

## **Specimen Question and Marking Instructions — Revised Instructions**

A revised set of instructions to candidates and a full listing of contexts is provided. This shows the format that will be used in the operational paper.

A revised marking scheme for the Extended Response is also provided. This will enable centres to direct candidates towards the criteria for each band.

**C044/SQP091**

**Intermediate 2  
History**



Specimen **Q**uestion Papers  
and Marking Instructions  
(Revised Instructions)



## Instructions

In this examination you must do four sections of the paper.

Your first section should be one question from Part 1—The Short Essay.

Your second section should be one context from Part 2—Scottish and British.

Your third section should be one context from Part 3—European and World.

Your fourth section should be one context from either Part 2, Scottish and British or Part 3, European and World.

## Contexts

## Page Numbers

### Part 1 Short Essay Questions

Answer one question only

### Part 2 Scottish and British Contexts

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. The Coming of the Civil War, 1603–1642.
5. “Ane End of Ane Auld Sang”: Scotland and the Treaty of Union, 1690s–1715.
6. Immigrants and Exiles: Scotland, 1830s–1930s.
7. (a) From the Cradle to the Grave? Social Welfare in Britain, 1890s–1951.  
OR  
(b) Campaigning for Change: Social Change in Scotland, 1900s–1979.
8. A Time of Troubles: Ireland, 1900–1923.

### Part 3 European and World Contexts

1. The Norman Conquest, 1060–1153.
2. The Cross and the Crescent: The First Crusade, 1096–1125.
3. War, Death and Revolt in Medieval Europe, 1328–1436.
4. New Worlds: Europe in the Age of Expansion, 1480s–1530s.
5. Tea and Freedom: The American Revolution, 1763–1783.
6. “This Accursed Trade”: The British Slave Trade and its Abolition, 1770–1807.
7. Citizens! The French Revolution, 1789–1794.
8. Cavour, Garibaldi and the Making of Italy, 1815–1870.
9. Iron and Blood? Bismarck and the Creation of the German Empire, 1815–1871.
10. The Red Flag: Lenin and the Russian Revolution, 1894–1921.
11. Free at Last? Race Relations in the USA, 1918–1968.
12. The Road to War, 1933–1939.
13. In the Shadow of the Bomb: The Cold War, 1945–1985.

## History: Intermediate 2

### Marking Scheme for the Extended Response

The extended response is marked out of 20.

The response is designed to permit candidates to:

- identify clearly a suitable issue;
- set the issue in context;
- demonstrate knowledge and understanding of the issue, its context and related concepts;
- formulate, develop and sustain a coherent line of argument;
- select, organise and present relevant evidence from a variety of sources, which substantiates the line of argument;
- reach an appropriate conclusion which shows evidence of analysis.

The following descriptions provide some guidance as to features of responses categorised as Grades C, B and A respectively. Clearly, many responses will demonstrate some, though not necessarily all, of the features listed in any one category: others will be stronger in one area than another. However, these characteristics provide a general indication of aspects to be looked for in a response meriting an award within a particular marks band.

#### Grade C: 10–11 marks

A reasonable amount of evidence relevant to the issue will have been selected but the style may be largely narrative or descriptive. Some irrelevance is likely.

There will be basic analysis of the issue.

An introduction and conclusion will have been provided, although not particularly well structured.

#### Grade B: 12–13 marks

There will be a more substantial body of evidence drawing on a number of different sources. The amount of irrelevance will be limited.

There will be coherent analysis and argument making use of the evidence researched to illustrate and develop appropriate points.

There will be an introduction and conclusion—the conclusion will be reasonably well structured and closely related to the argument.

#### Grade A: 14–20 marks

The evidence presented will be indicative of research of a variety of sources relevant to the issue.

The line of argument will be well-developed, clear and coherent throughout the response.

There will be an awareness of different possible interpretations of the issue. This may be supported by evaluation of sources for features such as reliability, bias and consistency.

There will be an introduction and a fluent presentation of the conclusion. The conclusion will arise in a logical manner from the argument developed.

In marking responses the full range of marks is available to be awarded. A response worthy of an award at Band A is not automatically awarded 14 marks, but as high a mark as is merited. Full marks are not reserved for the “perfect” answer. In History there is no such thing.

## Intermediate 2

### 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:

### Intermediate 2

#### *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.
5. “Ane End of Ane Auld Sang”: Scotland and the Treaty of Union 1690s–1715.
6. Immigrants and Exiles: Scotland 1830s–1930s.
- 7(a) From the Cradle to the Grave? Social Welfare in Britain 1890s–1951.
8. 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.
9. Iron and Blood? Bismarck and the Creation of the German Empire 1815–1871.
10. The Red Flag: Lenin and the Russian Revolution 1894–1921.
12. The Road to War 1933–1939.
13. In the Shadow of the Bomb: The Cold War 1945–1985.

However, to provide a clearer picture of the final format of the examinations these specimen papers are laid out as for the proper examinations.

### Layout and Questions

#### Intermediate 2

The first exemplar examination paper published in 1996 to illustrate the Framework proposals for Higher Still History contained for each context four questions, worth a total of 20 marks, in the mark range 4–8. One of the four questions was an eight mark short essay question. The time allocation for the examination was, and remains, one and a half hours. It was subsequently concluded that the total number of questions and the requirement to write three eight mark short essay type answers was too great an expectation on candidates.

The Intermediate 2 examination is divided into 4 parts. Part 1 contains one eight mark short essay question for each context. Students have to answer one short essay question which tests Outcomes 1 and 2.

Parts 2 and 3 relate to the contexts within Scottish and British and European and World respectively. Students must answer a fourth context from either Scottish and British or European and World. For each context there are three questions totalling 13 marks. One question tests Outcome 1 (4 marks), one question tests Outcome 2 (5 marks) and one question tests Outcome 3 (4 marks). Questions based on Outcome 3 will be of two types: source comparison and questions on the usefulness/reliability/accuracy of a source. In any given examination one type of these questions will appear in every context for a Historical Study. For example, in the Specimen Papers source comparison questions appear in the Scottish and British contexts with usefulness/reliability/accuracy questions in European and World contexts. The first examination will follow this pattern but it may change in subsequent years. In source comparison questions, **where appropriate** credit will be given for answers which refer to the provenance of sources.

The examination tests each outcome and samples the performance criteria. The total number of marks for the Intermediate 2 examination is 47.

Intermediate 2  
History

Time: 1 hour 30 minutes

NATIONAL  
QUALIFICATIONS

Specimen Question Paper

In this paper there is a choice of Contexts as follows:

Historical Study: Scottish and British

**Contexts**

Page Numbers

*Part 1*      *Part 2*

- |   |        |             |
|---|--------|-------------|
| 1. Murder in the Cathedral: Crown, Church and People 1154–1173.             | Page 2 | Pages 4–5   |
| 2. Wallace, Bruce and the Wars of Independence 1286–1328.                   | Page 2 | Pages 6–7   |
| 3. Mary Queen of Scots and the Scottish Reformation 1540s–1587.             | Page 2 | Pages 8–9   |
| 5. "Ane End of Ane Auld Sang": Scotland and the Treaty of Union 1690s–1715. | Page 2 | Pages 10–11 |
| 6. Immigrants and Exiles: Scotland 1830s–1930s.                             | Page 2 | Pages 12–13 |
| 7.(a) From the Cradle to the Grave? Social Welfare in Britain 1890s–1951.   | Page 2 | Pages 14–15 |
| 8. A Time of Troubles: Ireland 1900–1923.                                   | Page 2 | Pages 16–17 |

and

Historical Study: European and World

**Contexts**

Page Numbers

*Part 1*      *Part 3*

- |  |        |         |
|--|--------|---------|
| 1. The Norman Conquest 1060–1153.  | Page 3 | Page 18 |
| 6. "This Accursed Trade": The British Slave Trade and its Abolition 1770–1807. | Page 3 | Page 19 |
| 9. Iron and Blood? Bismarck and the Creation of the German Empire 1815–1871.   | Page 3 | Page 20 |
| 10. The Red Flag: Lenin and the Russian Revolution 1894–1921.                  | Page 3 | Page 21 |
| 12. The Road to War 1933–1939.   | Page 3 | Page 22 |
| 13. In the Shadow of the Bomb: The Cold War 1945–1985.                         | Page 3 | Page 23 |

There are four parts in this paper relating to the choice of Contexts above. You must answer questions from **each** of the four parts.

**Part 1 The Short Essay**

Answer **one question** on any of the Contexts.

**Part 2**

Answer **one** set of questions on **one** of the Contexts in the Scottish and British Historical Study.

**Part 3**

Answer **one** set of questions on **one** of the Contexts in the European and World Historical Study.

**Part 4**

In part 4 you must answer the questions in one further Context from **either** Part 1: Scottish and British **or** Part 2: European and World Historical Study.

**PART 1: THE SHORT ESSAY**

*Marks*

**HISTORICAL STUDY: SCOTTISH AND BRITISH**

Answer **one** question. For this question you should write a short essay using your own knowledge. The essay should include an introduction, development and conclusion. Each question is worth 8 marks.

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

**Question 1:** Explain the reasons for the quarrel between Henry II and Becket.

**8**

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

**Question 2:** Explain why William Wallace was important in the fight for Scottish Independence.

**8**

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

**Question 3:** Why did Scotland become a protestant country in 1560?

**8**

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

**Question 4:** Why did Scotland agree to the Treaty of Union?

**8**

**CONTEXT 6: IMMIGRANTS AND EXILES:  
SCOTLAND 1830s–1930s**

**Question 5:** Why did people move from the Highlands in the 19th century?

**8**

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

**Question 6:** How far did the welfare reforms of the Labour Government 1945–1951 improve the lives of the British people?

**8**

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

**Question 7:** Why was Ulster opposed to the Home Rule Bill of 1912?

**8**

**PART 1: THE SHORT ESSAY**

**HISTORICAL STUDY: EUROPEAN AND WORLD**

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

**Question 8:** Explain the importance of David I's reign in establishing Anglo-Norman feudalism.

8

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

**Question 9:** Why did the British Government finally abolish the Slave Trade in 1807?

8

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

**Question 10:** Why were the German states still divided in 1850?

8

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

**Question 11:** Why were the Bolsheviks victorious in the Civil War, 1918–1921?

8

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

**Question 12:** What were the main reasons for Germany's aggressive foreign policy in the 1930s?

8

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

**Question 13:** Why did the USA fail to achieve victory in Vietnam?

8

[END OF PART 1]



## PART 2:

## HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

1. Describe the role of the Church in the lives of ordinary people during the twelfth century. 4

**Source A** is about the role of castles in medieval times.

**Source A**

Real castles were built only during the Middle Ages. They were an important part of feudal society. A castle can be defined simply as a fortified private dwelling, designed to be secure against armed attack, but they had many other uses.

2. Explain the importance of castles in feudal society. (Use **Source A** and recall.) 5

**Source B** is a description of a perfect Knight. It was written in Southern France (Provence) in the middle of the twelfth century.

**Source B**

Folcon (the Knight) was in the battle lines. He was seated on a well-trained war-horse and was very well armed. When the King saw him he said "Lords, behold the best Knight you have ever seen. He is brave and courtly and skilful and noble and of a good family line and eloquent, experienced in hunting and falconry. His wealth was never denied to anyone. He always performs honourable deeds".

**Source C** is a description of the qualities to be found in a perfect Knight. It was written in the thirteenth century.

**Source C**

A Knight must be hardy, courteous, generous, loyal and of fair speech. He must be ferocious to his foe. He has a right to the title of knighthood when he has proved himself in arms and conducted himself honourably to win the praise of men.

3. In what ways do **Sources B** and **C** agree about the qualities expected in a perfect Knight?

4

[END OF CONTEXT 1]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

1. What were the main arguments used in the Great Cause about who should be King of Scots? 4

**Source A** is part of the treaty made between the Scots and the French in 1295.

**Source A**

In view of the actions being taken by King Edward of England against King Philip of France, it was agreed that the King of Scots shall start a war with the King of England. It was also agreed that if the King of England invades the Kingdom of the Scots France shall help the Scots by attacking the King of England. The King of France will not try to end his war with England without the agreement of the Scots.

2. Why did the Scots make an alliance with the French? (Use **Source A** and recall.) 5

**Source B** is from the Declaration of the Clergy in favour of King Robert I. It was written in 1310.

**Source B**

With him (Robert Bruce) the faithful people of this kingdom will live and die because he possesses the right of blood to rule and has all the virtues to rule. He is worthy of the name of King because he has, by the sword, restored our realm.

**Source C** is taken from the Declaration of Arbroath, 1320.

**Source C**

The Lord Robert who, in order that his people and his inheritance should be delivered out of the hands of his enemies, cheerfully endured toil, fatigue, hunger and danger. Divine providence, the succession to his right according to our laws and customs and the consent and assent of all of us have made him our king.

3. To what extent do **Source B** and **Source C** agree about why the Scots accepted Robert Bruce as King?

4

[END OF CONTEXT 2]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

1. Describe how King Henry VIII tried to bring about a marriage between his son and Queen Mary. 4

**Source A** is a description of Darnley's character written by a modern historian.

**Source A**

He was arrogant, proud and addicted to alcohol. He enjoyed the privileges of being "royal" but he was reluctant to help Mary with the serious work of government. He preferred the company of nobles who would flatter him, but he changed his mind as often as he changed his friends. The weakness which alarmed the Scottish nobles most of all, was that he could never keep a secret.

2. Explain why Darnley was murdered. (Use **Source A** and recall.) 5

**Source B** is from a book about “James I” published in 1967. It describes the Earl of Moray’s character.

**Source B**

He was one of those people who gave their lives to supporting the “family”. Like his French ancestors, it was his House which he served and not its members. His genuine attachment to the House of Stuart went with a readiness to abandon the Queen of Scots.

**Source C** is from a book “Scotland – James V to James VII”, published in 1965. It describes the Earl of Moray’s character.

**Source C**

It is hard to separate his services to the church and state from self-interest and ambition. He had not shown much political ability because his actions had often involved miscalculations and failure. His rare successes owed as much to favourable circumstances as to his own plans.

3. In which ways do the views of authors of **Source B** and **Source C** differ about the character of the Earl of Moray?

4

[END OF CONTEXT 3]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

**CONTEXT 5: "ANE END OF ANE  
AULD SANG": SCOTLAND AND  
THE TREATY OF UNION 1690s–1715**

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

1. In what ways did the *Worcester* incident show the bad relations between Scotland and England?

4

**Source A** comments on the situation in Scotland in 1715.

**Source A**

Support for the Jacobite cause in England was weak, but, given the military power of the clans, Scotland might be won for the Stuarts. Scotland became the focus of Jacobite attention: and Scotland's national grievances were played upon by Jacobite supporters. "Scotland and No Union" became a Jacobite slogan which men were, in due course, to inscribe upon their swords.

2. Explain why the Jacobites received support in Scotland. (Use **Source A** and recall.)

5

**Source B** is part of a 1706 petition by the people of Dunfermline against the Union.

**Source B**

The plan for the Union is against the honour and laws of Scotland. It will destroy the true interests of this nation. Our ancestors fought to defend these for nearly two thousand years. We want to pass them on to people in the future.

**Source C** is part of a 1706 petition by the people of Dumfries against the Union.

**Source C**

We testify our discontent with the articles on Union as being utterly destructive of this nation's independence and of our laws, both sacred and civil.

3. To what extent do **Sources B** and **C** agree about the Union?

4

[END OF CONTEXT 5]



**HISTORICAL STUDY: SCOTTISH AND BRITISH****CONTEXT 6: IMMIGRANTS AND  
EXILES: SCOTLAND 1830s–1930s**

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

**Source A** describes the state of the Irish poor in Scotland.

**Source A**

The rate of wages which the Irish obtain in Great Britain is almost always higher than that which they could get in their own country. There is more regular employment. There is likewise more chance of getting profitable employment for women and children, especially in the manufacturing towns.

1. Why did the Irish come to Scotland? (Use **Source A** and recall.)

**5**

**Source B** is from a newspaper, the "Ayr Advertiser" in 1849.

**Source B**

By their great numbers they have either lessened the pay of the Scots or totally deprived thousands of the working people of Scotland of work. There can be no doubt that their contact with the Scots has not been for the benefit of the latter. In the county of Ayr these facts are brought home by the wretched appearance of once comfortable areas and by the great increase in spirit dealers.

**Source C** is from the evidence of the owner of a cotton mill in Glasgow to an enquiry into the Irish Poor in 1836.

**Source C**

When the Irish first come over here, both the parents and the children are in general very decent and respectable in their appearance and manner; after they have been here some time they remain pretty respectable, but are deteriorating from their former condition. The change is produced by mixing with the dregs of our working population, and by the increase in their pay, which allows them to buy more luxuries and indulge themselves.

2. How far do **Sources B** and **C** agree about the effects of Irish immigration? 4
3. Describe some of the notable achievements of Scots who emigrated. 4

[END OF CONTEXT 6]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

1. What steps did the Liberal Government of 1906–1914 take to help the unemployed and sick?

4

**Source A** was written in 1902 by Herbert Samuel, a Liberal politician.

**Source A**

Many nineteenth century Liberals believed the first and last aims of the state is to develop the abilities and raise the standard of living of its citizens; but they also believed that the best means to achieve this was to reduce the interference of the state. Freedom is the most important thing, and government interference is the opposite of freedom.

**Source B** was written in 1954 by Clement Atlee, Labour Prime Minister 1945–1951.

**Source B**

(In 1945) we were well aware of the especially difficult situation of the country resulting from the great life-and-death struggle from which we had just emerged victorious. There could be no return to past conditions. We had been elected by the people to intervene to provide them with certain minimum standards. During the years of the post war Labour Government the worst poverty had disappeared.

2. In what ways and for what reasons do **Sources A** and **B** disagree about government interference?

4

**Source C** describes the National Insurance Act.

**Source C**

In the National Insurance Act 1946, all working people paid a contribution which was shown by a stamp on an insurance card. Everyone received the same rate of benefit for any interruption of earnings. These benefits were everyone's rights; they demonstrated the principle of universality.

3. How far did the National Insurance Act 1946 help workers? (Use **Source C** and recall.)

5

[END OF CONTEXT 7(a)]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

1. In what ways did the First World War affect the nationalist campaign for Home Rule? **4**

**Source A** describes the role of IRA leader Michael Collins.

**Source A**

The Provisional Government was backed up by the power of the IRA, under its leader Michael Collins. He had fought in the Easter Rebellion of 1916 and was both an outstanding military commander and a practical statesman. He was to organise the intelligence system that proved so vital to the IRA during the Anglo-Irish war of 1919–1921.

2. Explain the importance of Michael Collins between 1916 and 1922. (Use **Source A** and recall.) **5**

**Source B** is from a speech by David Lloyd George in the House of Commons, 14 December, 1921. It comments on the Anglo-Irish Treaty.

**Source B**

On the British side we have loyalty to the crown, partnership in the Empire, security of our shores, non-coercion of Ulster.

These two nations, I believe, will be reconciled. Ireland, within her own boundaries, will be free to use her own resources, direct her own forces, and guide her own future.

**Source C** is part of a Republican poster about the Anglo-Irish Treaty.

**Source C**

Think; People, Think  
Do YOU thoroughly understand the issue?

This will be the immediate result of the establishment of a Free State Government. By voting for the Free State, you are tightening the bonds of slavery on our country, and future generations shall curse those responsible for surrendering our position at a most unique moment. Remember there will not, and cannot, be peace in Ireland until the might of the British Empire has vanished in every form from our sight.

Rally to the Standard of the Republic  
Long Live the Republic!

3. In what ways and for what reasons do **Sources B** and **C** differ about the Anglo-Irish Treaty?

4

[END OF CONTEXT 8]

[END OF PART 2]

## PART 3:

## HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

1. Describe how William the Conqueror established control over England after 1066. 4

**Source A** describes the act of homage done by a man to his feudal lord.

**Source A**

The relationship between a man and his lord was symbolised by the ceremony of doing homage. The man knelt bare-headed before his lord, and placing his hands between his lord's hands swore an oath: "I will become your liege-man for life : and I will be faithful and true to you through life and in death : So God help me". So he made himself vassal to his lord, and for the land that he held of him he had to perform the services which were attached to the land.

2. Explain the importance of feudalism in England in the reign of William the Conqueror. (Use **Source A** and recall.) 5

**Source B** is from the Anglo-Saxon Chronicle written in 1066. It tells of Harold's defeat.

**Source B**

King Harold assembled a large army and William came against him by surprise before his army was drawn up in battle array. But the king nevertheless fought hard against him and there were heavy casualties on both sides. There King Harold was killed and many good men, and the French remained masters of the field.

3. How useful is **Source B** as evidence of the outcome of the Battle of Hastings? 4

[END OF CONTEXT 1]

## HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

1. In what ways were African societies affected by the slave trade?

4

**Source A** is from the autobiography of an ex-slave, Olaudah Equiano.

**Source A**

I was soon put under the decks, and there I received such a stench in my nostrils as I have ever experienced. The lack of air in the hold and the heat of the day as well as the number in the ship, which was so crowded that each person had scarcely room to turn, almost suffocated us. The wretched situation was made worse by the amount of filth in the tubs into which children often fell and were almost drowned.

2. Why was the death rate amongst the slaves so high during the "Middle Passage"? (Use **Source A** and recall.)

5

**Source B** is from a pamphlet "The African Trade". It was written by the economist Malachy Postlewayt in 1785.

**Source B**

We owe a lot to the slaves for our sugar, tobacco, rice, rum and all other plantation produce. The more our plantations increase the number of slaves the more land there will be cultivated and thus both better and greater variety of goods produced. We therefore say that the general good of Great Britain with all its wealth and splendour owes it all to the "business" of the African and American colonies.

3. How useful is **Source B** about the importance of the slave trade?

4

[END OF CONTEXT 6]



## HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

1. What was the importance of the Zollverein?

4

**Source A** describes the Battle of Sadowa (or Koniggratz) 1866.

**Source A**

The Austrians were well equipped with artillery and used it effectively at the start of the battle, but they were soon caught in a Prussian pincer movement. The Prussians brought into use their new needle guns. Its rate of fire was five times greater than anything the Austrians possessed, and it proved decisive. The Prussians had won the battle and with it the war because the Austrian government recognised that further fighting would almost certainly lead to further defeats.

2. Why was Prussia able to defeat Austria in 1866? (Use **Source A** and recall.)

5

**Source B** is taken from the memoirs of Count Otto von Bismarck written in 1890.

**Source B**

To carry out His Majesty's order I at once sent the information not only to the newspapers but also to our embassies. I calculated the contents of the telegram would be known in Paris by midnight, and that it would have the effect of a red rag on a bull. I knew that success however depended upon other countries believing that we were the ones being attacked. France had to be seen to be in the wrong.

3. How useful is **Source B** in explaining the publication of the Ems telegram in 1870?

4

[END OF CONTEXT 9]

## HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

1. Describe how the Tsar maintained his control over Russia before 1914.

4

**Source A** describes the growing popularity of the Bolsheviks.

**Source A**

By September 1917, the Bolsheviks had become the most powerful group in the Moscow and Petrograd Soviets. Since the members of these councils were directly elected by the people and the soldiers, it was clear that more and more people were supporting Lenin. The Bolsheviks were very skilful in their speeches and slogans and they promised exactly what most Russians wanted.

2. Explain why the Bolsheviks gained more support in 1917. (Use **Source A** and recall.)

5

**Source B** shows the storming of the Winter Palace in October 1917. The picture was drawn by a Soviet artist in 1934.

**Source B**



3. How useful is **Source B** in showing the Bolshevik takeover of power in October 1917?

4

[END OF CONTEXT 10]

## HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

**Source A** describes Hitler's view of the Rhineland Crisis, 1936.

**Source A**

Even later, when we were waging war against almost the entire world, Hitler always referred to the re-militarisation of the Rhineland as the most daring of all his undertakings. Hitler said "we had no army worth mentioning. If the French had taken any action, we would have been easily defeated; our resistance would have been over in a few days".

1. Why was the re-occupation of the Rhineland a risky step for Germany? (Use **Source A** and recall.) 5
2. Describe the events which led up to Germany's annexation of Austria in 1938. 4

**Source B** is from the memoirs of Lord Halifax, the Foreign Secretary 1938–1940.

**Source B**

Once the Austrian Anschluss had taken place, it was no longer possible to defend Czechoslovakia. When all has been said, one fact cannot be challenged. When war did come a year after Munich, it found a country and Commonwealth wholly united and prepared. They were also convinced that every effort had been made to avoid war. And that was the big thing Chamberlain did.

3. How useful is **Source B** in justifying the British policy of appeasement in the late 1930s? 4

[END OF CONTEXT 12]

## HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

**Source A** is from a broadcast by President Kennedy on 25 July 1961.

**Source A**

Our presence in West Berlin cannot be ended by an act of the Soviet Union. We have given our word that an attack on that city will be regarded as an attack on us all. For West Berlin has many roles. It is more than an example of freedom situated as it is in the middle of Communist East Germany but a vital symbol of hope to those trapped behind the Iron Curtain.

1. Why was Berlin so important to the USA? (Use **Source A** and recall.)

5

**Source B** is from Khrushchev's letter to President Kennedy 27 October 1962.

**Source B**

Your rockets are situated in Britain, situated in Italy and are aimed at us. Your rockets are situated in Turkey but you are worried by Cuba. You say that it worries you because it is at a distance of 90 miles from America, but Turkey is next to us. Our sentries walk up and down and look at each other.

2. How useful is **Source B** in explaining the origins of the Cuban missile crisis?
3. What was détente and in what ways did it affect relations between the USA and the USSR?

4

4

[END OF CONTEXT 13]

[END OF PART 3]

[END OF QUESTION PAPER]



[C044/SQP091]

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Intermediate 2  
History  
Specimen Marking Instructions

NATIONAL  
QUALIFICATIONS

## **INTERMEDIATE 2 HISTORY**

### **PART 1: THE SHORT ESSAY**

#### **Question 1**

Explain the reasons for the quarrel between Henry II and Becket.

Candidate explains the reasons for the quarrel by reference to relevant points from recall such as:

- The questions of benefit of clergy and criminous clerks.
- Disagreement over the question of double punishment for convicted clergy by secular authority.
- The problem of Church cases appealed to Rome without royal permission.
- Becket's astonishing character transformation.
- Henry's sense of betrayal by Becket.
- Henry's powerful and ill-controlled temper resulting in Becket's murder.
- Clash of two remarkably powerful personalities.
- Becket's attack on the Churchmen who were involved in the crowning of the young Henry.

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 conclusion.

(8)  
O: 1 and 2

#### **Question 2**

Explain why William Wallace was important in the fight for Scottish Independence.

Candidate explains the reasons for the importance of William Wallace in the fight for Scottish Independence by reference to points of recall such as:

- He started a successful rebellion after the defeat of John Balliol.
- He continued this rebellion after the Scots nobles surrendered at Irvine.
- He defeated the English at Stirling Bridge.
- He revived the idea of Guardianship (on behalf of King John).
- He appointed Lamberton as Bishop of St. Andrews.
- He re-organised the Scottish Army.
- He was defeated at Falkirk but...
- He continued to play a part in Scottish affairs until he was captured.
- His trial and execution were unfair and caused indignation and caused more resistance.

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 conclusion.

(8)  
O: 1 and 2

### Question 3

Why did Scotland become a protestant country in 1560?

Candidate explains the reasons why Scotland became a protestant country by reference to points of recall such as:

- Protest against the Roman Catholic Church's corruption.
- The Roman Catholic Church was too corrupt/weakened to defend itself.
- The Roman Catholic Church was too closely connected with the French party in Scotland.
- Some Protestants genuinely believed that the Roman Catholic Church was not Christian.
- Some Protestant supporters wanted the property of the Roman Catholic Church.
- Protestants received help from 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 conclusion.

(8)  
O: 1 and 2

### Question 4

Why did Scotland agree to the Treaty of Union?

The candidate explains the reasons why the Scots agreed to the Treaty of Union by reference to points of recall such as:

- Succession issue.
- One monarch was having difficulties ruling with two Parliaments.
- The desire to trade with England (and fear of it being banned).
- The desire to trade with England's colonies.
- Fear of invasion by England.
- A desire to secure Protestantism.
- A desire to secure the Protestant Succession (House of Hanover).
- Bribery and corruption in Scottish 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 conclusion.

(8)  
O: 1 and 2



### Question 5

Why did people move from the Highlands in the 19th century?

Candidate explains why people moved from the Highlands in the 19th century using points from recall such as:

- Clearance of land to make way for sheep.
- Poverty of people in the Highlands.
- Poor condition of housing.
- Landlords wanted to make greater profits.
- New uses for land in later 19th century, eg deer forests; leisure.
- Attractions of industry in central Scotland and England.
- Attractions of land in USA, Canada.

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 conclusion.

(8)  
O: 1 and 2

### Question 6

How far did the welfare reforms of the Labour Government 1945–1951 improve the lives of the British people?

Candidate evaluates welfare reforms by making reference to points from recall such as:

- National Assistance.
- National Insurance.
- National Health Service.
- Housing reforms.
- Education.

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 conclusion.

(8)  
O: 1 and 2

### Question 7

Why was Ulster opposed to the Home Rule Bill of 1912?

Candidate explains opposition by making reference to points from recall such as:

- Protestants fear loss of rights/voting power/position.
- Views of Edward Carson and the fears of protestants of Southern Catholic domination.
- Ulster believed it would have to pay the burden of taxation/lose its wealth to help the south.
- Danger of civil war as expressed by MP James Craig during the Home Rule debate.
- Curragh mutiny reflects strength of feeling of North against Home Rule.

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 conclusion.

(8)  
O: 1 and 2

### Question 8

Explain the importance of David I's reign in establishing Anglo-Norman feudalism.

Candidate explains the importance of David's reign in establishing the feudal Kingdom of Scotland by reference to relevant points from recall such as:

- Influence of David's early years in England.
- Promotion of important Norman families from England to Scotland eg Balliols, Bruces, Fitzalans and Comyns.
- Use of English style Sheriffs in Scotland.
- Motte and Bailey castles introduced into Scotland.
- Creation of Feudal baronage tied to crown by oath of homage.
- Introduction of Knight, Knight's Fief, and Knight-Service.
- Defeat of traditionalist areas like Moray using Knights.
- Establishment of the principle of primogeniture in royal family of Scotland.
- Church policy of encouraging monasticism, dioceses, bishops.

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 conclusion.

(8)  
O: 1 and 2

### Question 9

Why did the British Government finally abolish the Slave Trade in 1807?

Candidate explains abolition by making reference to points from recall such as:

- lost control of North American colonies.
- growing trade with India and East Asia and decline in importance of the West Indies.
- growth of the idea of free-trade.
- work of anti-slavery Society.
- efforts of slaves.
- importance of individuals eg Wilberforce.
- influence of some churches.

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 conclusion.

(8)  
O: 1 and 2

### Question 10

Why were the German states still divided in 1850?

Candidate explains why the German states were still divided in 1850 using points from recall such as:

- The German Confederation was not a state.
- Control of the Confederation was in Austrian hands and Austria against greater unity.
- Metternich an arch opponent of nationalism.
- Rivalry between Austria and Prussia.
- Lack of religious unity between Protestant north and Catholic south.
- Failure of Revolutions of 1848–9 and the Frankfurt Parliament.
- Mention of a number of factors which encouraged unity in years before 1850, eg Zollverein; growth of national feeling before 1848.

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

(8)  
O: 1 and 2

### Question 11

Why were the Bolsheviks victorious in the Civil War, 1918–1921?

Candidate explains Bolshevik victory by making reference to points from recall such as:

- role of Trotsky.
- poor leadership of White Generals.
- role of Red Army.
- use of propaganda.
- role of Cheka.
- war communism.
- foreign intervention.

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 conclusion.

(8)  
O: 1 and 2

### Question 12

What were the main reasons for Germany's aggressive foreign policy in the 1930s?

Candidate explains Germany's policy by making reference to points from recall such as:

- Nazi policy ideology.
- Appeasement by Britain and France.
- Dissatisfaction with Versailles as Diktat.
- Disarmament of German armed forces, army 100,000 etc.
- Lost colonies.
- Loss of territory such as Polish corridor.
- Germans outwith Reich.
- Aryan superiority used to justify expansion.
- Lebensraum in east led to attempt to expand.

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 conclusion.

(8)  
O: 1 and 2

### Question 13

Why did the USA fail to achieve victory in Vietnam?

Candidate explains failure by making reference to points from recall such as:

- military setbacks and losses.
- people in the USA turned against the war.
- the TV war.
- demonstrations.
- Vietnamese tired of American involvement.
- Vietnamese horror of damage done by American forces.
- increasing support for Communism amongst Vietnamese.

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 conclusion.

(8)  
O: 1 and 2

**PART 2**  
**HISTORICAL STUDY: SCOTTISH AND BRITISH**

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

1. Describe the role of the church in the lives of ordinary people during the twelfth century.

Candidate makes reference to relevant points from recall such as:

- met people's spiritual needs eg mass, last rites, baptism, weddings, funerals
- holy days such as Easter or Christmas, Local Saints days, were non-working days
- popularity of pilgrimages, shrines, relics
- monasteries and their social help to the poor eg medicine, alms, teaching
- power of church courts.

**For 4 marks 4 supported points must be given.**

**4  
01**

2. Explain the importance of castles in feudal society.

Candidate makes reference to the importance of castles in feudal society by referring to evidence such as:

**from the Source**

- centre of defence
- place of safety or protection
- private dwelling.

**from recall**

- administrative centre of power
- symbol of authority of Lord or King
- military barracks
- court of Lord or King.

**Maximum 3 out of 5 for answers which refer only to recall or only to sources.**

**5  
02**

3. In what ways do Sources B and C agree about the qualities expected in a perfect knight?

Candidate makes an accurate comparison of the two sources with reference to:

**from Source B**

- need to be brave
- need to be eloquent
- wealth never denied to anyone
- always performs honourable deeds.

**from Source C**

- need to prove himself in arms/ferocious to his foe
- need to be of fair speech
- need to be generous
- conducts himself honourably.

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

**4  
03**

Question	Outcome
1	1
2	2
3	3

## **HISTORICAL STUDY: SCOTTISH AND BRITISH**

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

1. What were the main arguments used in the Great Cause about who should be King of Scots?

Candidate describes the main arguments used in the Great Cause by making reference to relevant points of recall such as:

- issue of primogeniture
- John Balliol's claim
- Robert Bruce's claim
- the issue of partibility
- Scotland was a "kingdom" and should not be divided.

**For 4 marks 4 supported points must be given.**

**4  
01**

2. Why did the Scots make an alliance with the French?

Candidate explains why the Scots made an alliance with the French by referring to evidence such as:

**from Source A**

- Edward was attacking France
- the Scots would receive French help if Edward attacked them
- France would not make a peace without Scotland.

**from recall**

- the Scots planned rebellion
- Scots too weak to fight Edward
- split Edward's attention
- divert Edward from the Scots
- Scots annoyed with Edward's treatment of Scotland.

**Maximum 3 out of 5 for answers which refer only to recall or only to sources.**

**5  
02**

3. To what extent do Source B and Source C agree about why the Scots accepted Robert Bruce as King?

Candidate makes an accurate comparison of the sources with reference to such evidence as:

**from Source B**

- refers to the acceptance by the people
- refers to high right by blood
- refers to his virtues
- refers to his military successes.

**from Source C**

- refers to his campaigns
- refers to the succession to his right
- refers to public consent
- refers to Divine providence.

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

**4  
03**

Question	Outcome
1	1
2	2
3	3



## **HISTORICAL STUDY: SCOTTISH AND BRITISH**

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

1. Describe how King Henry VIII tried to bring about a marriage between his son and Queen Mary.

Candidate describes the activities of Henry VIII to marry his son to Mary by making reference to relevant points of recall such as:

- details of the Treaty of Greenwich
- dates for the proposed marriage
- promises that Scotland would remain separate from England
- details of the rough wooing eg Arran's revolt  
Hertford's invasions.

**For 4 marks 4 supported points must be given.**

**4  
01**

2. Explain why Darnley was murdered.

Candidate explains the reasons why Darnley was murdered by referring to evidence such as:

**from Source A**

- he was an alcoholic
- he was an unsuitable husband (arrogant, proud and would not help in government)
- he was involved in plots with rival nobles
- he could not keep a secret.

**from recall**

- Mary wanted rid of him but could not get a divorce
- nobles had not forgiven him for betraying the Riccio plot
- some nobles resented him marrying the Queen
- some nobles had ambitions of their own (eg Bothwell).

**Maximum 3 out of 5 for answers which refer only to recall or only to sources.**

**5  
02**

3. In which ways do the views of authors of Source B and Source C differ about the character of the Earl of Moray?

Candidate makes an accurate comparison of the two sources with reference to:

**from Source B**

- family first
- ditched Mary to save the Stuart House
- appears selfless
- no reference to his abilities.

**from Source C**

- self first
- ditched Mary for personal ambition
- appears ambitious
- not very able – miscalculations and rare successes.

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

**4  
03**

Question	Outcome
1	1
2	2
3	3

## HISTORICAL STUDY: SCOTTISH AND BRITISH

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

1. In what ways did the *Worcester* incident show the bad relations between Scotland and England?

Candidate describes how the *Worcester* incident showed bad relations between Scotland and England by making reference to relevant points of recall such as:

- England seized the Company of Scotland's last ship (*Annamdale*)
- the Scots seized the *Worcester*
- Scots accused the crew of the *Worcester* of pirating their ship *Speedy Return*
- Scots sentenced three of the *Worcester's* crew to death for piracy
- Queen Anne wanted the Scottish Government to pardon three of the *Worcester* crew
- amid public rioting the Scots Government did not do so
- three of the crew were hanged at Leith.

For 4 marks 4 supported points must be given.

4  
01

2. Explain why the Jacobites received support in Scotland.

Candidate explains why the Jacobites received support in Scotland by referring to evidence such as:

#### from Source A

- the military power of the clans supporting the Jacobites
- Scottish national grievances
- issue of the Union.

#### from recall

- specific complaints about the effects of the Union eg trade, excise, religion
- Stuarts were seen as being Scottish (v Hanover)
- some parts of Scotland had strong groups of Catholic or Non-jurors
- some parts of Scotland were always loyal to the Stuarts and were Jacobite.

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

5  
02

3. To what extent do Sources B and C agree about the Union?

Candidate makes an accurate comparison of the two sources with reference to:

from Source B

- against the honour and laws of Scotland
- destroy Scotland's true interest
- refers to the history of warfare between Scotland and England
- refers to the future generations.

from Source C

- discontent with the Union
- destructive of laws (sacred and civil)
- destructive of Scotland's independence.

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

4  
03

Question	Outcome
1	1
2	2
3	3

## **HISTORICAL STUDY: SCOTTISH AND BRITISH**

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

#### **1. Why did the Irish come to Scotland?**

Candidate explains why the Irish came to Scotland by referring to evidence such as:

**from Source A**

- higher wages in Scotland
- more regular employment to be found in Scotland
- better paying jobs for women and children, especially in towns.

**from recall**

- to escape the effects of potato famine
- to escape the poverty in Ireland
- to join relatives who had moved to Scotland.

**Maximum 3 out of 5 marks for answers which refer only to recall or only to sources.**

**5  
02**

#### **2. How far do Sources B and C agree about the effects of Irish immigration?**

Candidate makes an accurate comparison of the sources with reference to:

**from Source B**

- editorial from local newspaper in 1849 (in Ayr)
- to analyse and place blame for local incidents
- blames Irish for lowering pay, losing jobs, ruining neighbourhoods and being drunk. Accuses them of being bad influence on Scots.

**from Source C**

- Glasgow manufacturer with interest in keeping his Irish workers/employed Irish people
- evidence to enquiry concerning his own workers
- Irish employed at cheaper rates than Scots and considered good workers
- states that Irish are decent, respectable people but are deteriorating
- blame put on the Scots and on high wages allowing them luxuries eg drink.

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

**4  
03**

3. Describe some of the notable achievements of Scots who emigrated.

Candidate describes the notable achievements of Scots who emigrated using points from recall such as:

- they explored and recorded findings in Canada, Africa, Australia
- held leading government positions in Canada
- proved to be entrepreneurs overseas eg Carnegie
- served as missionaries eg Livingstone
- contribution to education
- skills in engineering, banking.

**For 4 marks 4 supported points must be given.**

**4  
01**

Question	Outcome
1	2
2	3
3	1

## **HISTORICAL STUDY: SCOTTISH AND BRITISH**

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

1. What steps did the Liberal Government 1906–14 take to help the unemployed and sick?

Candidate makes reference to help for unemployed workers in terms of recall such as:

- labour exchanges
- unemployment benefits
- sickness benefit
- limitation of benefit
- National Insurance Act
- panel doctors.

For 4 marks 4 developed points must be given.

**4  
01**

2. In what ways and for what reasons do Sources A and B disagree about government interference?

Candidate makes an accurate comparison of the sources with reference to:

from Source A

- duty of government to raise standards of living
- freedom most important thing and government interference is the opposite of freedom
- written in 1902 when debate was strong about government interferences.

from Source B

- duty of government to raise standard of living
- support government interference
- written in 1954 when state intervention more generally accepted.

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

**4  
03**

3. How far did the National Insurance Act 1946 help workers?

Candidate explains the help of the National Insurance Act to workers with reference to evidence such as:

from the Source

- same benefit for all
- help when unable to work
- all benefits received as of right.

from recall

- help for such things as old age pensions, unemployment, widowhood
- death and maternity benefits
- not means tested
- divorced women did not receive benefits
- women helping parents not included
- limitations of the Act.

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

5  
02

Question	Outcome
1	1
2	3
3	2



## **HISTORICAL STUDY: SCOTTISH AND BRITISH**

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

1. In what ways did the First World War affect the nationalist campaign for Home Rule?

Candidate describes the impact of the war on Irish nationalism by referring to recall such as:

- Home Rule passed but shelved until the war was over
- insensitive actions of Government in forming Ulster regiments and discrimination causes resentment from many Irish
- Irish concern as the war drags on and Home Rule seems to be being forgotten about
- Sinn Fein decide to stage a revolt due to fear that Conscription is about to be extended to Ireland
- Sinn Fein and Easter Rising.

For 4 marks 4 supported points must be given.

**4  
01**

2. Explain the importance of Michael Collins between 1916 and 1922.

Candidate explains the importance of Michael Collins by referring to evidence from the source such as:

- Collins was the leader of the IRA
- IRA support for the Provisional Government vital for the Government's survival
- Collins an outstanding military commander and practical statesman
- Collins' role in organising the intelligence system which proved so important during the Anglo-Irish war.

from recall

- Collins held Sinn Fein together while de Valera was in jail after the Easter Rising
- Collins decided to go to war against the British and his use of guerrilla tactics/training proved vital in forcing the British to negotiate
- Collins proved very able in fund raising for arms
- Collins' realism in negotiating with the British
- became Prime Minister.

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

**5  
02**

3. In what ways and for what reasons do Sources B and C differ about the Anglo-Irish Treaty?

Candidate makes an accurate comparison of the sources with reference to:

from Source B

- primary source, a speech by Lloyd George, key figure in preparing and supporting the treaty
- aimed at promoting the treaty/treaty provides a solution to the Irish problem
- said at the time of rival views with Unionist criticism, and split in Sinn Fein and danger of further problems/civil war
- proclaims the treaty as a practical way forward and fair for all sides.

from Source C

- primary source, poster by the Republicans who opposed the treaty
- highlights the reasons why people should not support the treaty
- warns Irish of the dangers of accepting the terms (enslavement/tarnishing the memory of the martyrs who fought/died for freedom).

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

4  
03

Question	Outcome
1	1
2	2
3	3

### **PART 3**

## **HISTORICAL STUDY: EUROPEAN AND WORLD**

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

1. Describe how William the Conqueror established control over England after 1066.

Candidate makes reference to relevant points from recall such as:

- military strength
- harrying the North
- putting down rebellion
- aspects of feudal system
- control over church.

For 4 marks 4 supported points must be given.

**4  
01**

2. Explain the importance of feudalism in England in the reign of William the Conqueror.

Candidate explains the importance of feudalism in the reign of William the Conqueror by referring to evidence such as:

from the Source

- importance and binding nature of oath
- sanctity of relationship between vassal and lord
- principle of service to be performed in return for land received from Lord.

from recall

- feudalism established roles for everyone in society
- military service based on feudal duty provided feudal army
- feudalism provided a system of protection and justice from lord to vassal
- feudalism involved particular financial obligations from vassal to lord  
eg relief, wardship.

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

**5  
02**

3. How useful is Source B as evidence of the outcome of the Battle of Hastings?

Candidate evaluates Source B with reference to such evidence as:

from the Source

- contemporary account written by Anglo-Saxons
- provides a Saxon view
- provides details of key features of the battle
- explains why Normans won.

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

- fails to present Norman point of view
- fails to mention all the advantages of the Normans, eg mounted cavalry.

**4**  
**O3**

Question	Outcome
1	1
2	2
3	3

## **HISTORICAL STUDY: EUROPEAN AND WORLD**

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

1. In what ways were African societies affected by the slave trade?

Candidate makes reference to the effects of the slave trade on African societies by referring to points of recall such as:

- increased the number of wars between African states to get slaves
- African kings and merchants acted as middlemen in the trade with the white traders
- the wealth of African rulers increased greatly
- some African rulers became very powerful
- slave "factories" were set up
- fire-arms were introduced into Africa.

**For 4 marks 4 supported points must be given.**

**4  
01**

2. Why was the death rate amongst the slaves so high during the "Middle Passage"?

Candidate makes reference to why the death rate was so high by referring to evidence such as:

from the Source

- stench and lack of air led to slaves suffocating
- overcrowding and cramped conditions
- filth all around led to disease
- children constantly at risk of drowning in the filth tubs.

from recall

- cruelty of the ships crew
- name diseases eg dysentery, smallpox and measles
- suicide of slaves by jumping overboard
- poor rations.

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

**5  
02**

3. How useful is Source B about the importance of the Slave Trade?

Candidate makes an accurate evaluation of the source with reference to evidence such as:

from the Source

- primary source written by an economist in 1785
- argues for the continuance of the Slave Trade
- informs people of the importance of the Slave Trade to Britain
- argues that more slaves leads to a greater variety of goods
- possible bias with reference only to economic benefits.

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

- no evidence of hardships caused by the Slave Trade
- no evidence of economic arrangements against slavery.

4  
03

Question	Outcome
1	1
2	2
3	3

## **HISTORICAL STUDY: EUROPEAN AND WORLD**

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

1. What was the importance of the Zollverein?

Candidate describes the importance of the Zollverein using points from recall such as:

- Zollverein was a customs union
- Zollverein was initiated and controlled by Prussia
- provided an economic unity among the north German states
- opposed by Austria
- seen as a basis for Prussian leadership in Germany.

For 4 marks 4 supported points must be given.

**4  
01**

2. Why was Prussia able to defeat Austria in 1866?

Candidate explains why Prussia was able to defeat Austria in 1866 by referring to evidence such as:

**from Source A**

- Prussia had better tactics
- Prussia had better equipment (needle gun)
- Austrians decided that further fighting would result in further defeats.

**from recall**

- Austria concerned that her Empire would crumble
- Prussia wanted to stop war from fear that France would become involved
- effective diplomatic preparations by Bismarck to isolate Austria
- details of diplomatic preparations eg with Italy.

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

**5  
02**

3. How useful is Source B in explaining the publication of the Ems telegram in 1870?

Candidate evaluates Source B with reference to evidence such as:

- source written by one of the main participants
- comes from memoirs so possible bias towards himself
- written some time after the events
- written to ensure Bismarck's reputation remained high
- explains that Bismarck decided to publish telegram
- clearly states that the French must be made to appear the aggressors.

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

- no reference to alteration of the telegram
- no details of context of telegram.

4  
03

Question	Outcome
1	1
2	2
3	3



## **HISTORICAL STUDY: EUROPEAN AND WORLD**

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

1. Describe how the Tsar maintained his control over Russia before 1914.

Candidate makes reference to the Tsar's control by referring to points of recall such as:

- secret police
- nature of bureaucracy
- use of the army
- control and use of the church
- control over the Duma.

For 4 marks 4 supported points must be given.

**4  
01**

2. Explain why the Bolsheviks gained more support in 1917.

Candidate makes reference to the reasons for the growing support gained by the Bolsheviks with reference to evidence such as:

from the Source

- Bolsheviks became the most powerful groups in the Moscow and Petrograd Soviets so increased influence
- since these positions were elected ones they reflected growing support from workers/soldiers towards the Bolsheviks
- evident success of speeches and propaganda slogans eg April Theses promised what people wanted.

from recall

- return of Lenin
- weaknesses of the Provisional Government
- continuation of the war
- results of the Kornilov revolt
- role of Trotsky.

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

**5  
02**

3. How useful is Source B in showing the Bolshevik takeover of power in October 1917?

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

- drawn by a Soviet artist but well after the event
- shows how the Bolshevik troops stormed the Palace, how action took place
- may be biased
- portrays a dramatic image of the storming which contradicts other sources which candidates may have studied.

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

- does not show takeover of other buildings
- does not show *Aurora* battleship.

4  
03

Question	Outcome
1	1
2	2
3	3

## **HISTORICAL STUDY: EUROPEAN AND WORLD**

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

1. Why was the re-occupation of the Rhineland a risky step for Germany?

Candidate explains the risk for Germany with reference to evidence such as:

from the Source

- Germany's armed forces small in number
- French might have taken action
- Germans would not have been able to fight.

from recall

- further accurate information regarding strength of armed forces
- Hitler ordered troops to withdraw if there was resistance
- Germans were breaking Versailles
- Britain might intervene
- League of Nations might intervene.

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

**5  
02**

2. Describe the events which led up to Germany's annexation of Austria in 1938.

Candidate describes the events with reference to relevant points of recall such as:

- 1934 failed coup
- Hitler encouraged Austrian Nazi party
- Hitler obtained support for Mussolini
- bullying of Austrian Chancellor
- Nazis were put into positions of power in Austria
- President threatened plebiscite
- German invasion of Austria/German plebiscite.

For 4 marks 4 supported points must be given.

**4  
01**

3. How useful is Source B in justifying the British policy of appeasement in the late 1930s?

Candidate makes an accurate evaluation of the source with reference to evidence such as:

- author: Halifax, Conservative, foreign secretary (government minister)
- Halifax pro-appeasement
- written after the event
- nature of attempt to justify (maximum one mark)
- represents widely held view.

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

- Halifax omits key arguments
- does not mention British weaknesses.

4  
O3

Question	Outcome
1	2
2	1
3	3

## **HISTORICAL STUDY: EUROPEAN AND WORLD**

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

#### **1. Why was Berlin so important to the USA?**

Candidate makes reference to the importance of Berlin by referring to evidence such as:

from the Source

- important as first line of defence against Soviet attack
- democracy (freedom/liberty) inside Soviet/Communist zone
- a link to the free world
- gave hope to those trapped behind the Iron Curtain.

from recall

- an escape route for refugees
- important testing ground for Western resolve against the Soviets
- important for spy network – the work of the C.I.A.
- gave USA an advantage over the Soviet Union in being able to pursue activities 110 miles inside the Soviet territory
- continually annoyed the Soviet Union.

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

**5  
02**

#### **2. How useful is Source B in explaining the origins of the Cuban missile crisis?**

Candidate makes an accurate evaluation of the source with reference to evidence such as:

- Russian view expressed by leader
- Russian view expressed at the time
- reasons for opposition to USA (maximum one mark)
- possibility of bias.

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

- does not give USA opinion
- does not explain Russian fear of NATO.

**4  
01**

3. What was détente and in what ways did it affect relations between the USA and the USSR?

Candidate describes détente by referring to points of recall such as:

- détente French word meaning relaxation
- period of Cold War from Cuba crisis to the late 1970s
- increased agreements and contact between the two Superpowers
- détente in action
  - \* Partial Test Ban Treaty
  - \* SALT 1
  - \* SALT 2
- joint space flight in 1975
- did not make them any friendlier.

For 4 marks 4 supported points must be given.

4  
03

Question	Outcome
1	2
2	1
3	3

**[END OF MARKING INSTRUCTIONS]**

