allies – Empire unwilling, France was not trusted and USA was isolationist.

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

Question 2

Describe the aims of Hitler's foreign policy.

(5)
01

The candidate describes the aims of Hitler's foreign policy between 1933 and 1936 by referring to evidence such as:

- he wanted to destroy the Treaty of Versailles
- he wanted to regain the territory that Germany had lost
- he wanted to remilitarise the Rhineland
- he wanted to increase Germany's power in Europe
- he wanted to create a Greater Germany for all Germans
- he wanted to gain *Lebensraum* for the German people
- he wanted to achieve Anschluss with Austria
- he wanted to isolate France.

For 5 marks, 5 supported points must be given.

Question 3

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

(4)
O3

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

Source B	Source C
The sources disagree completely	
<ul style="list-style-type: none">• Anschluss is popular among the Austrian people.• Versailles had been wrong to keep Germany and Austria apart.• Europe will benefit from a period of peace and prosperity.	<ul style="list-style-type: none">• The population has no love for Nazism.• The decision of 1919 to forbid Anschluss had been sensible.• A powerful Germany is a threat to the peace and stability of Europe.

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

Why did the Soviet Union build the Berlin Wall in 1961?

**(5)
02**

The candidate explains why the Soviet Union built the Berlin Wall in 1961 by referring to evidence such as:

from the source

- record numbers of East Germans were escaping to the West
- those who left East Berlin were young and well educated
- enemy agents (spies) were stationed in East Berlin
- agents were using West Berlin as a centre of operations against East Germany and the Soviet Union

from recall

- West Berlin was in the middle of communist East Germany
- future of Berlin had been in dispute since the end of World War II
- West Berlin was a shining example of capitalism
- Khrushchev needed a foreign policy success to divert attention from domestic problems.

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** disagree about the tactics used by the Vietcong?

(4)
03

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

Source B	Source C
The sources mainly disagree	
<ul style="list-style-type: none">• The Vietcong generally avoided large scale attacks.• The Vietcong travelled light carrying few supplies and basic weapons.• The Vietcong caused heavy American casualties.	<ul style="list-style-type: none">• Thousands of Vietcong launched wave after wave of attacks on our camp.• They had all kinds of weapons such as Chinese flamethrowers, Russian rocket launchers.• Americans only lost 7 guys/Vietcong body count was reported to have been 800.

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

Question 3

Describe the steps taken to reduce tension between the USA and the USSR during the 1960s and 1970s.

(5)
01

The candidate describes steps taken to reduce tensions between the USA and USSR during the 1960s and 1970s by referring to evidence such as:

- they set up a “hot line” post Cuba
- non-proliferation treaty was signed in the 1960s
- SALT talks agreed to limit testing of nuclear weapons
- USA begins to sell the USSR wheat in 1970s
- the end of the Vietnam War eased tension
- USA and USSR signed Helsinki agreement in 1975
- changing personalities among the leadership of the USA and USSR
- joint space mission between USA and USSR in 1975.

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 13]

[END OF MARKING INSTRUCTIONS]