

2003 History

Higher 2

Finalised Marking Instructions

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Paper 2

Marking Instructions

Introduction

The detailed marking schemes which follow indicate:

- 1 The main points which it is anticipated that candidates will be able to extract from the sources provided.
- 2 Examples of relevant evidence which candidates may provide from their recalled knowledge.

As teachers may select different illustrative detail in preparing candidates, these should not be regarded as prescriptive. Examiners should reward the recall of alternative detail which they regard as equally acceptable.

- 3 Descriptions of typical answers at three levels of performance.

Again, even after discussion at the markers' meeting, you may find examples of work which approach a question in a different, but equally valid, manner. These should be given the credit which, in your opinion, they deserve.

If you are unsure about a candidate's interpretation of a particular question, you should mark it and then refer it to the Principal Assessor in the usual way, with a note of the point of difficulty. This process should only be used in exceptional cases.

OPTION A: MEDIEVAL HISTORY

SPECIAL TOPIC 1: NORMAN CONQUEST AND EXPANSION 1050 - 1153

Question 1: How valuable is Source A as evidence of the treatment of English nobles after the Conquest? (4)

The candidate evaluates Source A as evidence of the treatment of English nobles in terms of:

From Source: Provenance: Primary evidence written in the Conqueror's lifetime.
Poitiers writing to give an account of events but biased towards William
Norman view point of events
Appearance that William arranged things with the Normans and English in mind:
met little resistance
William apparently keen to bring Edgar into a close relationship
Many English apparently happy to have William as king
Suggestion that English were unhappy – needed to provide 'capable castellans'
who endured danger
Normans took nothing unjustly.

From Recall: Limited view of events
No mention of revolts
The 'Harrying of the North' was brutal
The Saxons were often forced to give up land and become servants of the Normans
Few theigns welcomed William as king but were in no position to oppose him
English nobility almost wiped out by the Conquest.

Marks:

- 1 Selects some evidence from the source and/or from recalled knowledge but without making the required evaluation.
- 2-3 Selects relevant evidence from the source and uses limited recalled knowledge to support a basic evaluation.
- 4 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

Question 2: Compare the views of Sources A and B on the treatment of English people by the Normans. (5)

The candidate evaluates the extent to which Sources A and B agree in terms of:

From Sources: **A** Saxons generally well treated and content
Normans fair in their actions
Saxons gave little resistance to William and submitted to him as king
William treated Saxon leaders justly
William careful to protect his interests through castles and giving land to trusted men
Nothing taken unjustly by the Normans.

B English aristocracy all but disappeared
Uncertain how brutal the Normans were
The Conquest on the ground could have been brutal – example of Ailric
The more prosperous thegns lost most land
Lesser thegns kept land but were taxed.

From Recall: Not required but credit should be given for positive use to illustrate the comparison.

Marks: 1-2 Selects some evidence from one or both sources but little attempt to make the required comparison.

 3-4 Selects relevant evidence from both sources and makes a basic comparison in terms of the question.

 5 Selects relevant evidence from both sources and compares them overall and in detail to reach an appropriate conclusion.

Question 3: How far do you accept the views in Source C about William's impact on the English church and nobility? (6)

The candidate makes a judgement on the views in Source C in terms of:

From Source: Tenzo not happy with William's actions and has spoken against him
William acting against the church
William has forbidden bishops and archbishops to visit the Pope
The church had many things to complain about.

From Recall: William keen to control church
Replaced Saxon bishops with Norman bishops
William aware of the power of the church and thankful to God for the success of the Conquest – Battle Abbey
Normans embarked on large church building projects
Architecture of the churches had huge impact on English church and nobility
William generally good for the power of church – gave land and privileges to churches and abbeys across England.

Candidates should not be penalised for the absence of overt reference to the nobility. Some candidates may view bishops as part of the nobility.

Note also that "English" may be taken to mean "Anglo-Saxon"

Marks:

- 1-2 Selects relevant evidence from the source and/or from recalled knowledge but without making the required evaluation.
- 3-4 Selects relevant evidence from the source and uses limited recalled knowledge to inform a basic evaluation in terms of the question.
- 5-6 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

Question 4: How secure was the new regime in England under William the Conqueror? (8)

The candidate makes a judgement on the security of the new regime in terms of:

- From Sources:*
- A** William well organised
Saxons happy to have William as king
Saxon leaders under the control of William
William secured conquest through capable soldiers and generous fiefs.
 - C** Church concerned about William's reign
Churchmen speaking out against the King
William has acted against the church in a grave manner
William wrong to forbid churchmen to visit the Pope
Warnings given from the church against William
 - D** King of Denmark planned an attack against the Normans in England
Danes reached York and the locals helped them
Uprising of the West Saxons took place around the same time
Welshmen and men of Chester rose up against the Normans
Men of Devon attacked Exeter

From Recall:

William careful to consolidate gains
Keen to have Normans in control of key lay and church positions
Gave land and favour to the English church in many places
Met revolts with force and put them down ruthlessly
Personal control of England was important to the security of regime
Saxon nobility replaced by Normans – much resentment but power effectively transferred to the Normans
Several powerful people inside and outside England did pose a threat
Overall security increased as time passed. The military and political stranglehold gave way to a cultural change which was more accepting of the regime
People liked the peace created
Efficient administration led to better control
The Domesday Book was used as a means of control.

- Marks:*
- 1-3 Selects relevant evidence from the sources and/or from recalled knowledge but without making the required evaluation.
 - 4-6 Selects relevant evidence from the sources and uses limited recalled knowledge to inform a basic evaluation in terms of the question.
 - 7-8 Establishes the main points in the sources and uses recalled knowledge to evaluate these and reach an appropriate conclusion.

Question 5: How fully does Source E explain the reasons for Norman expansion in the 11th century? (7)

The candidate makes a judgement on the extent to which Source E explains the reasons for Norman expansion in terms of:

From Source: Normans at the cutting edge of military technology
Normans excellent castle builders
Normans had been producing excellent knights who had been fighting in Spain and Italy
Normans had produced a ruling warrior class

From Recall: William took opportunity of his claim to English throne to expand the Norman world
Normandy a powerful economy able to support expansion
Feudal system relied on land and this meant taking over areas outside Normandy
Normandy unable to provide for all Normans
Norman knights were well trained and used latest techniques
Warrior class was keen to expand power and influence
Crusades took Normans to the Holy Lands in search of land – many stayed
Cultural and social strength of the Normans meant that they could colonise land and remain in control
Some places eventually pleased to receive Norman culture
Normanisation process often wiped out native peoples
Used Church as a support to their power
Feudalism brought stability to society
Norman administration was efficient and thus led to better control of the land.

Marks:

1-3 Selects relevant evidence from the source and/or from recalled knowledge but without making the required evaluation.

4-5 Selects relevant evidence from the source and uses limited recalled knowledge to inform a basic evaluation in terms of the question.

6-7 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

SPECIAL TOPIC 2: THE CRUSADES 1096 - 1204

Question 1: Compare the motives of the crusaders as shown by Sources A and B. (5)

The candidate compares the evidence of crusader motives in the sources in terms of:

From Sources: **A** Tancred wanted control of Tarsus and its spoils
 Baldwin also wanted to collect the spoils
 Tancred therefore argued that the priority was to fight the Turks
 Baldwin became ruler of Edessa and used force to keep power.
 He led a prosperous and rich life.
 i.e., this source shows a less religious and more materialistic attitude

B Three days of fasting and then confession before battle
 Protected by the sign of the cross
 Visions of men on white horses
 Belief that god helped the crusaders to win.
 More interested in fighting Turks than in plunder.

From Recall: Not required but credit should be given for positive use to illustrate the comparison. Recall might include recognition of Tancred and Baldwin as crusader leaders, and of the provenance of Source B as written by a knight, a vassal of Bohemond.

Marks: 1-2 Selects some evidence from one or both sources but little attempt to make the required comparison.

 3-4 Selects relevant evidence from both sources and makes a basic comparison in terms of the question.

 5 Selects relevant evidence from both sources and compares them overall and in detail to reach an appropriate conclusion.

Question 2: How typical were Baldwin and Tancred as leaders of the First Crusade? Refer to Source A and your own knowledge. (6)

The candidate offers an evaluation of how typical Baldwin and Tancred were as leaders in terms of:

From Source: Tancred and Baldwin wanted control of Tarsus and its spoils
Tancred therefore argued that the priority was to fight the Turks
Baldwin became ruler of Edessa and used force to keep power, he led a prosperous and rich life.
This source suggests that both had materialistic rather than religious motives.

From Recall: Leaders had various motives:- religion, chivalry, material gain, family influences, war approved by church, primogeniture, growing population.
Bohemond – gained lands in the east after he was defeated v Byzantium in 1085, materialistic role at Antioch 1098-99
Raymond of Toulouse – Quite old and already wealthy, he took his wife with him. Often considered the ideal crusader he continued to Jerusalem but did then set up in Tripoli.
Candidates may consider individual leaders such as Bohemond, Raymond, Godfrey or they may consider the range of motives which leaders had or they may combine both approaches.

Marks:

- 1-2 Selects relevant evidence from the source and/or from recalled knowledge but without making the required evaluation.
- 3-4 Selects relevant evidence from the source and uses limited recalled knowledge to inform a basic evaluation in terms of the question.
- 5-6 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

Question 3: How fully does Maalouf (Source C) illustrate the weaknesses of the Muslims during the First Crusade? (6)

The candidate makes a judgement on the extent to which Source C illustrates the weaknesses of the Muslims in terms of:

From Source: There were links between the vizier of Egypt and the Emperor of Constantinople. The Seljuks attacked them both. Al Afdal, vizier of Egypt was prepared to ally with the crusaders against the Seljuks and to divide Syria.

From Recall: Religious Divisions:
a) Sunni Moslems in Baghdad led by the Abassid caliphs v the Shi-ite Moslems in Cairo led by the Fatimid caliphs.
Political divisions
a) Seljuk Turks overran Arabs in Syria and in Baghdad.
b) The Seljuks then attacked the Fatimids and took Jerusalem in 1098.
c) The Seljuk empire was breaking up
e.g., Rum v Danishmends; Aleppo and Damascus were semi-independent; Armenian Christians survived in SE Anatolia.

Military disadvantages of Muslims.

Marks:

- 1-2 Selects relevant evidence from the source and/or from recalled knowledge but without making the required evaluation.
- 3-4 Selects relevant evidence from the source and uses limited recalled knowledge to inform a basic evaluation in terms of the question.
- 5-6 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

Question 4: How valuable is Source D as evidence of King Richard's reasons for negotiating a truce with Saladin at the end of the Third Crusade? (5)

The candidate evaluates Source D as evidence of Richard's reasons in terms of:

From Source: Provenance: The Itinerary was written in early 13th century.
Richard was very ill. He did not wish to depart with the crusade unfinished.
Many crusaders were already leaving.

From Recall The Itinerary takes a pro-Richard view. The latest theory is that it was compiled by the Prior of the Augustinian abbey of Holy Trinity in London who had probably been on Crusade and who based his compilation on the writings of other crusaders and of his own memories. [This extract is in the section based on the chronicle of Ambrose, an epic poem. The purpose of compiling the *Itinerary* is basically unknown and is open to debate and depends on which bit is being considered. It *may* have been assembled to recruit for the Fifth Crusade in 1215-1221 or to boost the monarchy in the period 1217-1222 during Henry III's minority. Candidates can not be expected to know this. Pro-Richard/glorifying Richard should be known.]
Richard was unable to capture Jerusalem because of lack of troops and insecure supply.
He could not have held Jerusalem because of lack of troops.
Crusaders were divided, e.g., French v English, and loosing interest.
Trouble in England with his brother and with William Longchamp
Trouble in the Angevin Empire with Philip II.

Marks:

- 1-2 Selects some evidence from the source and/or from recalled knowledge but without making the required evaluation.
- 3-4 Selects relevant evidence from the source and uses limited recalled knowledge to support a basic evaluation.
- 5 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

Question 5: How far do Sources B, D and E support the view that the idea of the Crusade as a holy war became less important between the 11th and 13th centuries? (8)

The candidate makes a judgement on the issue in terms of:

- From Sources:*
- B** Large religious element in First Crusade - fasting, protection by the cross, visions, invoking God as they fought and attributing victory to God.
 - D** Richard was ill and needed to negotiate a truce. Crusaders were already leaving.
 - E** Jaffa seen as an heroic battle with Richard as the perfect warrior. Victory actually because of mutiny in Saladin's troops. Comparison made between Antioch and Jaffa- God v hero. Holy War had faded on both sides.

From Recall:

Holy War – Church and state co-operated for religious purpose, to recover Jerusalem and to kill Moslems.

First Crusade – Many signs of religious fervour in First Crusade; visions at Nicaea, discovery of Holy Lance, mainly religious motivation of crusaders, slaughter of Muslims at Ma'arrat and Jerusalem. But there were also signs of material interest, e.g. Bohemond and Italian towns.

Third Crusade – Initial enthusiasm and international co-operation were replaced by delays and arguments between the participating nations and their leaders and between rivals for the throne of Jerusalem and their allies. Although some signs of religious fervour remained (Beit Nuba), Muslims were no longer seen only as enemies of God. There were also chivalrous dealings between Saladin and Richard.

After Third Crusade – Crusades were still driven by religion but material interests played a larger part, e.g., Fourth Crusade

It was more part of the chivalrous duty of a knight to go on crusade and they were seen as a chivalrous enterprise, e.g., more Scots participants such as Robert Bruce (the Competitor) and Alexander de Balliol, brother of the future John I, who both joined Louis IX's crusade along with Prince Edward, the future Edward I, in 1270.

- Marks:*
- 1-3 Selects relevant evidence from the sources and/or from recalled knowledge but without making the required evaluation.
 - 4-6 Selects relevant evidence from the sources and uses limited recalled knowledge to inform a basic evaluation in terms of the question.
 - 7-8 Establishes the main points in the sources and uses recalled knowledge to evaluate these and reach an appropriate conclusion.

OPTION B: EARLY MODERN HISTORY

SPECIAL TOPIC 3: SCOTLAND 1689 - 1715

Question 1: How fully does Source A explain why relations between Scotland and England deteriorated between 1690 and 1705? (6)

The candidate offers an evaluation of the extent to which Source A explains the deterioration in relations between Scotland and England in terms of:

From Source: Queen Anne's determination to settle the Scottish succession on Sophia of Hanover and her heirs
Anne would employ only those who will support the Hanoverian Succession
Hanoverian succession seen as 'necessary and good'.

From Recall: Consequences of 1688-89 Revolution:
Change in Scottish Parliament – no longer willing to 'rubber stamp' decisions taken in England
Scotland's economic problems – seven ill years, failure of Darien Scheme; no help from England
War of Spanish Succession – War Act – Wine Act
English Act of Settlement
Act of Security: effort to secure economic help from England; threat to restore the Stuarts
England's fear that France may use Scotland as 'back door' – threat of invasion
Influence of the English Court on Scottish affairs.

Marks:

- 1-2 Selects relevant evidence from the source and/or from recalled knowledge but without making the required evaluation.
- 3-4 Selects relevant evidence from the source and uses limited recalled knowledge to inform a basic evaluation in terms of the question.
- 5-6 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

Question 3: Compare the different points of view in Sources B and C on the advantages of an incorporating union. (6)

The candidate evaluates how far the viewpoints in Sources B and C agree in terms of:

From Sources: **B** Incorporating union would bring no advantages
 Insupportable burden of taxation – freedom of trade would not compensate for this
 English would still be in a position to ‘discourage’ Scottish trade if it interfered with theirs
 Ruin manufactories, religion, laws and liberties and deprive Royal Burghs of the right of representation in Parliament

C Incorporating union would:
 Bring access to the advantages of English trade
 Improve the ‘National product’
 Secure liberty, property and religion
 Secure the peace of the island

From Recall: Not required but credit should be given for positive use to illustrate the comparison.

Marks: 1-2 Selects some evidence from one or both sources but little attempt to make the required comparison.

 3-4 Selects relevant evidence from both sources and makes a basic comparison in terms of the question.

 5-6 Selects relevant evidence from both sources and compares them overall and in detail to reach an appropriate conclusion.

Question 4: To what extent do Sources A, C and D identify the factors which led to the passing of the Act of Union? (8)

The candidate makes a judgement on the issue in terms of:

- From Sources:*
- A** Importance of Hanoverian Succession to Queen Anne
Bribe to secure Scottish support for Hanoverian Succession
 - C** Advantages to be gained by Scotland from Union
Secure peace
Economic advantages - access to English trade
Security of religion and property
 - D** No great opposition to Union in England
'Management' of English M.P.s
English insistence made Union possible
Fears for the security of England – possible French intervention in a war with Scotland

From Recall:

- Scotland's economic problems: impact of failure of Darien scheme
- Guarantee for Presbyterian Church
- Part played by bribery in Scotland to secure the passing of the Act of Union
- Role of the Squadrone Volante and the Duke of Hamilton
- War of Spanish Succession – War Act – Wine Act
- Act of Security – Aliens Act – Worcester incident
- Fear of invasion if Scotland did not accept the Union.

- Marks:*
- 1-3 Selects relevant evidence from the sources and/or from recalled knowledge but without making the required evaluation.
 - 4-6 Selects relevant evidence from the sources and uses limited recalled knowledge to inform a basic evaluation in terms of the question.
 - 7-8 Establishes the main points in the sources and uses recalled knowledge to evaluate these and reach an appropriate conclusion.

Question 5: How adequate is the explanation given in Source E for the attempt to dissolve the Union in 1713? (6)

The candidate makes a judgement on the issue in terms of:

From Source: Continued opposition of the Jacobites to Union – Union seen as a method of ensuring that the Stuarts were never restored to the throne.
Fear for the Church of Scotland – Presbyterians enraged at the use of the Anglican Prayer Book in the Episcopalian Church in Scotland

From Recall: Unpopularity of Union in Scotland
Effects of higher taxation – customs and excise duties especially on salt and linen
English angered at the great amount of smuggling in Scotland
1713 Malt tax imposed on Scotland in defiance of terms of Act of Union
Abolition of Scottish Privy Council 1708
1708 French support for Jacobite expedition – failed
Promise by Old Pretender to restore Scottish Parliament to gain support
1709 English Treason Law extended to Scotland – opposed by Scottish MPs
Church; 1711 – Greenshields’ appeal to House of Lords
1712 – Toleration Act and Patronage Act

Marks:

- 1-2 Selects relevant evidence from the source and/or from recalled knowledge but without making the required evaluation.
- 3-4 Selects relevant evidence from the source and uses limited recalled knowledge to inform a basic evaluation in terms of the question.
- 5-6 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

SPECIAL TOPIC 4: THE ATLANTIC SLAVE TRADE

Question 1: How accurate is Wilberforce's description (Source A) of conditions suffered by the slaves on the Middle Passage? (6)

The candidate offers an evaluation of the accuracy of Source A's description in terms of:

From Source: Slaves in a state of misery
Slaves shackled together
Crammed in a close vessel
Pestilence, disease and despair
Severe whipping when slaves refused to take voluntary exercise

From Recall: Further detail of conditions on board ship (possible reference to diagrams of slave ships as evidence)
Other well-known sources used as comparison e.g. Equiano; drawings of "Brookes" (slaver)
Examples of other factors e.g. diet, punishments, slave resistance

Marks:

- 1-2 Selects relevant evidence from the source and/or from recalled knowledge but without making the required evaluation.
- 3-4 Selects relevant evidence from the source and uses limited recalled knowledge to inform a basic evaluation in terms of the question.
- 5-6 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

Question 2: How valuable is Source B as evidence of the tactics used by abolitionists? (5)

The candidate evaluates Source B as evidence of the tactics used by abolitionists in terms of:

From Source: Provenance: contemporary source – Circular letter issued by the London Abolition Committee
Sending of such letters was a tactic used by abolitionists
Purpose of the letter was to recommend tactics to be used to get Parliament involved e.g. petitions to Parliament, lobbying MPs

From Recall: Information on the London Abolition Committee
Examples of other tactics used
Lecture tours involving those with experience of the Slave Trade e.g. John Newton
Lecture tours by nonconformist ministers
Work of Thomas Clarkson
Use of artefacts and illustrations
Subscription lists
Public meetings
Distribution of pamphlets and other literature

Marks:

1-2 Selects some evidence from the source and/or from recalled knowledge but without making the required evaluation.

3-4 Selects relevant evidence from the source and uses limited recalled knowledge to support a basic evaluation.

5 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

Question 4: How adequate is the explanation given in Source E for the eventual abolition of the slave trade? (6)

The candidate makes a judgement on the adequacy of Source E's explanation in terms of:

From Source: Slave trade abolished because of systematic abolitionist lobbying and political pressure
About two thirds of trade abolished as it was seen as harming national interest in time of war
Pressure on Parliament by abolitionists
General public support not enough on its own to secure abolition

From Recall: Work of Wilberforce and well-structured campaign by abolitionists
Effects of Napoleonic Wars – Stephen's idea to prohibit the export of slaves to foreign colonies and to conquered islands on the grounds of 'harming the national interest in time of war'
Argument that slave trade became economically unviable and there was no longer a need for slaves to be imported to the British Colonies.
World over-supply of sugar – British merchants had difficulties re-exporting it
Death of William Pitt 1806 – Coalition ministry dominated by men who favoured abolition

Marks:

- 1-2 Selects relevant evidence from the source and/or from recalled knowledge but without making the required evaluation.
- 3-4 Selects relevant evidence from the source and uses limited recalled knowledge to inform a basic evaluation in terms of the question.
- 5-6 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

Question 5: How fully do Sources B, D and E reflect the issues in the debate over the slave trade? (8)

The candidate makes a judgement on the issue in terms of:

- From Sources:*
- B** Desire of London Abolition Committee to abolish the slave trade on the grounds of liberty, justice and humanity
Tactics used by abolitionists – petitions to Parliament – lobbying MPs
 - D** Objections to abolition on the grounds that the revenue would be damaged
Counter argument – slave trade often a losing trade and the grave of our seamen
 - E** Reasons for the success of abolition:
 - Abolitionist lobbying
 - Political pressure
 - Harming national interest in time of war
 - Success of abolitionists as a pressure group
 - Bill based openly on justice and humanity

- From Recall:*
- Other grounds for abolition e.g. Religion – Quakers
 - Slave trade perpetuated abuses in Africa
 - Abolition would force planters to improve conditions for slaves already in the West Indies
 - Other tactics used by abolitionists e.g. boycott of West Indian Sugar
 - Work of Wilberforce and Clarkson
 - Other grounds for objecting to abolition
 - Economic importance of the Slave Trade for the British economy
 - Economic importance of the sugar plantations in the West Indies
 - Belief on the natural inferiority of black people
 - Delivery of native Africans from ignorance, paganism and primitive society
 - Abolition would allow Britain's competitors to benefit

- Marks:*
- 1-3 Selects relevant evidence from the sources and/or from recalled knowledge but without making the required evaluation.
 - 4-6 Selects relevant evidence from the sources and uses limited recalled knowledge to inform a basic evaluation in terms of the question.
 - 7-8 Establishes the main points in the sources and uses recalled knowledge to evaluate these and reach an appropriate conclusion.

SPECIAL TOPIC 5: THE AMERICAN REVOLUTION

Question 1: How valuable is Source A as evidence of British policy towards America in the years before the outbreak of war? (5)

The candidate evaluates Source A as evidence of British policy towards America in terms of:

From Source: Provenance: contemporary source from Lord North, George III's chief minister from 1770

Purpose of speech: to justify Britain's policy of coercion

Necessary because of Colonists' behaviour:

- Tarring and feathering
- smuggling
- burning ships

Britain can no longer afford to be patient – must risk a firmer policy.

From Recall:

Examples of British policy

Stamp Act, 1765 and repeal 1766

Declaratory Act, 1766

Revenue Act, 1767 and repeal (except on Tea) 1770

Burning of Gaspee, 1772

Tea Act, 1773 – Boston Tea Party

Details of Coercive Acts.

- Marks:*
- 1-2 Selects some evidence from the source and/or from recalled knowledge but without making the required evaluation.
 - 3-4 Selects relevant evidence from the source and uses limited recalled knowledge to support a basic evaluation.
 - 5 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

Question 2: To what extent does Source C confirm the colonists' attitude to Britain expressed in Source B? (5)

The candidate evaluates the extent to which Source C confirms the attitude in Source B in terms of:

- From Sources:*
- C** Justification of Colonial actions by listing complaints against British Parliament's policy in America:
- Given and granted money without consent
 - Extended jurisdiction of admiralty and vice-admiralty courts
 - Deprived of privilege of trial by jury
 - Suspended legislature of one of the Colonies
 - Created a despotism in a neighbouring province – (Quebec Act)
 - Quartered soldiers on the colonists in time of peace
- B** Justification of Colonial action in declaring independence by listing complaints about King's tyrannical policy in America against them:
- Quartered large bodies of armed troops
 - Cut off trade with all parts of the world
 - Imposed taxes without consent
 - Deprived of the benefits of trial by jury

From Recall: Not required but credit should be given for positive use to illustrate the comparison.

- Marks:*
- 1-2 Selects some evidence from one or both sources but little attempt to make the required comparison.
- 3-4 Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
- 5 Selects relevant evidence from both sources and compares them overall and in detail to reach an appropriate conclusion.

Question 3: How fully do Sources A, B and C identify the issues which led to the breakdown of relations between Britain and her American colonies? (8)

The candidate makes a judgement on the issue in terms of:

- From Sources:*
- A** British point of view
Coercion a last resort because of Colonial reaction to Britain's policies
- Tarring and feathering stamp officers
 - Smuggling
 - Burning of Gaspee
- B** Colonial point of view
List of complaints against British policy
- Taxation without consent
 - Extension of courts of Admiralty and Vice-Admiralty
 - Depriving colonists of privilege of trial by jury
 - Suspension of legislature of one of the colonies
 - Creation of a despotism in a neighbouring province
 - Quartering of soldiers in time of peace
- C** Colonial point of view
List of complaints against the King's actions – tyrannical
- Quartering troops
 - Cutting off trade
 - Taxation without consent
 - Depriving colonists of the right of trial by jury

From Recall:

Effects of Seven Years' War – changing relationship between Britain and Colonies
Question of defence and who should pay
Mercantile system – Navigation Acts
Efforts to stop the smuggling – Sugar Act
Taxation – Stamp Act – Import Duties Act
Distinction between internal and external taxation
Effort to reduce the authority of locally elected assemblies
Colonial resistance – 'No taxation without representation' – actions of the Sons of Liberty – Committees of Correspondence
Tea Act – Boston Tea Party – Coercive Acts
Decisions of First Continental Congress
Attitude of the King

- Marks:*
- 1-3 Selects relevant evidence from the sources and/or from recalled knowledge but without making the required evaluation.
- 4-6 Selects relevant evidence from the sources and uses limited recalled knowledge to inform a basic evaluation in terms of the question.
- 7-8 Establishes the main points in the sources and uses recalled knowledge to evaluate these and reach an appropriate conclusion.

Question 4: How important were the reasons given in Source D in explaining Britain's defeat in the American War of Independence? (6)

The candidate makes a judgement on the importance of the reasons in Source D in terms of:

From Source: British mismanagement of the war
Ministers failed to understand urgency
Underestimated the opposition
Overestimated the importance of the Loyalists
British commanders inferior to American officers
Loss of morale of British and Loyalists

From Recall: Examples of British mismanagement
War of secondary importance
Cut-backs of army and navy before the war
Division over conduct of war at home in Britain
North not an able war minister – ignorant of military matters
Examples of inferiority of British commanders
Howe at Bunker Hill
Failure to coordinate and cooperate e.g. Howe and Burgoyne at Saratoga
Howe in Philadelphia
Strength of Washington – surviving at Valley Forge – fighting spirit of colonists
Importance of other factors:
Geographical disadvantages
Foreign intervention
Loss of control of the sea
Yorktown

Marks:

1-2 Selects relevant evidence from the source and/or from recalled knowledge but without making the required evaluation.

3-4 Selects relevant evidence from the source and uses limited recalled knowledge to inform a basic evaluation in terms of the question.

5-6 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

Question 5: To what extent did the 1787 Constitution address the issues outlined in Source E?
(6)

The candidate makes a judgement on the extent to which the Constitution addressed the issues in terms of:

From Source: Weakness of Congress – insufficient powers to keep States united
Some States paid little or no attention to the laws of Congress
Reluctance of the States to give adequate powers to Congress

From Recall: Examples of weaknesses of Congress established by Articles of Confederation
1781 e.g. single assembly, each state a single vote – unanimity needed for serious decision – no power to levy taxes, enlist troops or force the States to observe treaties it made
No national executive and no national system of courts
Constitution of 1787 defined clearly the powers of Federal Congress e.g. to levy taxes, control of interstate and overseas trade, coin money, maintain army and navy, declare war or peace
All other powers to be the prerogative of the States
Three distinct and equal branches of government – Legislative, executive and judiciary
System of checks and balances to prevent tyranny and safeguard the rights of the States
Laws to apply to individuals and not States

Marks:

- 1-2 Selects relevant evidence from the source and/or from recalled knowledge but without making the required evaluation.
- 3-4 Selects relevant evidence from the source and uses limited recalled knowledge to inform a basic evaluation in terms of the question.
- 5-6 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

OPTION C: LATER MODERN HISTORY

SPECIAL TOPIC 6: PATTERNS OF MIGRATION: SCOTLAND 1830s – 1930s

Question 1: To what extent does the evidence in Source A support the views in Source B about the effects of Irish immigration on Scottish economic life? (5)

The candidate evaluates the extent to which Sources A and B agree in terms of:

- From Sources:*
- A** Irish have at least prevented wages from rising in manufacture (spinning)
Irish have lowered wages in handloom weaving-partly due to competition with native Scots, partly due to industry's need for the Irish hands
Higher wages for workers were not practical at that time due to current prices of cotton goods
Provenance: extract from a government publication with evidence from a Glasgow cotton manufacturer regarding contribution of Irish immigrants to cotton manufacture
Date of 1836 is significant ie prior to mass influx of immigrants in the 'late 40s onwards
- B** Willingness of Irish to accept lower wages
Tended to work in easier to enter trades eg handloom weaving-30% of workforce by later 1830s
Operated as blackleg labour eg coal mines
Worked on more burdensome tasks eg ironstone mining
Also used in unskilled work
Entered into low-wage competition with native Scots
Provenance: secondary source from a historian

From Recall: Not required but credit should be given for positive use to illustrate the comparison. Examples might include Irish willingness to take any work offered; Irish contribution to building of roads, railways and harbours; Irish work in countryside as labourers

- Marks:*
- 1-2 Selects some evidence from one or both sources but little attempt to make the required comparison.
- 3-4 Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
- 5 Selects relevant evidence from both sources and compares them overall and in detail to reach an appropriate conclusion.

Question 2: How accurate a description does Source C give of housing conditions experienced by Irish immigrants and Highland migrants in Scottish industrial towns in the 1840s? (6)

The candidate offers an evaluation of the accuracy of the description in terms of:

From Source: Squalor and poor living conditions in the extreme
Houses in the area are the lowest of the low
Inhabitants are miserable creatures
Houses even unfit for pigs
Overcrowding, filth and disease abound
Lack of adequate ventilation
Dunghills situated nearby to the houses
Sewerage system inadequate
Houses described as 'horrid dens'

From Recall: Urban life in Victorian Scotland – living conditions
Irish/Highlanders 'directed' to poorest areas
Glasgow seen by some as having worst living conditions in Europe for its people
Sanitation problems, water supply problems
Overcrowding in tenement dwellings
The Irish were blamed for causing bad conditions, whereas their presence often only exacerbated existing conditions

Marks:

- 1-2 Selects relevant evidence from the source and/or from recalled knowledge but without making the required evaluation.
- 3-4 Selects relevant evidence from the source and uses limited recalled knowledge to inform a basic evaluation in terms of the question.
- 5-6 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

Question 3: How fully do Sources A, B and D explain the reasons for anti-Irish feelings among native Scots? (8)

The candidate makes a judgement on the issue in terms of:

- From Sources:*
- A** Lowering of wages/preventing wages rising
Competition for Scots in job market
 - B** Acceptance of lower wages
Blackleg labour
Low wage competition felt by Scots
Majority of immigrants were Roman Catholic- Scotland a Protestant country
Social tensions heightened – Orange/Green
 - D** Danger of control of Scottish affairs passing out of hands of native Scots
Scottish nationality and civilisation at threat
Bad effects of Irish immigrants on Scots generally
Scotland becoming divided into two racial camps-ideals, traditions, characteristics
Lack of ‘coming together’ among the races
Different habits prevented assimilation

From Recall:

- Sheer volume of immigration
- Activities of Roman Catholic Church in creating self-contained immigrant communities eg own schools
- Building of Roman Catholic schools and churches
- Attitude in Scotland towards Catholicism was one of fear and suspicion
- Reputation for violence of immigrants eg navvies
- Irish believed to bring disease with them - cholera called the ‘Irish disease’
- Irish accused of taking poor relief from Scots
- Political issues-rise of Irish nationalism

- Marks:*
- 1-3 Selects relevant evidence from the sources and/or from recalled knowledge but without making the required evaluation.
 - 4-6 Selects relevant evidence from the sources and uses limited recalled knowledge to inform a basic evaluation in terms of the question.
 - 7-8 Establishes the main points in the sources and uses recalled knowledge to evaluate these and reach an appropriate conclusion

Question 4: How useful is Source D as evidence of how far Irish immigrants had assimilated into Scottish society by the 1930s? (5)

The candidate evaluates Source D as evidence of Irish assimilation into Scottish society in terms of:

From Source: Provenance: a primary source, an extract from a letter on behalf of the Scottish Protestant Churches to the Secretary of State for Scotland, published in 1929 in the *Glasgow Herald* newspaper
Irish immigrants had been in Scotland for many years by this time
Possible purpose is to highlight the perceived effects of Irish immigration on Scotland generally
Danger to Scottish nationality/civilisation
Negative effects on Scottish character
Division of Scotland into two racial camps
Lack of assimilation between the two groups

From Recall: Contemporary views regarding Irish immigration-mainly negative in early years
Distinction should be made between Catholic/Protestant Irish immigrants:
Protestant immigrants assimilated quicker and more easily
Movement towards Catholic assimilation eg membership of trade unions, involvement in politics (Labour Party), inter-faith marriages, World War I soldiering, etc.
Alleged anti-Catholic bias in Glasgow Herald at that time
Some historians believe assimilation of Irish immigrants to be one of Scotland's achievements (eg Smout)
Separate denominational schools still existed
Reflection of religious divisions in sport
Anti-Roman Catholic riots in Edinburgh in the 1930's

Marks:

- 1-2 Selects some evidence from the source and/or from recalled knowledge but without making the required evaluation.
- 3-4 Selects relevant evidence from the source and uses limited recalled knowledge to support a basic evaluation.
- 5 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

Question 5: To what extent does Source E reflect the experience of Scottish emigrants during the nineteenth century? (6)

The candidate makes a judgement on the issue in terms of:

From Source: Positive experience of Scots immigrants in Australia
Some became rich for various reasons eg. many were middle class or tenant farmers; Presbyterian faith and the virtues it instilled in the immigrants; the standard of education was high among the Scots immigrants

From Recall: Areas of emigration eg. Australasia, South Africa, USA, Canada and England
Many Scots influential in developing their adopted homeland
Scots had marketable skills for their adopted land
Areas of success included religion, banking, medicine, farming, education and shipbuilding
Setting up of Highland Societies, Caledonian Societies, Burns Clubs, Presbyterian Churches etc. to preserve their identity
However, not all emigrants were successful as some returned home after a short period.

Marks:

- 1-2 Selects relevant evidence from the source and/or from recalled knowledge but without making the required evaluation.
- 3-4 Selects relevant evidence from the source and uses limited recalled knowledge to inform a basic evaluation in terms of the question.
- 5-6 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

SPECIAL TOPIC 7: APPEASEMENT AND THE ROAD TO WAR, TO 1939

Question 1: How fully does Source A illustrate the problems facing Britain and France as a result of Hitler's remilitarisation of the Rhineland in March 1936? (6)

The candidate makes a judgement on the issue in terms of:

From Source: Hitler/ Germany shown as heavily armed, therefore a potential threat.
Hitler shown with 'angel wings' referring to his offer of peace if allowed to remilitarise the Rhineland - thereby confusing the British and French response.
Hitler shown pointing an accusing finger at the world in general and France in particular; Caption accuses that they "won't be peaceful" and calls them "bullies" referring to Hitler's justification of provocation.
Hitler's promise to return to the League confused British and French response
Hitler's offer of peace with nearly everyone might suggest a continued campaign against an isolated France.
The planes refer to the fear of a possible bombing campaign on civilian targets.
The world and France shown to be surprised and taken aback by Hitler's actions.
France afraid of a heavily fortified Rhineland
(Provenance: contemporary cartoon by a known anti-appeaser)

From Recall: Rhineland demilitarised by Treaty of Versailles and also the Locarno agreement, voluntarily agreed by Germany.
Problem of how Versailles and Locarno signatories should respond; Versailles had already been broken / altered several times.
Hitler's offer to re enter the League and to make a 25 year peace agreement
Hitler claimed the remilitarisation was to strengthen Germany's defences. Hitler had left the League over disputes about disarmament, especially French refusal to compromise, and Germany had rearmed in 1935.
Differing British and France's attitudes towards Hitler's actions
Overestimation of German strength and Britain's comparative weakness.
French political instability made a response more difficult.
Political instability in France and differences of opinion in Britain between pro- and anti- appeasers.
Fear of future war
British concerns with more pressing issues such as Abyssinia or protection of the Empire.

Marks:

- 1-2 Selects relevant evidence from the source and/or from recalled knowledge but without making the required evaluation.
- 3-4 Selects relevant evidence from the source and uses limited recalled knowledge to inform a basic evaluation in terms of the question.
- 5-6 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

Question 2: How valuable is Source B as evidence of public opinion at the time of the Anschluss? (5)

The candidate evaluates Source B as evidence of public opinion at the time of the Anschluss in terms of:

From Source: Provenance: Contemporary newspaper with a Communist viewpoint

It reflects a minority opinion and is an anti appeasement source, urging action, illustrated by phrases like “British people must act”, “British people should be under no illusions”, Austrians were “heroically fighting”, “European peace” is claimed to be “trembling in the balance”.

The source is a Communist paper, therefore biased against Nazism and official British policy.

It links the issue of Spanish Civil war (in which the British Left was involved) to the Anschluss, not a common view.

It believed Chamberlain and Appeasement to be weak and opening the way for Hitler to act against both Austria and Czechoslovakia. Such a critical view was not widespread.

From Recall: In March 1938 Appeasement was popularly accepted as the best policy. Anschluss not seen as problem by most people - Anschluss seen as a product of Versailles Settlement, already discredited. Not all opposition was from Communists. Some, such as the cartoonist Low and Churchill, were against. Influential figures did not see what fuss was about. Austria seen by many as almost part of Germany anyway. Domestic issues concerning many in Britain. Strong anti war position in Britain. Britain not ready to fight. League was seriously weakened and not likely to help. Chamberlain announced in Parliament that Austria, and little countries in central Europe, could expect almost no help.

Marks:

- 1-2 Selects some evidence from the source and/or from recalled knowledge but without making the required evaluation.
- 3-4 Selects relevant evidence from the source and uses limited recalled knowledge to support a basic evaluation.
- 5 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

Question 3: Compare the views of Sources B and C concerning the Anschluss in March 1938. (5)

The candidate evaluates how far the viewpoints in Sources B and C agree in terms of:

- From Sources:*
- B** Source B is an extreme left wing position, totally opposed to government policy. It is against Appeasement. Illustrative points could include:
- Britain must take action
 - Anschluss has created a time of tension as opposed to relieving it!
 - Austria and Spain seen as a part of combined threat to peace in Europe.
 - majority in Austria are fighting for independence
 - Britain should support the Austrians' "heroic struggle".
 - Anschluss is a threat to Britain and specifically British democracy.
 - Anschluss has major implications for peace of world.
- C** Source C reflects a pro-appeasement position.
Anschluss was a foregone conclusion.
Hitler received enthusiastically in Austria.
Anschluss seen as a positive benefit which "helped relieved the tension" in Austria
Schuschnigg made the situation more dangerous
Fear of communist riots if plebiscite had taken place
Hitler has prevented bloodshed and revolution
Anschluss prevented the situation in Austria becoming as bad as in Spain.

From Recall: Not required but credit should be given for positive use to illustrate the comparison.

- Marks:*
- 1-2 Selects some evidence from one or both sources but little attempt to make the required comparison.
- 3-4 Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
- 5 Selects relevant evidence from both sources and compares them overall and in detail to reach an appropriate conclusion.

Question 4: How far do you agree with Source D's analysis of Chamberlain's policy during the Czech crisis of September 1938? (6)

The candidate makes a judgement on Source D's analysis of Chamberlain's policy in terms of:

From Source: In tone and content, Lindsay is critical of Chamberlain
Former friends of Austria felt little could be done.
Anschluss was beginning of the end for the Czechs.
Chamberlain felt a future war had to be avoided.
Hitler capitalised on Chamberlain's desire to avoid war
Concessions encouraged Hitler to demand more
Greatest mistake of Chamberlain was in believing Hitler could be trusted

From Recall: Anschluss had made Czechoslovakia vulnerable on three boundaries, but Czechoslovakia had an alliance with France - Austria had not. Czechoslovakia had strong defences and army - Austria had not. The 'end' was not therefore guaranteed
Hitler's ambitions and untrustworthiness are only clear in hindsight
Chamberlain operating within pressures that did not permit war – eg political advice, military advice, public opinion.
Chamberlain believed German grievances over the Sudetenland had some justification.
Issue made more complex by France's preference for its newer Russian alliance
Chamberlain aware that war over Czechoslovakia might lead to break up of Empire (Hertzog, South Africa PM in 1937 made that clear in a speech)
Chamberlain's genuine belief that Britain was vulnerable to devastating air attack
Reference to Chamberlain's visits to Hitler.

Marks:

- 1-2 Selects relevant evidence from the source and/or from recalled knowledge but without making the required evaluation.
- 3-4 Selects relevant evidence from the source and uses limited recalled knowledge to inform a basic evaluation in terms of the question.
- 5-6 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

Question 5: How fully do Sources C, D and E explain the reasons behind British foreign policy in the 1930s? (8)

The candidate makes a judgement on the issue in terms of:

- From Sources:*
- C** Anschluss was a foregone conclusion and Hitler was received enthusiastically in Austria; therefore Hitler's actions seen as justified. Anschluss was seen as a positive benefit which "helped relieved the tension" in Austria.
Fear of Communist revolution
 - D** Failure of "former friends" - Britain, France or League - to support threatened countries. Feeling that there was little they could do so save Austria.
Bases of Chamberlain's policy: avoidance of war with Germany at all costs and removal of genuine German grievances.
Greatest error was the belief that Hitler could be trusted.
 - E** Politicians were frightened men who failed on four occasions to stop Hitler Boothby's view further developed by reference to "a squalid combination of cowardice and greed"- this is the "guilty men" argument.

From Recall: Candidate should identify that appeasement was British foreign policy through most of the later 1930s.

There are many reasons explaining why Britain adopted that policy. Candidates are most likely to mention:

Advice from the Chiefs of Staff that Britain was not ready for war; the Committee of Imperial Defence stressed that Britain could not fight on three fronts simultaneously - against Italy, Japan and Germany

Strong anti war feelings in Britain - e.g Peace Pledge Union 1936, White Poppy groups after 1933, Oxford Union Debate, Fulham by-election

More important domestic difficulties within Britain to spend money on Question whether the Empire would remain united in support of Britain. Hertzog of South Africa had said South Africa would NOT fight if Britain became involved in war over Czechoslovakia.

The problems of mainland Europe were not our problem Rhineland - Hitler's "back garden"; Austria - almost German anyway; Sudetenland - a far away country about whom we know little

Fear of Communism (eg reflected in attitudes towards the Spanish Civil War)

Belief that Versailles was too harsh: it had been broken several times before 1936 - reparations reduction, rearmament, Anglo-German naval agreement, so it was not a valid argument to fight to maintain it. Hitler would stop making demands once grievances settled, it was argued

A fear of air bombing and gas attack in a future war where technology put British civilians in the front line for the first time.

No reliable allies: France was in political confusion and in the words of a letter from Chamberlain, "we can count on the Americans for nothing but words"

The trauma of the Great War continued. Almost every family in Britain had lost someone dear to them in the Great War. Now, 20 years later, the babies born in 1918 were the new soldiers waiting to fight.

Finally, credit should be given to those candidates who comment that British foreign policy changed in the later 1930s. The declaration of war was not appeasement. No source explains that change of policy.

Marks:

- 1-3 Selects relevant evidence from the sources and/or from recalled knowledge but without making the required evaluation.
- 4-6 Selects relevant evidence from the sources and uses limited recalled knowledge to inform a basic evaluation in terms of the question.
- 7-8 Establishes the main points in the sources and uses recalled knowledge to evaluate these and reach an appropriate conclusion

**SPECIAL TOPIC 8: THE ORIGINS AND DEVELOPMENT OF THE COLD WAR
1945 - 1985**

Question 1: How useful is Source A in explaining Warsaw Pact concerns over the situation in Berlin in 1961? (5)

The candidate evaluates Source A as an explanation of Warsaw Pact concerns in terms of:

From Source: Provenance - Declaration of Warsaw Pact Powers (Soviet bloc states, dominated by USSR); issued to justify erection of Berlin Wall
Western powers use West Berlin as centre of subversion against GDR and socialist countries: agents cause subversion, recruit spies, carry out sabotage, provoke disturbances
Reactionary forces of Federal German Republic and NATO compel Warsaw Pact to take action for its own security.

From Recall: Heavy United States investment in West Berlin
Economic prosperity of West Berlin and West Germany – seen as centre of capitalist success
Relative poverty and backwardness of GDR
Repressive and unpopular Communist regime in GDR
Successful democracy in FDR and West Berlin
Massive population loss from GDR (over 3 million), mainly through W.Berlin- mainly younger, skilled workers.
GDR's decision to close border in Aug.1961 - Berlin Wall

Marks:

- 1-2 Selects some evidence from the source and/or from recalled knowledge but without making the required evaluation.
- 3-4 Selects relevant evidence from the source and uses limited recalled knowledge to support a basic evaluation.
- 5 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

Question 2: Compare the attitudes to the Berlin crisis of 1961 expressed in Sources A and B (5)

The candidate makes a comparison of the attitudes to the Berlin Crisis expressed in sources A and B in terms of:

- From Sources:*
- A** Declaration by Warsaw Pact Powers, therefore anti-Western
Western Powers use West Berlin as a centre of subversion against GDR and socialist countries
Agents cause subversion, recruit spies, organise sabotage, and disturbances
Aggression by forces of FDR and NATO forces Warsaw Pact to take action to guarantee security, particularly of GDR
Warsaw Pact will secure border of W. Berlin to block subversion
 - B** Address by Willy Brandt, therefore pro-Western
Ulbricht regime's actions in sealing border are a scandalous injustice
Border compared to a concentration camp wall
Situation made worse - overrides legal obligations and needs of humanity
Strong criticism of action - oppressive and menacing.
Measures taken are due to loss of population to West, caused by internal problems of GDR

From Recall: Not required but credit should be given for positive use to illustrate the comparison.

- Marks:*
- 1-2 Selects some evidence from one or both sources but little attempt to make the required comparison.
 - 3-4 Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
 - 5 Selects relevant evidence from both sources and compares them overall and in detail to reach an appropriate conclusion.

Question 3: To what extent does Source C provide an adequate explanation for the crisis which developed over Cuba in 1962? (6)

The candidate evaluates the extent to which Source C explains the development of the Cuban missile crisis in terms of:

From Source: USSR starts to build missile sites in Aug. 1962
Purpose not a first-strike against USA - US weapons too vast to destroy
No desire to expand arms race - USSR could not match US production
Castro already a Communist
Real issue was prestige - Khrushchev being urged to stand up to USA by Soviet hard-liners and Chinese—Kennedy emphasising US military superiority.
Missiles did not alter strategic balance
Appearances and prestige brought world to edge of destruction

From Recall: Background to Cuban Crisis: US anti-Communist stance, hostility towards Castro from outset., issue of US missiles in Turkey
Attempt to topple Castro: Bay of Pigs incident in 1961(Cuban exiles backed by CIA) - Humiliation for Kennedy, who had pledged to stop Communist expansion
Castro's links with USSR: trade, aid
Missile base an attempt by Khrushchev to match US lead in long-range missiles (ICBMs); deploys medium range missiles in Cuba (closer to USA)
Details of crisis: US blockade of Cuba, Russian missile ships, onset of crisis
Eventual resolution of crisis.

Marks:

- 1-2 Selects relevant evidence from the source and/or from recalled knowledge but without making the required evaluation.
- 3-4 Selects relevant evidence from the source and uses limited recalled knowledge to inform a basic evaluation in terms of the question.
- 5-6 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

Question 4: How far does Source D explain the aims of the reform movement in Czechoslovakia in 1968? (6)

The candidate evaluates how far Source D explains the aims of the Czechoslovak reform movement in 1968 in terms of:

From Source: Reform of whole political system to allow democracy and socialism to develop
Must be freedoms of assembly and association without bureaucratic interference
Freedom of speech guaranteed for minority views as well as freedom of movement and travel abroad.
Personal rights and property to be guaranteed by removing laws that disadvantage individual rights
Business to be independent of state control; people to have the right to choose jobs freely
These demands represented the desire to present ‘socialism with a human face’ and the intention to remove the monopoly power of the Communist party in order to guarantee civil liberties and improve living standards

From Recall Novotny’s regime (prior to Dubcek) - highly repressive
Economic decline, with falls in production in some years.
High prices stifling initiative and leading to general backwardness.
Intellectuals discontented due to lack of artistic, cultural, and literary freedoms
Memory of a democratic past (briefly—1920s-1930s)
Discontent among Slovaks, who wanted greater autonomy.
USSR encouraged change in Czechoslovakia - Dubcek preferred by Russians
Dubcek: strong belief in communist system, but also in greater freedom
Reformers reduced the power of the secret police, increased trade with non-Communist countries and permitted criticism of the government.
They made no effort to leave the Warsaw Pact.

Marks:

1-2 Selects relevant evidence from the source and/or from recalled knowledge but without making the required evaluation.

3-4 Selects relevant evidence from the source and uses limited recalled knowledge to inform a basic evaluation in terms of the question.

5-6 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

Question 5: How fully do Sources B, C and E explain the reasons for the tensions between the Superpowers during the 1950s and 1960s? (8)

The candidate makes a judgement on the issue in terms of:

- From Sources:*
- B** Brandt's views on actions of Ulbricht regime in building Berlin Wall: unjust action; compared to concentration camp.
Makes Berlin situation worse: illegal and inhuman action by GDR, backed by Soviet bloc; action is oppressive and threatening
Action caused by population loss from GDR: result of internal problems within GDR
 - C** Soviet missile base in Cuba
Reasons for action: not to attack USA, not to expand arms race, nor to spread communism
Cuban Crisis an issue of prestige for both USA and USSR -risked world destruction because of this.
 - E** Pravda: Soviet Government view.
Each Communist Party responsible not only to own people but also to all socialist countries.
Cannot allow any weakening of communist structure
Anti-socialist forces in Czechoslovakia have hidden aims of moving towards neutrality and withdrawing from Warsaw Pact
Other Communist Parties cannot stand by and let this happen

From Recall: Causes of tension between Superpowers

Underlying causes: Nuclear arms race - long-range bombers initially, then development of missile technology as delivery systems - ICBMs, nuclear submarines

Economic and ideological differences

Rival alliances: NATO, Warsaw Pact

Propaganda and espionage

Rivalry for status and power in the Third World

Incidents and crises: impact on international relations of

Korean War

Hungarian Uprising 1956

Berlin Crisis 1961

Cuba 1962

Vietnam: US intervention from mid-1960s onwards

Czechoslovakia 1968 – like Hungary, evidence of desire for change within the Soviet bloc leading to repression and increased tension

- Marks:*
- 1-3 Selects relevant evidence from the sources and/or from recalled knowledge but without making the required evaluation.
 - 4-6 Selects relevant evidence from the sources and uses limited recalled knowledge to inform a basic evaluation in terms of the question.
 - 7-8 Establishes the main points in the sources and uses recalled knowledge to evaluate these and reach an appropriate conclusion

SPECIAL TOPIC 9: IRELAND 1900 – 1985: A DIVIDED IDENTITY

Question 1: How useful is Source A as evidence of Unionist opposition to Home Rule? (5)

The candidate evaluates Source A as evidence of Unionist opposition to Home Rule in terms of:

From Source: Provenance: postcard from 1914, at the height of campaign against Home Rule in Ulster
Union flag shown on postcard
Text on postcard expresses range of Unionist sentiments, for example
One Crown, One Parliament, One Flag
Maintain legislative union between Britain and Ireland
We will not have Home Rule
Reference to economic status: “remain partners in the greatest business concern in the world”

From Recall: Unionist opposition to Home Rule Bill before 1914: Protestant minority in Ulster had fears for their status and rights in Ireland under Home Rule
Ulster volunteers trained with weapons, carried out armed demonstrations and showed defiance of British Government.
Role of Carson and other leaders
Curragh “Mutiny”
Support from British politicians, notably Bonar Law
Relative economic prosperity of Ulster

Marks:

- 1-2 Selects some evidence from the source and/or from recalled knowledge but without making the required evaluation.
- 3-4 Selects relevant evidence from the source and uses limited recalled knowledge to support a basic evaluation.
- 5 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

Question 2: How fully does Redmond in Source B illustrate the opinions of the majority of Irish people towards the Home Rule Bill of 1912? (6)

The candidate evaluates how far Source B illustrates Irish opinion towards the Home Rule Bill in terms of:

From Source: Provenance: Redmond's role as leader of Irish Party in Parliament
Home Rule Bill will lead to greater unity and strength in Empire
Will end ill-will, suspicion and disaffection in Ireland, and between Britain and Ireland.
Ireland will be happy, prosperous, united and loyal
Ireland is peaceful at this time and has given up hostility towards Britain
Britain willing to treat Ireland equally, as part of Empire

From Recall: Details of Home Rule Bill: powers to be granted to Irish parliament, and those to be retained by Westminster
Level of support for Home Rule at the time
Redmond's party consistently strong throughout S. Ireland, where there was strong support for Home Rule
Minority opinions take different view: support for Irish republic from groups like the Irish Republican Brotherhood - Connolly's views; supporters of a workers' republic: Griffith; or Sinn Fein; Pearse and his supporters. Very much minority views at this time, though more important later on.
References to views of Unionists are also acceptable

Marks:

- 1-2 Selects relevant evidence from the source and/or from recalled knowledge but without making the required evaluation.
- 3-4 Selects relevant evidence from the source and uses limited recalled knowledge to inform a basic evaluation in terms of the question.
- 5-6 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

Question 3: How accurate is Source C's analysis of the impact of the Easter Rising on later political developments in Ireland? (6)

The candidate makes an evaluation of the accuracy of Source C's analysis of the impact of the Easter Rising in terms of:

From Source: Aftermath of Easter Rising has greatest impact on Irish people's attitudes, rather than event itself.
Number of executions carried out: arrests, imprisonment without trial, at least one execution without trial
Government errors, including the threat of conscription
Mistakes by Irish parliamentary party led it to lose the initiative.
Sinn Fein gained from this.

From Recall: Initial Irish reactions to Rising: hostility and anger towards rebels
Executed leaders of Rising increasingly seen as martyrs and viewed with sympathy
British repression afterwards: continuance of martial law, murder of Sheehy-Skeffington and execution of Casement as well as large-scale arrests
Conscription provided a unifying issue for hostility towards British government
Redmond's status not recognised by British government, unlike Carson (member of government) weakens Irish party
Leads to major change in attitudes and support for Sinn Fein

Marks:

- 1-2 Selects relevant evidence from the source and/or from recalled knowledge but without making the required evaluation.
- 3-4 Selects relevant evidence from the source and uses limited recalled knowledge to inform a basic evaluation in terms of the question.
- 5-6 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

Question 4: Compare the views expressed in Sources D and E on Irish attitudes to the Anglo-Irish Treaty (5)

The candidate compares the views expressed in Sources D and E on Irish attitudes towards the Anglo-Irish Treaty in terms of:

- From Sources:*
- D** Griffith supports Treaty
First Treaty between Ireland and England signed on basis of equality since 1172
Ireland gains flag, evacuation of British troops—Irish army formed.
Ireland has full rights and fiscal powers
Ireland is equal with England, with Commonwealth countries, and has a voice in foreign affairs
 - E** De Valera statement opposed to Treaty
Treaty means acceptance of partition of Ireland and abandonment of national sovereignty
Surrender of ideals, for which sacrifices were made and suffering endured
Republicans must resist Treaty, which means civil war and opposition to the decision of majority of people.

From Recall: Not required but credit should be given for positive use to illustrate the comparison.

- Marks:*
- 1-2 Selects some evidence from one or both sources but little attempt to make the required comparison.
 - 3-4 Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
 - 5 Selects relevant evidence from both sources and compares them overall and in detail to reach an appropriate conclusion.

Question 5: How fully do Sources A, C and E illustrate the main causes of tension in Ireland between 1912 and 1922? (8)

The candidate makes a judgement on the reasons for tension in Ireland between 1912 and 1922 in terms of:

- From Sources:*
- A Unionist opposition to Home Rule before 1914
Details of text on postcard
 - C Aftermath of Easter Rising
British repression, seen in executions and arrests
Discrediting of Irish parliamentary party
Threat of conscription as a cause of hostility
Sinn Fein benefits from this and has an upsurge in support.
 - E De Valera statement demonstrating opposition to Treaty
Leads to partition of Ireland, abandonment of national sovereignty and surrender of ideals, despite sacrifices and suffering
Resistance will lead to civil war and violence as it is against decision of majority of people

From Recall:

Unionist hostility to Home Rule 1912-1914 shown by military preparations and the Ulster Covenant.
Carson's role - prepared to resist Home Rule by force if necessary.
Ulster's fear of its status in Ireland under Home rule as a Protestant minority in a Catholic country.
Easter Rising - details of events and personalities; instigated by small minority and initially unpopular with Irish people.
British view action by rebels as treasonable - impact of British repression
Anglo-Irish War: high level of violence on both sides
IRA campaign: role of Collins - attacks on British power in Ireland eg RIC, Army, campaign of violence
British response: use RIC and troops; later decision to use Black and Tans and "Auxis" added to violence; details of incidents, eg Croke Park shootings, damage to Cork city centre.
Treaty and subsequent splits in Sinn Fein leading to the onset of civil war

- Marks:*
- 1-3 Selects relevant evidence from the sources and/or from recalled knowledge but without making the required evaluation.
 - 4-6 Selects relevant evidence from the sources and uses limited recalled knowledge to inform a basic evaluation in terms of the question.
 - 7-8 Establishes the main points in the sources and uses recalled knowledge to evaluate these and reach an appropriate conclusion

[END OF MARKING INSTRUCTIONS]