

## Commentary to Accompany Specimen Question Paper

### Intermediate 1

#### Contexts:

This specimen examination paper contains exemplar questions for a **cross-section of contexts**. The contexts for which questions are included in the specimen paper are:

#### *Historical Study: Scottish and British*

1. Murder in the Cathedral: Crown, Church and People 1154–1173.
2. Wallace, Bruce and the Wars of Independence 1286–1328.
3. Mary Queen of Scots and the Scottish Reformation 1540s–1587.
4. “Ane End of Ane Auld Sang”: Scotland and the Treaty of Union 1690s–1715.
5. Immigrants and Exiles: Scotland 1830s–1930s.
- 6(a) From the Cradle to the Grave? Social Welfare in Britain 1890s–1951.
7. A Time of Troubles: Ireland 1900–1923.

#### *Historical Study: European and World*

1. The Norman Conquest 1060–1153.
6. “This Accursed Trade”: The British Slave Trade and its Abolition 1770–1807.
8. The Red Flag: Lenin and the Russian Revolution 1894–1921.
10. The Road to War 1933–1939.
11. In the Shadow of the Bomb: The Cold War 1945–1985.

#### Layout and Questions:

The exemplar examination paper published in 1996 to illustrate the Framework proposals for Higher Still History contained for each context six questions worth a total of 20 marks in the mark range 2–4. It was subsequently concluded that the expectation on candidates to answer 18 questions in the one and a half hours’ allocation for the examination was too great. Consequently, the number of questions and total mark allocation have been reduced to four questions, worth a total of 14 marks, per context. This means that candidates will be required to answer twelve questions totalling 42 marks in the examination.

In each context two questions test Outcome 1 (3 marks per question), one question tests Outcome 2 (4 marks) and one question tests Outcome 3 (4 marks). The examination tests each outcome and samples the performance criteria. The examination has two parts. Part 1 examines Scottish and British contexts and Part 2 examines European and World contexts.

[C044/SQP090]

---

Intermediate 1      Time: 1 hour 30 minutes  
History  
Specimen Question Paper

NATIONAL  
QUALIFICATIONS

**You must answer the questions from THREE contexts. The FIRST context must come from Part 1, Scottish and British. The SECOND context must come from Part 2, European and World. The THIRD context can come from EITHER, Part 1, Scottish and British, or Part 2, European and World.**

Part 1: Scottish and British

Contexts:	Page No.
1. Murder in the Cathedral: Crown, Church and People 1154–1173.	2
2. Wallace, Bruce and the Wars of Independence 1286–1328.	4
3. Mary Queen of Scots and the Scottish Reformation 1540s–1587.	6
4. “Ane End of Ane Auld Sang”: Scotland and the Treaty of Union 1690s–1715.	8
5. Immigrants and Exiles: Scotland 1830s–1930s.	10
6(a) From the Cradle to the Grave? Social Welfare in Britain 1890s–1951.	12
7. A Time of Troubles: Ireland 1900–1923.	14

Part 2: European and the World

Contexts	Page No.
1. The Norman Conquest 1060–1153	16
6. “This Accursed Trade”: The British Slave Trade and its Abolition 1770–1807	18
8. The Red Flag: Lenin and the Russian Revolution 1894–1921	20
10. The Road to War 1933–1939	22
11. In the Shadow of the Bomb: The Cold War 1945–1985	24

## INTERMEDIATE 1

## PART 1: HISTORICAL STUDY: SCOTTISH AND BRITISH

**CONTEXT 1: MURDER IN THE  
CATHEDRAL: CROWN, CHURCH  
AND PEOPLE 1154–1173**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** is from the book “Medieval Britain” written in 1973. It is about the extent of Henry II’s Empire.

**Source A**

Henry II was one of the most important rulers of his day. His possessions, usually known as the Angevin Empire, stretched from Scotland to the Pyrenees. He had gained most of his continental lands before he became King of England. He had inherited Normandy from his mother Matilda.

1. Describe how Henry II gained the main parts of the Angevin Empire. (Use **Source A** and recall.)

3

**Source B** was written in 1967 by V.E. Chancellor. It is about the quarrel between Henry II and Becket.

**Source B**

The Church had its own courts in which it tried all clergy who were accused of a crime. Often they were given little or no punishment. For example, a priest called Philip of Brois murdered a Knight, but was found “not guilty” in the church court. He refused to appear before the King’s judges and when King Henry complained, Becket only had the murderer flogged.

2. Explain why Henry II quarrelled bitterly with Archbishop Becket. (Use **Source B** and recall.)

4

**Source C** is from “The Making of the English Nation” written in 1991. It is about Henry II’s restoration of strong government.

**Source C**

One of Henry II's first acts after he came to the throne was to make sure that all illegal castles were demolished. Strong royal government demanded full control of castles, an important part of the feudal order.

3. Describe how Henry II created strong royal government after he came to the throne. (Use **Source C** and recall.)

3

**Source D** was written by Orderic Vitalis, a monk in the twelfth century. He describes how he became a monk.

**Source D**

When I was five my father gave me into the care of a monk called Reginald and sent me away in the love of God and never saw me again. I obeyed happily for he promised me that if I became a monk I should go to heaven when I died. I crossed the channel to Normandy, unknown to all and not knowing anyone. But I found kindness and friendship amongst strangers. I entered the abbey of Saint Evroule and have lived in that abbey as a monk for fifty-six years.

4. How useful is **Source D** for showing what it was like to become a monk in the twelfth century?

4

[END OF CONTEXT 1]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** is part of a letter from Bishop Fraser to King Edward of England informing him of events in Scotland, 1290.

**Source A**

A sad rumour spread among the people that Margaret, Maid of Norway, was dead and because of that the Kingdom of Scotland was troubled. Sir Robert Bruce came to our meeting with a large number of men to speak to some people. We do not know what he intends to do. The Earls of Atholl and Moray are already gathering their armies.

1. In which ways did the death of Margaret, Maid of Norway, cause troubles for the Scots? (Use **Source A** and recall.)

3

**Source B** is part of a letter from King John Balliol to King Edward of England, 1296.

**Source B**

You have caused chaos beyond measure and attacked the liberties of ourselves and our kingdom; for instance, summoning us outside our kingdom at anyone's command.

2. Why did John Balliol rebel against King Edward? (Use **Source B** and recall.)

4

In **Source C** the historian James Halliday gives this description of the Battle of Stirling Bridge.

**Source C**

The result was a total defeat for Edward's army of occupation. Cressingham was killed and the Scots made souvenirs of his skin. The remains of the English army fled to Berwick.

3. What happened at the Battle of Stirling Bridge? (Use **Source C** and recall.)

3

**Source D** gives a description of Scottish soldiers. It is from the fourteenth-century chronicle "The Life of Edward II".

**Source D**

Each infantryman was equipped with light armour, not easily cut by a sword. They had axes at their sides and carried spears in their hands. They advanced like a thick hedge, and such a formation could not easily be broken.

4. How useful is **Source D** as a description of soldiers at the time of Edward II?

4

[END OF CONTEXT 2]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** was written in 1972 by Antonia Fraser. She describes the Treaty of Edinburgh, 1560.

**Source A**

It was agreed that foreign soldiers should withdraw from Scotland and that Francis and Mary should give up the English coat-of-arms and recognise Elizabeth as Queen of England.

1. What was decided by the Treaty of Edinburgh? (Use **Source A** and recall.) 3

**Source B** was written by James Halliday in 1990. He discusses Mary's choice of husband.

**Source B**

In 1565 Mary made her choice of husband. It was a disaster from which all her later troubles sprang. For what seemed to be purely romantic reasons she married her cousin Damley, and so upset everyone important except the Lennox family. Moray and the Hamiltons were embittered, Elizabeth saw this marriage of her two nearest heirs as a plot, while this Catholic marriage was a challenge to the Protestants in Scotland.

2. Why was Queen Mary's choice of husband "a disaster"? (Use **Source B** and recall.) 4

In **Source C** Bishop Keith gives this description of the reaction to Mary's escape from Loch Leven Castle.

**Source C**

At first, the news of her escape was not believed in Glasgow, where the Regent Moray was at a meeting. When the news was confirmed, a strange change could be seen; some men slipped away, others sent to beg the Queen's pardon. The Regent was advised to leave Glasgow.

3. What happened after Mary escaped from Loch Leven Castle? (Use **Source C** and recall.)

3

**Source D** was written by Claude Nau, who became Queen Mary's secretary in 1575. It describes what happened when Queen Mary arrived in England in 1567.

**Source D**

When it was decided that the Queen of Scotland should be detained, her removal from Carlisle was decided upon by the Queen of England, by whose orders she was transferred to Bolton. This change was against her will, and she declared publicly that it was done by force.

4. How useful is **Source D** for finding out about what happened to Mary when she went to England?

4

[END OF CONTEXT 3]

**HISTORICAL STUDY: SCOTTISH AND BRITISH****CONTEXT 4: "ANE END OF ANE  
AULD SANG": SCOTLAND AND  
THE TREATY OF UNION 1690s–1715**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

In **Source A** the historian William Ferguson describes the Darien Scheme.

**Source A**

The "Company of Scotland" was to enjoy a monopoly of trade between Scotland and America, Africa and Asia. Paterson's scheme was for a great free port on the Isthmus of Darien which would gain wealth from both East and West.

1. Describe the Darien Scheme. (Use **Source A** and recall.)

3

**Source B** is from a book "Scotland's Relations with England". It comments on the Succession Question.

**Source B**

The Succession Question was re-opened in July 1700 when Anne's last surviving child died. The security of both countries called for a speedy answer. It was unlikely that Anne would have more children.

2. What was the Succession Question? (Use **Source B** and recall.)

3

**Source C** is by the Earl of Seafield. It was written in 1706 and gives several reasons for supporting the Union.

**Source C**

My reasons for joining with England are these; that the kingdom of England is a Protestant kingdom and joining with it gives security for our religion. England has trade and other advantages to give us. England has freedom and liberty and joining with it is the best way of securing them for us.

3. Why did some people support the Union? (Use **Source C** and recall.)

4

**Source D** is from a speech made in the Scottish Parliament in 1706 by Lord Belhaven.

**Source D**

When I think about this Union I have some very sad thoughts. I see a free and independent kingdom giving up what every nation has fought for: the power to manage its own affairs, by itself and without the help of anyone else.

4. How useful is **Source D** for telling us what people thought about the Union?

4

[END OF CONTEXT 4]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

**CONTEXT 5: IMMIGRANTS AND  
EXILES: SCOTLAND 1830s–1930s**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** is evidence given by a Paisley cotton manufacturer to an enquiry on the Irish poor in 1836.

**Source A**

I can only remember one shopkeeper. They are employed on the more disagreeable and lower types of work. Work in the cotton mills is considered suitable for them. There are some Irish among the sewing girls. The domestic servants are almost all Scotch girls.

1. What jobs were done by Irish immigrants to Scotland in the 19th century? (Use **Source A** and recall.)

3

**Source B** is from a description of the Irish by J. Myles written in 1850.

**Source B**

Their vile slang and bad habits have seriously injured the character of the poor population of Dundee, and I think throughout Scotland. The low Irish are not a very improvable race. They cling to their rags, their religion and their filth with great stupidity.

2. Why did many Scots dislike the Irish? (Use **Source B** and recall.)

4

**Source C** was written in 1851 by Francis Clark, the owner of a Highland Estate.

**Source C**

The crofters could not pay their rents. The population which was 500 is reduced to 150. Five of the families got crofts on other properties. Two of the crofters went to townships on the coast.

3. What happened to the Highland crofters who were forced to leave their crofts? (Use **Source C** and recall.)

3

**Source D** is from the rules of the Caledonian Society at Waipu, New Zealand in 1871.

**Source D**

Rule 1

To keep up the customs, traditions, and language of the Mother Country, Highland dancing, music, games etc.

Rule 2

To assist any immigrants from the Highlands of Scotland who settle in Waipu and are in need of help.

4. How useful is **Source D** for understanding how emigrant Scots tried to keep their traditions alive?

4

[END OF CONTEXT 5]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

### CONTEXT 6(a): FROM THE CRADLE TO THE GRAVE? SOCIAL WELFARE IN BRITAIN 1890s–1951

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** is from "Poverty: A Study of Town Life". It was written in 1901 by Seebohm Rowntree.

#### Source A

The father must smoke no tobacco and must drink no beer. The mother must never buy any pretty clothes. If a child fall ill it must be attended by the parish doctor; if it dies it must be buried by the parish. The wage earner must never be absent from his work for a single day.

1. What were the main causes of poverty at the start of the twentieth century? (Use **Source A** and recall.)

3

**Source B** was produced by the Liberal Government in 1911.

#### Source B



Mr Lloyd George's National Health Insurance provides for the insurance of the worker in case of sickness.

2. How useful is **Source B** for telling us how the Liberal Reforms helped workers in Britain before 1914?

4

**Source C** is from a school book published in the 1990s. It describes the results of the Labour Government's Housing Act of 1946.

**Source C**

In the 1930s millions lived in slums and overcrowded housing. Bevan's Housing Act of 1946 gave most responsibility to local councils. Four out of every five houses built under Labour were council houses for rent. Rents were subsidised to help the low paid. One million houses were built in six years.

3. Explain how the Labour Government improved housing for the poor after the Second World War. (Use **Source C** and recall.)

4

**Source D** is from a book on the making of the welfare state published in 1966.

**Source D**

In the first few days of the National Health Service surgeries were invaded like bargain sales. The "family doctor service" was at last available to everyone. Dentists came in for their share of attention.

4. What benefits did the National Health Service give to people in Britain in 1949? (Use **Source D** and recall.)

3

[END OF CONTEXT 6(a)]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

### CONTEXT 7: A TIME OF TROUBLES: IRELAND 1900–1923

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** is by the historian Peter King. It describes the problem of solving the “Irish Question”.

#### Source A

The nineteenth-century Irish question had really been several questions such as religion, land and politics. In 1905 Arthur Griffiths founded Sinn Fein to achieve Irish independence, and in the same year Sir Edward Carson set up the Ulster Defence Council to oppose this change.

1. Describe the problems which divided the people of Ireland before 1914. (Use **Source A** and recall.)

3

**Source B** is a letter sent by Bishop Edward O’Dwyer to General Maxwell, British Army Commander in Ireland. It was written after the failure of the 1916 Easter Rising.

#### Source B

You took care that no pleas of mercy should help the poor young fellows who surrendered to you in Dublin. The first information which we got was the announcement that they had been shot in cold blood. I regard your action with horror, and I believe it has outraged the feelings of the country.

2. Why did the British reaction to the Easter Rising turn many Irish people against the British Government? (Use **Source B** and recall.)

4

**Source C** describes the results of the General Election in Ireland in December 1918.

**Source C**

In the 1918 election, Sinn Feiners won 76 seats out of 105. Led by Eamonn de Valera, they refused to sit at Westminster and set up their own Dail (Parliament) in Dublin. They had their own armed force, the IRA which waged war on British soldiers and police. A deadly struggle followed. Blood-stained bodies in the streets and wrecked or burning buildings became familiar sights.

3. Describe how the election results affected the campaign of the Irish nationalists. (Use **Source C** and recall.)

3

**Source D** is from a letter by Eamonn de Valera written on 14th December 1921.

**Source D**

To the Irish People

My friends

You have seen in the public press the text of the proposed Treaty with Great Britain. The terms of this agreement are in violent conflict with the wishes of the majority of this nation. I cannot recommend the acceptance of this Treaty, either to Dail Eireann or the country.

4. How useful is **Source D** about Irish reactions to the Anglo-Irish Treaty of 1921?

4

[END OF CONTEXT 7]

## PART 2: HISTORICAL STUDY: EUROPEAN AND WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** shows Norman knights attacking Saxon footsoldiers during the Battle of Hastings. It is a scene from the Bayeux Tapestry made about twenty years after the battle.

**Source A**

1. How useful is **Source A** as evidence explaining why the Normans won the Battle of Hastings?

4

**Source B** is a description of William I's harrying of the North of England written by the twelfth-century monk Orderic Vitalis.

**Source B**

Never before did William commit so much cruelty. He set no bounds to his fury, but ordered corn, cattle and every sort of food to be collected in heaps and set on fire. Innocent children, young men and old died of hunger.

2. Describe how William I defeated the North of England. (Use **Source B** and recall.)

3

In **Source C** the historian I. M. M. MacPhail describes the English background of King David I of Scotland.

### Source C

David had spent much of his time in England after his parents' death and had grown up under Norman influence. His sister Matilda was married to the English King Henry I. During his long stay in England, and in the seventeen years he ruled Strathclyde and Lothian for his brother, he surrounded himself with Norman friends. David gave extensive grants of land to his Norman friends. Anglo-Norman feudalism was introduced to Scotland.

3. Explain why David I introduced so many English methods of government into Scotland. (Use **Source C** and recall.)

4

**Source D** describes David I of Scotland's creation of monasteries.

### Source D

Being a religious man David I turned his attention to church matters and granted land to many monasteries. He also set up many monasteries such as Melrose which belonged to the Cistercians.

4. Describe how David I encouraged the spread of monasteries in Scotland. (Use **Source D** and recall.)

3

[END OF CONTEXT 1]

## HISTORICAL STUDY: EUROPEAN AND THE WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** is a description of the effects of the slave trade on African societies.

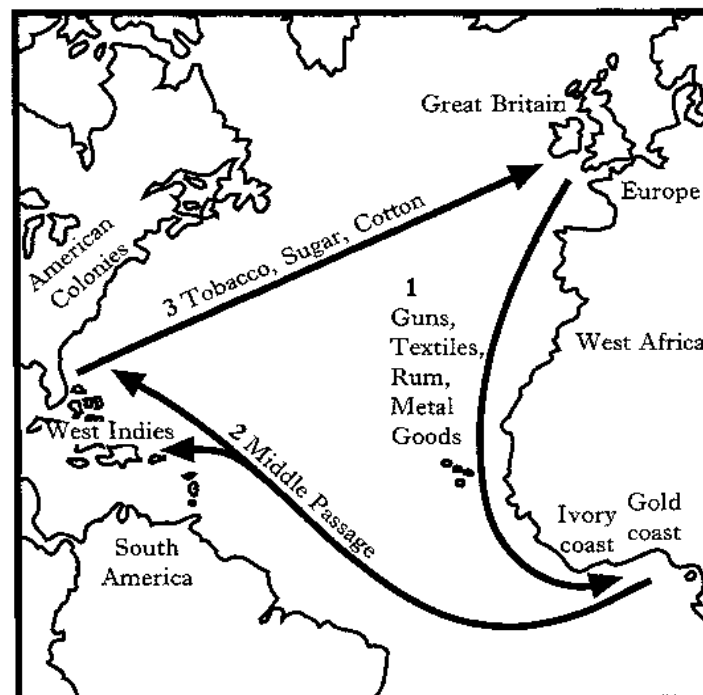
**Source A**

Some African states such as Ashanti and Dahomey went to war to capture slaves. At the coast the slaves were bought by local African merchants and kings, the middlemen, who then sold them to the white traders. The wealth of African rulers increased with the slave trade and some became very powerful.

1. What effects did the slave trade have on African societies? (Use **Source A** and recall.) 3

**Source B** illustrates the "Triangular Trade".

**Source B**



2. Describe the Triangular Trade. (Use **Source B** and recall.) 3

**Source C** describes the reasons people supported abolition. It was written by a modern historian.

**Source C**

The Abolitionist movement was driven partly by genuine concern to improve life for the slaves. However that was not the only reason people supported this cause. British trade was also changing. America and the West Indies were no longer as important.

3. Why did some people wish to abolish the slave trade? (Use **Source C** and recall.)

4

**Source D** is an account of the Middle Passage by Alexander Falconbridge, a surgeon aboard slave ships. He later became governor of a British colony for freed slaves in Sierra Leone.

**Source D**

The men Negroes, on being brought aboard the ship, are immediately fastened together two by two. They are then stowed so close that they can only lie on their sides. In each area 3 or 4 buckets are placed in which the Negroes can relieve themselves. This often leads to spillage and Negroes relieving themselves where they lie. If they refuse to eat, I have seen coals of fire, glowing hot put on a shovel and placed so near their lips as to scorch and burn them.

4. How useful is **Source D** as evidence of the horrors of the Middle Passage?

4

[END OF CONTEXT 6]

**HISTORICAL STUDY: EUROPEAN AND THE WORLD**

**CONTEXT 8: THE RED FLAG:  
LENIN AND THE RUSSIAN  
REVOLUTION 1894–1921**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** describes how the Tsars ruled their Empire.

**Source A**

To keep themselves in power, Russian emperors relied on the loyalty and love felt for them by most Russians. However, as Alexander I once said, a loving father must punish his children, and a loving emperor must sometimes use force against his subjects if they forget their duty.

1. Describe how the Tsars ruled their empire. (Use **Source A** and recall.)

**3**

**Source B** describes why Lenin wanted to return to Russia in 1917.

**Source B**

At the time of the February Revolution Lenin was in exile in Switzerland. He disagreed with the revolutionaries who co-operated with the Provisional Government. He wanted to get back to Russia to organise a second revolution. The Germans were happy to help Lenin get back home.

2. Why did Lenin's return to Russia in April 1917 cause problems for the Provisional Government? (Use **Source B** and recall.)

**4**

**Source C** was written by Leon Trotsky, a Bolshevik leader, describing the events of 24–25th October 1917.

**Source C**

Our Military Revolutionary Committee sent sailors to take over the telephone exchange. Railway stations were occupied. The Peter and Paul fortress was captured. The Provisional Government was still in the Winter Palace. During the day of 25 October, the Palace was surrounded by our troops.

3. Describe the Bolshevik take-over of the Government of Russia in October 1917. (Use **Source C** and recall.)

In **Source D** Lenin explains why he decided to sign the peace treaty of Brest-Litovsk with Germany in March 1918.

**Source D**

We feel we should refuse to sign this robber peace. But Russia can offer no resistance because she is exhausted by a three-years' war. Wars are won today, not by enthusiasm alone, but by technical skill, railways, and plenty of supplies. Has Russia any of these in the face of a well equipped enemy? We must sign the peace to obtain a breathing space to recover for the struggle.

4. How useful is **Source D** for explaining why Russia agreed to sign the peace treaty with Germany?

[END OF CONTEXT 8]

## HISTORICAL STUDY: EUROPEAN AND THE WORLD

**CONTEXT 10: THE ROAD TO WAR  
1933–1939**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** is from Adolf Hitler writing in 1928.

**Source A**

Germany is determined to concentrate all its forces on providing our nation with enough living space. Such space can only be found in the east (of Europe).

1. How reliable is **Source A** in explaining Germany's foreign policy in the 1930s?

4

**Source B** is by the editor of the "Dundee Courier and Advertiser". It is about Hitler's reoccupation of the Rhineland and was published on the 9th March 1936.

**Source B**

The plain truth is that the Treaty of Versailles is worthless, and the responsibility for that is not just Germany's. Complaints about Germany breaking the Treaty have become worse than a waste of breath. The Treaty was forced on them and would last only as long as they were too weak to resist. It is too late to stop Germany now that she has re-created her army.

2. What attitude did British people have to Hitler's reoccupation of the Rhineland? (Use **Source B** and recall.)

3

**Source C** is part of a speech by Neville Chamberlain in the House of Commons on 8th April 1938. Parliament was discussing the German take-over of Austria.

**Source C**

Our policy is not to divide Europe into two opposing blocks of countries, arming against each other and heading for war. That seems to us a policy which is dangerous and stupid. You may say we do not approve of the dictators. We cannot remove them. We have to live with them. We should take any and every opportunity to try to remove any genuine grievance that may exist.

3. Why did Chamberlain appease Germany over Austria in 1938? (Use **Source C** and recall.)

4

**Source D** is from a book written in 1995 on “Hitler and National Socialism”.

**Source D**

In March 1939, Hitler broke his promise and invaded the rest of Czechoslovakia . . . Then his attention turned to Poland, which had been given German land by the Treaty of Versailles. Britain now decided Hitler could not be trusted.

4. Describe the events of 1939 which led to the outbreak of the Second World War. (Use **Source D** and recall.)

:

[END OF CONTEXT 10]

**HISTORICAL STUDY: EUROPEAN AND THE WORLD**

**CONTEXT 11: IN THE SHADOW OF  
THE BOMB: THE COLD WAR  
1945–1985**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** is a description of NATO taken from an information leaflet published in 1984 by the British Atlantic Committee.

**Source A**

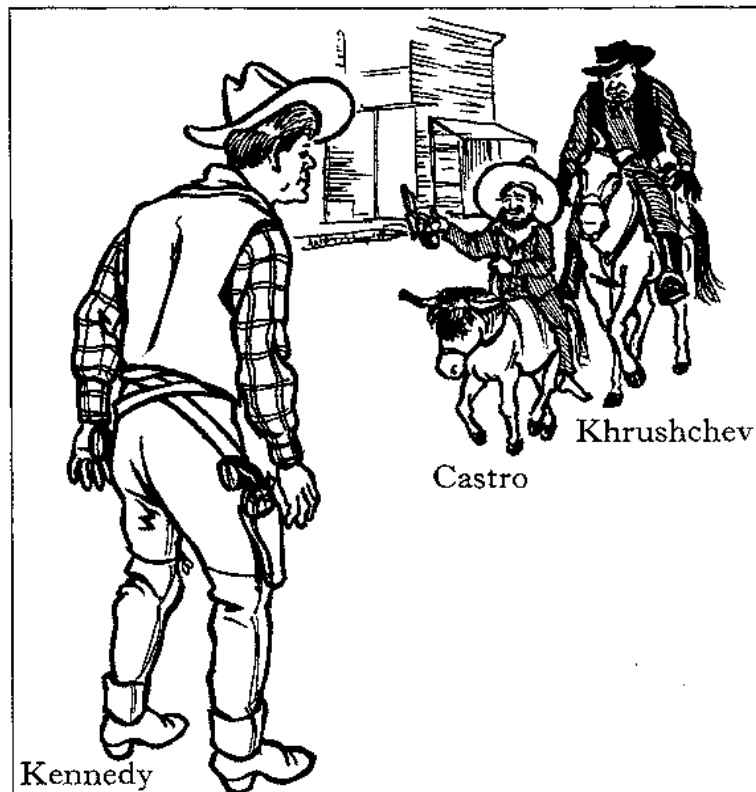
NATO is an alliance of western nations, equal in status, formed in 1949 with twelve members, to stand up against the aggressive behaviour of the Soviet Union.

1. Describe the NATO alliance. (Use **Source A** and recall.)

3

**Source B** is a cartoon taken from the “Daily Mail” printed in Britain in October 1962.

**Source B**



2. How reliable is **Source B** as evidence about the Cuban missile crisis?

4

**Source C** is an extract from the “Sunday Times”, 4 May 1975, on the Vietnam War.

**Source C**

The North Vietnamese victory was a triumph for Russian military hardware as well as for Vietnamese courage and determination. The final offensive was made possible by Russian long range artillery, and the skies above it cleared by Russian built anti-aircraft missiles.

3. Why did the North Vietnamese win the war? (Use **Source C** and recall.)

**Source D** is a description of détente.

**Source D**

The word is used to describe the period from the Cuba missile crisis to the late 1970s, when the two superpowers made many agreements on improving relations and on limiting the arms race. The two countries had not stopped disliking each other’s policies but they realised it was possible to work together in some ways.

4. What was détente? (Use **Source D** and recall.)

[END OF CONTEXT 11]

[END OF QUESTION PAPER]



[C044/SQP090]

---

Intermediate 1  
History  
Specimen Marking Instructions

NATIONAL  
QUALIFICATIONS

# INTERMEDIATE 1 HISTORY

## HISTORICAL STUDY: SCOTTISH AND BRITISH

### CONTEXT 1: MURDER IN THE CATHEDRAL: CROWN, CHURCH AND PEOPLE 1154–1173

- 1 Describe how Henry II acquired the main parts of the Angevin Empire.

Candidate describes Henry's acquisition by referring to evidence such as:

from the Source

- most continental land gained before he was King of England
- Normandy was inherited from his mother.

from recall

- Anjou, Maine, and Touraine inherited from his father Geoffrey of Anjou
- Aquitaine gained by marriage to Eleanor
- England inherited via his mother after Stephen's reign.

**Maximum 2 out of 3 for answers which refer only to recall or only to source.**

**3  
01**

- 2 Explain why Henry II quarrelled bitterly with Archbishop Becket.

Candidate explains quarrel by reference to information from evidence such as:

from the Source

- existence of church courts for accused clergy
- lightness of penalties imposed by church courts
- inability of royal judges to deal with church cases.

from recall

- Becket's perceived betrayal in the King's eyes
- Becket's personality change on becoming Archbishop
- Henry's severe temper
- further church privileges such as the right of appeal to Rome without royal permission in church cases
- Constitutions of Clarendon asserted church must hand over convicted clergy to secular power for punishment, which Becket regarded as a double punishment for the same crime.
- quarrel over coronation of the young King.

**Maximum 3 out of 4 for answers which refer only to recall or only to source.**

**4  
02**

3 Describe how Henry II created strong royal government after he came to the throne.

Candidate describes Henry's methods of restoring strong royal government by referring to evidence such as:

from the Source

- demolition of illegal castles
- full royal control of castles.

from recall

- establishment of effective royal justice over serious crimes by Clarendon and Northampton assizes
- use of legal reforms such as jury system, Justices-In-Eyre, returnable writs
- assizes such as grand assize to regulate land ownership.

**Maximum 2 out of 3 for answers which refer only to recall or only to source.**

**3  
01**

4 How useful is Source D for showing what it was like to become a monk in the twelfth century?

Candidate evaluates the source with reference to evidence such as:

- primary source. From 12<sup>th</sup> century/written in 12<sup>th</sup> century
- autobiographical account
- written to describe how the author became a monk
- shows how young monks might be
- illustrates monk's break with normal family life
- attractions of promise of salvation for monks shown.

**Maximum of 1 mark for indicating weakness in source of content omission such as:**

- no mention of time as a novice
- no mention of vow of poverty
- humility and chastity.

**4  
03**

Question	Outcome
1	1
2	2
3	1
4	3

## HISTORICAL STUDY: SCOTTISH AND BRITISH

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

- 1 In which ways did the death of Margaret, Maid of Norway, cause troubles for the Scots?

Candidate describes the troubles caused by the death of Margaret, Maid of Norway by referring to evidence such as:

from the Source

- Sir Robert Bruce turned up with men
- not known what he intended to do
- gathering of armies.

from recall

- the Maid was the ruler of Scotland
- nobody was sure who the next ruler would be
- Bruce wanted to be king (as did John Balliol)
- the possibility of war.

Maximum of 2 out of 3 for answers which refer only to recall or only to source.

3  
01

- 2 Why did John Balliol rebel against King Edward?

Candidate explains why John Balliol rebelled against King Edward by referring to evidence such as:

from the Source

- Edward's actions caused chaos in Scotland
- Edward attacked the liberties of Scotland
- Edward summoned John outside Scotland
- Edward used anybody to summon John.

from recall

- the legal appeals to Edward
- King John had to attend Edward's ceremonies
- Edward insisted the Scots fight in France
- King John humiliated Edward.

Maximum of 3 out of 4 for answers which refer only to recall or only to source.

4  
02

3 What happened at the Battle of Stirling Bridge?

Candidate describes the Battle of Stirling Bridge by referring to evidence such as:

from the Source

- the English were defeated
- Cressingham was killed/skinned for souvenirs
- the survivors fled to Berwick.

from recall

- details about crossing the bridge
- details about how the bridge was blocked
- details about the Scots attack.

Maximum of 2 out of 3 for answers which refer only to recall or only to source.

3  
01

4 How useful is Source D as a description of soldiers at the time of Edward II?

Candidate evaluates the source with reference to evidence such as:

- primary source - it was written at the time of the soldiers it describes
- its possible purpose is to tell about these soldiers
- it gives details of weapons and armour
- it describes their tactics.

Maximum of 1 mark for indicating weakness in the source of content omission such as:

- it describes only infantry and not knights and archers.

4  
03

Question	Outcome
1	1
2	2
3	1
4	3

## HISTORICAL STUDY: SCOTTISH AND BRITISH

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

1 What was decided by the Treaty of Edinburgh?

Candidate describes the terms of the Treaty of Edinburgh by referring to evidence such as:

from the Source

- soldiers leave Scotland
- Francis and Mary were to stop using England's coat of arms
- Mary recognised Elizabeth as Queen.

from recall

- troops returned to England
- troops returned to France
- ended the Auld Alliance
- arranged a meeting of a Scottish Parliament (the Reformation Parliament).

Maximum of 2 out of 3 for answers which refer only to recall or only to source.

3  
01

2 Why was Mary's choice of husband "a disaster"?

Candidate explains why Mary's choice of husband was a disaster by referring to evidence such as:

from the Source

- Moray and Hamilton were embittered
- Elizabeth thought the marriage was a plot against her
- Mary and Darnley were Elizabeth's two nearest heirs
- Scottish Protestants were upset by a Catholic marriage and a Catholic heir to Scotland.

from recall

- Moray and Hamilton had influence over Mary which they did not want to lose
- Moray and Hamilton rebelled against Mary
- the marriage of Mary and Darnley could increase Catholic plots against Elizabeth
- Darnley was not a suitable character to be king
- Darnley murdered Riccio and started a rebellion against Mary
- Darnley's murder sparked off Mary's defeat.

Maximum of 3 out of 4 for answers which refer only to recall or only to source.

4  
02

3 What happened after Mary escaped from Loch Leven Castle?

Candidate describes what happened after Mary escaped from Loch Leven Castle by referring to evidence such as:

from the Source

- some deserted the Regent
- some tried to make their peace with Mary
- Moray left Glasgow.

from recall

- Mary gathered an army
- Battle of Langside
- Mary fled to England.

Maximum of 2 out of 3 for answers which refer only to recall or only to source.

3  
01

4 How useful is Source D for finding out about what happened to Mary when she went to England?

Candidate evaluates the source with reference to evidence such as:

- primary source written at time of Mary Queen of Scots
- secretary/authority on events
- he had been told the story by Mary
- it shows that Mary was detained in England
- it shows that Elizabeth moved Mary from place to place
- the story may be biased
- the story may be inaccurate
- written after the events it describes.

Maximum of 1 mark for indicating weakness in the source of content omission such as:

- does not describe the meeting at York

4  
03

Question	Outcome
1	1
2	2
3	1
4	3

## HISTORICAL STUDY: SCOTTISH AND BRITISH

### CONTEXT 4: “ANE END OF ANE AULD SANG”: SCOTLAND AND THE TREATY OF UNION 1690s–1715

1 Describe the Darien scheme.

Candidate describes Darien scheme by referring to evidence such as:

from the Source

- the Company of Scotland was given a monopoly of Scottish trade
- it planned to set up a free port
- it planned to establish a colony at Darien
- it planned to earn money from East and West.

from recall

- the colonists were to carry goods from the Atlantic to the Pacific
- this route would reduce journey times for Europe to China
- the colonists were to trade with America
- the colonists planned to sell wigs, heavy cloths and bibles
- details of failure.

Maximum of 2 out of 3 for answers which refer only to recall or only to source.

3  
01

2 What was the Succession Question?

Candidate describes the Succession Question by referring to evidence such as:

from the Source

- Anne’s last child died
- Anne could not have any more children
- the security of both countries needed an heir.

from recall

- William and Mary had no children
- Scotland and England shared a ruler
- Scotland and England could have a different succession
- Jacobites wanted a Jacobite heir
- Protestants favoured the Hanoverian Succession.

Maximum of 2 out of 3 for answers which refer only to recall or only to source.

3  
01

3 Why did some people support the Union?

Candidate explains why some people supported the Union by referring to evidence such as:

from the Source

- to secure Protestantism in Scotland
- to gain trade advantages with England
- to secure freedom and liberty.

from recall

- England threatened to ban trade with Scotland
- England threatened to invade Scotland
- Scots wanted to trade with England's colonies
- Scottish Protestants feared a Jacobite (Catholic) succession
- bribery, corruption and intimidation.

Maximum of 3 out of 4 for answers which refer only to recall or only to source.

4  
02

4 How useful is Source D for telling us what people thought about the Union?

Candidate evaluates the source with reference to evidence such as:

- it was written at the time of the Union debate (primary)
- it was written by a Member of the Scottish Parliament
- clear purpose – to denounce the Union
- gives reasons for opposition to the Union
- Belhaven was a lord - other classes may have had other opinions
- he had been refused an “inducement” and may have spoken from spite.

Maximum of 1 mark for indicating weakness in the source of content omission such as:

- he gives limited or sentimental reasons for opposing the Union.

4  
03

Question	Outcome
1	1
2	1
3	2
4	3

## HISTORICAL STUDY: SCOTTISH AND BRITISH

### CONTEXT 5: IMMIGRANTS AND EXILES: SCOTLAND 1830s–1930s

- 1 What jobs were done by Irish immigrants to Scotland in the 19th century?

Candidate describes the jobs done by Irish immigrants to Scotland in the 19th century by referring to evidence such as:

from the Source

- few shopkeepers
- they did the disagreeable and lower types of work
- they worked in cotton mills.

from recall

- worked on farms
- worked in the mines
- worked as navvies on railways.

Maximum of 2 out of 3 for answers which refer only to recall or only to source.

3  
01

- 2 Why did many Scots dislike the Irish?

Candidate explains why many Scots disliked the Irish by referring to evidence such as:

from the Source

- bad language
- they had bad habits
- they were poor (clinging to rags)
- they held on to their religion.

from recall

- most Irish immigrants were Catholic while Scots were largely Protestant
- Irish took Scots jobs
- competition for houses between Scots and Irish.

Maximum of 3 out of 4 for answers which refer only to recall or only to source.

4  
02

3 What happened to Highland crofters who were forced to leave their crofts?

Candidate describes what happened to Highland crofters who were forced to leave their crofts by referring to evidence such as:

from the Source

- some went to other properties in Highlands and Islands
- some moved to the coast.

from recall

- some emigrated to America, Canada, Australia
- some crofters were treated badly and houses burned
- some moved to industrial towns in lowlands or England.

**Maximum of 2 out of 3 for answers which refer only to recall or only to source.**

**3  
01**

4 How useful is Source D for understanding how emigrant Scots tried to keep their traditions alive?

Candidate evaluates Source D as evidence for understanding how emigrant Scots tried to keep their traditions alive by referring to evidence such as:

- source is primary, produced by emigrants to New Zealand in 19th century
- authorship is Waipu Caledonian Society – a group of emigrant Scots
- part of rules of Waipu Caledonian Society formed for purpose of keeping traditions alive
- possible bias as produced by emigrant Scots
- shows the range of activities and traditions to be kept alive.

**Maximum of 1 mark for indicating weakness in source of content omission such as:**

- nothing said about the importance of the family.

**4  
03**

Question	Outcome
1	1
2	2
3	1
4	4

## HISTORICAL STUDY: SCOTTISH AND BRITISH

### CONTEXT 6(a): FROM THE CRADLE TO THE GRAVE? SOCIAL WELFARE IN BRITAIN 1890s–1951

- 1 What were the main causes of poverty at the start of the twentieth century?

Candidate describes the main causes of poverty by referring to evidence such as:

from the Source

- wasting money on alcohol, tobacco and pretty clothes
- cost of sickness and burial
- breadwinner not working.

from recall

- low wages
- old age
- large families
- death of wage earner.

Maximum 2 out of 3 for answers which refer only to recall or only to source.

3  
01

- 2 How useful is Source B for telling us how the Liberal Reforms helped workers in Britain before 1914?

Candidate evaluates the reliability of the source with reference to evidence such as:

- primary source produced in 1911 at the time of the reforms
- authorship is government
- propaganda meant to win support of the working class, inform the public about government reforms
- Lloyd George showing sick man how this will help him.

Maximum of 1 mark for indicating weakness in source of content omission such as:

- no mention of unemployment insurance
- labour exchanges.

4  
03

- 3 Explain how the Labour Government improved housing for the poor after the Second World War.

Candidate makes reference to the ways in which housing was improved by referring to evidence such as:

from the Source

- 4/5 houses built were council houses
- 1 million houses built
- rents subsidised.

from recall

- prefabs
- new towns.

**Maximum of 3 out of 4 for answers which refer only to recall or only to source.**

**4  
O2**

- 4 What benefits did the National Health Service give to people in Britain in 1949?

Candidate makes reference to the benefits of the NHS by referring to evidence such as:

from the Source

- family doctor service (GPs)
- dentists.

from recall

- free prescriptions
- dentures
- free hospital treatment
- spectacles.

**Maximum of 2 out of 3 for answers which refer only to recall or only to source.**

**3  
O1**

Question	Outcome
1	1
2	3
3	2
4	1

## HISTORICAL STUDY: SCOTTISH AND BRITISH

### CONTEXT 7: A TIME OF TROUBLES: IRELAND 1900–1923

- 1 Describe the problems which divided the people of Ireland before 1914.

Candidate describes the problems dividing Irish society with reference to evidence such as:

from the Source

- Ireland a very divided country
- religion (Catholicism/Protestantism)
- land ownership (one mark for identifying problem/s without further description)
- different political groups representing different sides – Sinn Fein/Ulster Defence Council each defending their group from the other (independence [v] the Union).

from recall

- poverty
- racial differences
- religious differences
- political discrimination
- discrimination in Ulster/jobs etc.
- divisions Unionists [v] Irish Nationalist who wanted independence
- discrimination in Ireland due to historic legacy of religious divide.

Maximum of 2 out of 3 for answers which refer only to recall or only to source.

3  
01

- 2 Why did the British reaction to the Easter Rising turn many Irish people against the British Government?

Candidate explains the significance of the Easter Rising in the campaign against Britain with reference to evidence such as:

from the Source

- people shot in cold blood
- no mercy shown
- British actions outraged the whole country.

from recall

- details of the Easter Rising
- further details of execution
- public opinion turned against Britain
- actions of General Maxwell were very heavy handed
- increased support for Sinn Fein.

Maximum 3 out of 4 for answers which refer only to recall or only to source.

4  
02

3 Describe how the election results affected the campaign of the Irish Nationalists.

Candidate describes the effects of the 1918 election results by referring to evidence such as:

from the Source

- Sinn Fein won a majority (76 out of 105)
- de Valera refused to sit in the Commons
- Sinn Fein felt they had the right to set up their own Parliament (Dail)
- actions of Sinn Fein led to clashes with the British Government and the Anglo-Irish war.

from recall

- increasing rejection of British rule
- increased support for independence
- further details of war.

Maximum 2 out of 3 for answers which refer only to recall or only to source.

3  
01

4 How useful is Source D about Irish reactions to the Anglo-Irish Treaty of 1921?

Candidate evaluates the usefulness of Source D with reference to evidence such as:

- Source D is a primary source from time of the Treaty
- de Valera was an important leader
- gives reasons for rejection
- aim was to turn opinion against the Treaty.

Maximum of 1 mark for indicating weakness in source of content omission such as:

- other views not given.

4  
03

Question	Outcome
1	1
2	2
3	1
4	3

## HISTORICAL STUDY: EUROPEAN AND THE WORLD

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

1 How useful is Source A as evidence explaining why the Normans won the Battle of Hastings?

Candidate evaluates the Source with reference to evidence such as:

- source produced to commemorate Norman victory
- primary or near primary account made twenty years after the battle
- authorship – valid comment
- likely to be biased towards Norman point of view
- illustrates superiority of mounted warriors over footsoldiers
- shows developing technology's advantage of stirrup, high-backed saddle, and couched lance all lay with Normans.

Maximum of 1 mark for indicating weakness in source of content omission such as:

- failure to show Saxon weaknesses following the Norwegian campaign
- failure to show Norman tactic of feigned retreat.

4  
03

2 Describe how William I defeated the North of England.

Candidate describes William's harrying of the North by referring to evidence such as:

from the Source

- exercise of great cruelty
- burning of food supplies
- causing deaths of old and young by starvation.

from recall

- military re-capture of York
- buying off Danish support for English rebels
- destruction of farming tools
- burning and destruction of entire Vale of York.

Maximum 2 out of 3 for answers which refer only to recall or only to source.

3  
01

3 Explain why David I introduced so many English methods of government into Scotland.

Candidate explains David's introduction of English methods by reference to evidence such as:

from the Source

- David spent many years in England
- closely related to English King
- surrounded himself with Norman friends when ruling Lothian and Strathclyde for his brother
- extensive grants of land to Norman friends introduced Anglo-Norman feudalism to Scotland.

from recall

- English families brought knight-service to Scotland and this provided David's military strength
- Norman methods of rule such as use of Sheriffs strengthened royal power over law and order
- English noble families such as the Bruces, Balliols and Soulis established a Scottish nobility of tenants-in-chief tied to the crown by firm feudal terms
- Burghs on the English model supported royal authority
- Royal castles improved royal control.

Maximum 3 out of 4 for answers which refer only to recall or only to source.

4  
02

4 Describe how David I encouraged the spread of monasteries in Scotland.

Candidate describes David's encouragement of monasticism by reference to evidence such as:

from the source

- generous grants of land to monasteries
- founding of many Abbeys such as Melrose.

from recall

- introduction of many orders such as Cistercians and Tironensians
- other Abbeys of importance founded such as Newbattle, Kinloss, Kelso, Jedburgh, Cambuskenneth, Holyrood and Dunfermline
- extensive nature of David's foundations some fifteen Abbeys in all
- David's foundations covered the whole country
- Scots nobles encouraged to found their own monasteries by King's example.

Maximum 2 out of 3 for answers which refer only to recall or only to source.

3  
01

Question	Outcome
1	3
2	1
3	2
4	1

## HISTORICAL STUDY: EUROPEAN AND THE WORLD

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

1 What effects did the slave trade have on African societies?

Candidate makes reference to the effects the slave trade had on African societies by referring to evidence such as:

from the Source

- encouraged states to go to war to get slaves
- African merchants and Kings became wealthy by participating
- some African rulers became very powerful.

from recall

- introduction of firearms into Africa
- setting up of slave ‘factories’
- cowrie shell established as currency.

Maximum 2 out of 3 for answers which refer only to recall or only to source.

3  
01

2 Describe the Triangular Trade.

Candidate makes reference to Triangular Trade by referring to evidence such as:

from the Source

- ships made three journeys which formed three sides of the triangle
- goods made in Britain exchanged for slaves
- slaves taken to America – the Middle Passage
- raw materials taken to Britain.

from recall

- great profits made
- Britain dominated the Triangular Trade
- other European countries involved – Portugal and Holland.

Maximum 2 out of 3 for answers which refer only to recall or only to source.

3  
01

3 Why did some people wish to abolish the slave trade?

Candidate makes reference to the reasons why people wanted the slave trade abolished by referring to evidence such as:

from the Source

- concern to improve quality of life for the slaves
- Britain's trading habits changing
- America and West Indies no longer as important.

from recall

- slavery seen as an inefficient way to produce goods
- growing British trade with India and East Asia
- cruel conditions for the slaves.

Maximum 3 out of 4 for answers which refer only to recall or only to source.

4  
02

4 How useful is Source D as evidence of the horrors of the Middle Passage?

Candidate evaluates the source with reference to evidence such as:

- primary source written by someone who was part of the crew – eyewitness account
- written by ship's surgeon who would have close contact with slaves
- detailed account
- no hint of bias – accurate and valuable content – no attempt to defend the trade
- author eventually became governor of British colony for freed slaves therefore may have been sympathetic.

Maximum of 1 mark for indicating weakness in the source of content omission such as:

- no mention of slaves being thrown overboard.

4  
03

Question	Outcome
1	1
2	1
3	2
4	3

## HISTORICAL STUDY: EUROPEAN AND WORLD

### CONTEXT 8: THE RED FLAG: LENIN AND THE RUSSIAN REVOLUTION 1894–1921

1 Describe how the Tsars ruled their Empire.

Candidate describes how the Tsars ruled their Empire by referring to evidence such as:

from the Source

- loyalty/love felt for them
- force/punishment.

from recall

- autocracy of the monarchy/considerable power over all the Empire
- control of civil service/judiciary and appointment of government ministers
- Secret Police (the Okhrana)
- control of the army
- control of religion.

Maximum 2 out of 3 for answers which refer only to recall or only to source.

3  
01

2 Why did Lenin's return to Russia in April 1917 cause problems for the Provisional Government?

Candidate explains why Lenin's return caused problems for the Provisional Government by referring to evidence such as:

from the Source

- support of Germany
- Lenin did not want the revolutionaries to co-operate with the Provisional Government
- Lenin wanted to start a second revolution.

from recall

- his April Theses
- promised peace, bread, land
- Lenin's opposition to war
- all power to Soviets.

Maximum 3 out of 4 for answers which refer only to recall or only to source.

4  
02

3 Describe the Bolshevik take-over of the Government of Russia in October 1917.

Candidate describes the Bolshevik take-over with reference to evidence such as:

from the Source

- occupation of the telephone exchange
- occupation of railway stations
- capture of Peter and Paul fortress
- Winter Palace surrounded by Bolshevik troops.

from recall

- role of Trotsky could be mentioned – key organiser
- Bolsheviks reopen their newspapers to gain support of the people
- MRC gain the support of the Petrograd Garrison
- Red Guard occupy other key buildings (power stations, banks, bridges)
- lack of support from troops willing to defend the Government/place poorly defended by only a Battalion.

Maximum 2 out of 3 for answers which refer only to recall or only to source.

3  
01

4 How useful is Source D for explaining why Russia agreed to sign the peace treaty with Germany?

Candidate evaluates the usefulness of Source D with reference to evidence such as:

- primary source written at the time of the Treaty
- written by Lenin who was the leader of the Bolsheviks
- he was in a key position to judge if Russia should sign the treaty
- Lenin had always intended to end the war
- source aims to explain to the Russian people why he was forced to sign the treaty
- accurate picture of problems facing the Bolsheviks.

Maximum of 1 mark for indicating weakness in the source of content omission such as:

- internal opposition to Lenin
- continuing German attack.

4  
03

Question	Outcome
1	1
2	2
3	1
4	3

## HISTORICAL STUDY: EUROPEAN AND THE WORLD

### CONTEXT 10: THE ROAD TO WAR 1933–1939

1 How reliable is Source A in explaining Germany's foreign policy in the 1930s?

Candidate evaluates the reliability of the source with reference to factors such as:

- primary source written in 1928 by Hitler
- Hitler was the leader of the Nazi Party who made policy
- propaganda, part of party manifesto since 1920
- refers to Lebensraum which was a major policy, accurate reflection of policy pursued in 1930s.

**Maximum of 1 mark for indicating weakness in source of content omission such as:**

- omits other major factors like Versailles, racial aspects of policy.

**4  
03**

2 What attitude did British people have to Hitler's reoccupation of the Rhineland?

Candidate makes reference to British people's attitude by referring to evidence such as:

from the Source

- imposed treaty, only worked when Germany weak
- not just Germany to blame
- too late – Germany has re-armed.

from recall

- some people thought action should have been taken against him
- some thought it was "only his own backyard".

**Maximum 2 out of 3 for answers which refer only to recall or only to source.**

**3  
01**

3 Why did Chamberlain appease Germany over Austria in 1938?

Candidate explains the reasons for appeasement by referring to evidence such as:

from the Source

- wish to avoid creation of opposing alliances (power blocs)
- wish to prevent war
- need to work with dictators
- German grievances.

from recall

- poor state of armed forces
- horrors of modern war
- pacifist attitude of British public
- distrust of French
- fear of Soviet Union/Communism.

Maximum 3 out of 4 for answers which refer only to recall or only to source.

4  
02

4 Describe the events of 1939 which led to the outbreak of the Second World War.

Candidate makes reference to the sequence of events by referring to evidence such as:

from the Source

- Hitler annexed Czechoslovakia in March 1939
- Britain decided that Germany could not be trusted
- Hitler turned attention on Poland.

from recall

- British promised to help Poland
- examples of incidents against Poland
- German alliance with Russia
- Britain promised Poland help if attacked.

Maximum of 2 out of 3 for answers which refer only to recall or only to source.

3  
01

Question	Outcome
1	3
2	1
3	2
4	1

## HISTORICAL STUDY: EUROPEAN AND THE WORLD

### CONTEXT 11: IN THE SHADOW OF THE BOMB: THE COLD WAR 1945 - 1985

1 Describe the NATO alliance.

Candidate describes NATO by referring to evidence such as:

from the Source

- alliance of Western Powers
- 12 members formed in 1949
- aim was to deal with the threat of the Soviet Union.

from recall

- expanded name
- examples of membership
- any attack on one would bring a response from all
- domination by USA.

Maximum 2 out of 3 for answers which refer only to recall or only to source.

3  
01

2 How reliable is Source B as evidence about the Cuban missile crisis?

Candidate evaluates the source with reference to evidence such as:

- primary source from the time of the crisis
- British view
- biased account – western propaganda
- content useful but exaggerated
  - \* confrontation
  - \* shows who was involved
  - \* America at risk
- not a balanced account.

Maximum of 1 mark for indicating weakness in the source of content omission such as:

- does not give Soviet points of view.

4  
03

3 Why did the North Vietnamese win the war?

Candidate makes reference to the Vietnamese victory by referring to evidence such as:

from the Source

- Russian support
- Vietnamese courage
- importance of weapons such as long range artillery and anti-aircraft missiles.

from recall

- public opinion turned against American involvement
- increasing support for Communism amongst Vietnamese
- Vietnamese horror at American tactics.

Maximum 3 out of 4 for answers which refer only to recall or only to source.

4  
02

4 What was détente?

Candidate makes reference to détente by referring to evidence such as:

from the Source

- period of Cold War from Cuban missile crisis to the late 1970s
- improved relations and agreements made
- did not make them friends.

from recall

- examples of détente
  - \* Partial Test Ban Treaty
  - \* SALT 1
  - \* SALT 2
- joint space flight in 1975
- détente French word meaning relaxation.

Maximum 2 out of 3 for answers which refer only to recall or only to source.

3  
01

Question	Outcome
1	1
2	3
3	2
4	1

*[END OF MARKING INSTRUCTIONS]*

