

2003 History

Intermediate 1

Finalised Marking Instructions

Marking Conventions

Please make good use of the following indications of where marking credit has or has not been awarded.

- ✓ above a phrase indicates a relevant, credited piece of evidence
- R** above a phrase indicates that recall has been credited
- DP** above a phrase indicates a developed point of evidence

- P** in the margin indicates that process is apparent

-  a single line underneath a response indicates that part of the evidence is suspect

- X** in the margin indicates irrelevance
- SE** in the margin indicates a serious error
- NP** in the margin indicates that process is suspect or non-existent
- C** in the margin indicates that the candidate has **simply** copied presented evidence (maximum 1 mark)
- NR** in the margin indicates no relevant recall
- NPE** in the margin indicates no presented evidence has been used

Where several points are run together ie "listing" – the answer is marked out of half marks.

Straight copying 1 mark.

In O3 1 mark should be credited for each of the following:

"The source is useful as it is a primary source written at the time".

"The source is useful as it is a secondary source much later/with the benefit of hindsight/research".

N.B. a tick in the right hand margin indicates that a misplaced part of an answer has been read.

Marks are no longer deducted for badly written or illegible answers.

SCOTTISH AND BRITISH

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

1. What were the main fighting skills of knights in the Middle Ages?

**3
01**

Candidate describes the main fighting skills of knights by reference to evidence such as:

from the source

- skill with the lance
- good swordsmanship

and from recall

- expert horsemanship
- ability to fight as part of a charging group
- skill in weapons such as axe or mace
- great strength to fight for periods of hours at a time

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

2. Why were monks important to people in the twelfth century?

**4
02**

Candidate explains why monks were important by reference to evidence such as:

from the source

- said prayers for people's souls
- cared for the sick
- sheltered strangers

and from recall

- taught reading and writing
- preserved learning eg via libraries
- help to the poor in hard times

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

3. How useful is Source C as evidence of the cause of the quarrel between the King and Becket?

4
03

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

- content describes chief cause of conflict "criminous clerks"
- purpose of source to describe cause of conflict between King and Becket
- author was a churchman therefore probably reliable/possibly biased
- source is primary one written at time (of quarrel)

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

- no mention of Becket's attitude

4. Describe Archbishop Becket's murder.

3
01

Candidate describes Becket's murder by reference to evidence such as:

from the source

- attacked in church
- struck on head
- killed by sword blows

and from recall

- killed by king's knights
- King caused death by saying "will no-one rid me of this troublesome Priest?"
- Becket made no attempt to avoid death

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

SCOTTISH AND BRITISH

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

1. Explain why King Edward decided that John Balliol should be King of Scots.

4
02

Candidate explains King Edward's decision by referring to evidence such as:

from the source

- King Edward was lord superior of Scotland
- King Edward was the judge in this case
- John Balliol was the nearest heir of the Maid

from recall

- John Balliol was the nearest heir of Alexander III
- the Scots had agreed that Edward was their overlord and could judge the case
- John Balliol descended from Margaret, the eldest daughter of the Earl of Huntingdon
- Robert Bruce descended from Isabella, the second daughter of the Earl of Huntingdon
- John Hastings descended from Ada, the third daughter of the Earl of Huntingdon
- King Edward decided that Scotland was not to be divided among the heirs

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

2. Describe what happened when King Edward attacked Berwick in 1296.

3
01

Candidate describes events at Berwick by referring to evidence such as:

from the source

- the people of Berwick attacked his ships
- some sailors were killed
- women folk tried to burn the ships
- troops were brought into action

from recall

- 24 ships sailed into the harbour to attack it
- three ships were burned
- English soldiers crossed the fence as if it was not there
- the population of Berwick was massacred.

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

3. How reliable is Source C as evidence about the appearance of William Wallace? **4**
03

Candidate evaluates the author's evidence with reference to evidence such as:

- it was a Scottish Chronicle
- it was written in the 1440's (years after the events)/secondary source
- it is one person's view and could be biased or even fiction
- it emphasises the physical size of William Wallace/it emphasises that his appearance was pleasing

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

- details about his strength (Wallace's sword)

4. Describe what happened at the battle of Bannockburn. **3**
01

Candidate describes the battle of Bannockburn by referring to evidence such as:

from the source

- Scottish spearmen held their ground
- English horsemen rushed in attacks on the Scots
- some English horses ran amok

from recall

- English archers were not able to attack the Scots
- English were trapped between the burns
- English were not able to use most of their men
- A second Scots army joined in the battle

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

SCOTTISH AND BRITISH

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

1. Why were there problems in Scotland when Mary became Queen?

**4
02**

Candidate explains why there were problems in Scotland when Mary became Queen by referring to evidence such as:

from the source

- Mary was only seven days old
- Nobles competed about who should control Scotland
- Nobles competed about who should control the young Queen

from recall

- Francis I and Henry VIII wanted to strengthen their country's influence in Scotland
- Francis I and Henry VIII supported rival politicians in Scotland
- France and England supported rival religious groups in Scotland
- there were rivalries in finding a prospective husband for the young Queen

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

2. Describe the growth of Protestantism in Scotland before 1560.

**3
01**

Candidate makes reference to the growth of Protestantism in Scotland before 1560 by referring to evidence such as:

from the source

- Protestant lords signed the First Bond
- Protestant lords wanted to link Protestant supporters across Scotland
- Protestants became more defiant of Mary of Guise

from recall

- Protestants received support from Elizabeth of England
- John Knox and other Protestant leaders returned to Scotland
- executions of Protestants caused people to think about Protestant ideas
- some town councils allowed Protestant worship

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

3. In what ways did the English succession lead to problems between Mary and Elizabeth? **3**
01

Candidate describes how the English succession caused the problems between Mary, Queen of Scots and Queen Elizabeth by referring to evidence such as:

from the source

- Elizabeth wanted Mary to stop calling herself Queen of England
- Elizabeth did not want to see the younger Queen marry first
- Elizabeth was unmarried and without direct heirs.

from recall

- Mary was Elizabeth's closest living relation
- The normal law of succession would make Mary queen when Elizabeth died
- Roman Catholics thought that Mary was the "real" Queen of England
- Elizabeth worried that Roman Catholics would assassinate her in favour of Mary

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

4. How reliable is Source D as evidence about what happened to Queen Mary in 1568? **4**
03

Candidate evaluates the author's evidence with reference to evidence such as:

from the source

- it was written by Queen Mary so it is a primary source
- it gives her version of events, so it is possibly biased
- it describes events of 1568; her imprisonment, escape, defeat and flight
- it shows how confused Mary was about what happened to her
- it shows the hardships Mary had endured

Maximum of one mark for commenting on content omission such as

- details of her defeat at Langside which forced her to flee

SCOTTISH AND BRITISH

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

1. Why did Scotland become poorer in the 1690s?

4
02

The candidate explains why Scotland became poorer in the 1690s by reference to evidence such as:

from the source

- European wars reduced Scotland's trade
- piracy increased
- England placed restrictions on Scottish trade
- Scotland lacked capital for new business

from recall

- Scotland lacked technology for new businesses
- many lost money in the Darien Scheme
- the harvests were bad for seven years
- taxes were increased to pay for the wars
- unemployment had increased

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

2. How reliable is Source B as a description of the Duke of Queensberry?

4
03

The candidate evaluates the source with reference to evidence such as:

- primary source written at the time (of the Union)
- the writer could be biased because he opposed the Union
- the writer describes only the Duke's character
- the writer notes only the bad sides of the man's character

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

- there is nothing about the Duke's physical appearance or age
- there is nothing explaining why he was in charge of the Scottish government

3. Describe how the government tackled opposition to the Union.

**3
01**

Candidate describes how the government tackled opposition to the Union by referring to evidence such as:

from the source

- passing a special Act to satisfy the Church of Scotland
- demanding that the Provost of Edinburgh keep law and order in the capital
- banning gatherings of armed men

from recall

- ignoring or rejecting most of the complaints
- using a variety of methods to win support from Scottish MPs

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

4. Describe the events which led to the Jacobite Rising of 1715?

**3
01**

Candidate describes the events leading to the Jacobite Rising in 1715 by reference to evidence such as:

from the source

- Queen Anne died
- the Earl of Mar had lost office
- the Earl of Mar had been ignored by King George I
- the government in Scotland was unpopular

from recall

- Queen Anne had left the throne to the Hanoverians
- the Earl of Mar joined the Jacobites to lead the Rising
- the Act of Union was unpopular
- the Equivalent had not been paid as expected
- Scotland had not benefited from the Union

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

SCOTTISH AND BRITISH

CONTEXT 5:IMMIGRANTS AND EXILES: SCOTLAND 1830s-1930s

1. Describe the conditions of people living in Ireland which led to them emigrating to Scotland.

**3
01**

The candidate describes the conditions of people living in Ireland which led to them emigrating to Scotland by referring to evidence such as:

from the source

- homes let in wind and rain
- lack of furniture
- overcrowding - small hut; five children
- poverty - family pig sold to pay rent

and from recall

- potato famine
- division of land
- high rents

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

2. Why was the Catholic Church important to Irish immigrants in Scotland?

**4
02**

The candidate explains why the Catholic Church was important to Irish immigrants in Scotland by referring to evidence such as:

from the source

- Irish found comfort in their religion
- priest would help with problems
- assistance with finding houses and jobs
- church gave a chance to meet fellow immigrants

and from recall

- church centre of social life
- church helped the poor
- church developed schools

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

3. How useful is **Source C** as evidence of the reasons Scots emigrated in the nineteenth century?

4
03

The candidate evaluates the source with reference to evidence such as:

- source is primary, produced at the time (of Scots emigration)
- letter from an emigrant Scot
- purpose is to extol the virtues of work in Canada
- suggests wages in Canada better than in Scotland

Maximum one mark for commenting on content omission such as:

- no drawbacks of Canada mentioned

4. In what ways did Scots help to develop the countries they emigrated to?

3
01

The candidate describes how Scots helped to develop the countries they emigrated to by referring to evidence such as:

from the source

- they became prominent politicians
- built up banks and investment companies
- helped to develop education

and from recall

- built up industries eg steel in USA
- reference to other particular Scots eg Carnegie
- helped develop transport eg Canadian Pacific Railroad

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

SCOTTISH AND BRITISH

CONTEXT 6a: FROM THE CRADLE TO THE GRAVE? SOCIAL WELFARE IN BRITAIN 1890s-1951

1. What difficulties did the poor have to face in the early twentieth century? **3**
01

The candidate describes the difficulties the poor had to face by referring to evidence such as:

from the source

- they were paid low wages
- they were tempted to spend money on drink
- wasted money on gambling
- faced despair

and from recall

- work was difficult to find
- people were too old to work/no pensions
- sickness/unable to work

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

2. In what ways did the Liberal government of 1906-1914 help children? **3**
01

The candidate describes how the Liberal government of 1906-1914 helped children by referring to evidence such as:

from the source

- children under 16 not allowed to beg, smoke or drink
- parents could be taken to court for mistreatment
- borstals set up

and from recall

- school meals introduced
- medical inspections in schools
- probation service introduced

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

3. How useful is Source C as evidence of plans for a Welfare State after 1942? **4**
O3

The candidate evaluates the source with reference to evidence such as:

- source is primary, produced in 1942 (at the time of Beveridge report)
- published in popular British newspaper
- purpose is to suggest the creation of a welfare state
- suggests benefits from cradle to the grave

Maximum one mark for commenting on content omission such as:

- only a newspaper/government report, not government policy

4. Why was a National Health Service needed in Britain by 1948? **4**
O2

The candidate explains why a National Health Service was needed in Britain by 1948 by referring to evidence such as:

from the source

- doctors were expensive
- extra charge for medicines
- dentist only seen to get teeth extracted
- spectacles bought cheaply in Woolworths

and from recall

- disorganised state of hospitals
- wives and children often had no access to free health care
- Beveridge Report had heightened expectation

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

SCOTTISH AND BRITISH

CONTEXT 6b: CAMPAIGNING FOR CHANGE: SOCIAL CHANGE IN SCOTLAND 1900s-1979

1. Describe the tactics used by some of the women to gain the vote in the early 1900s.
(Use Source A and recall)

**3
01**

Candidate describes the tactics used by women by making reference to evidence such as:

from the source

- heckling at meetings
- vandalism/burning down churches
- imprisonment

from recall

- smashing windows
- arson
- attacks on art galleries
- golf courses destroyed with acid

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

2. Why were cinemas so popular in the 1930s? (Use Source B and recall)

**4
02**

Candidate explains why cinemas became so popular by referring to evidence such as:

from the source

- people enjoyed the glamour of Hollywood
- there were many cinemas to choose from
- entry was cheap
- you could pay with jam jars
- some were beautifully decorated

from recall

- cinemas provided escapism from poverty
- lengthy programmes
- people were able to get news from the cinemas

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

3. How useful is Source C about the role of women in the Second World War? **4**
03

Candidate evaluates the usefulness of the source in terms of:

- primary source from the time (of the war)
- an official poster from the period
- it shows work being carried out by women
- it refers to telephonist duties etc at fire station

Maximum of one mark for content omission such as:

- any other war work carried out by women not mentioned in the source

4. Describe the problems facing shipyards in Scotland after the war. **3**
01

Candidate describes problems facing the shipyards by making reference to evidence such as:

from the source

- loss of orders to foreign yards
- slower and more expensive than other countries
- unemployment when yards closed

from recall

- effects of Second World War
- shortage of orders
- not keen to adopt modern technology

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

SCOTTISH AND BRITISH

CONTEXT 7: A TIME OF TROUBLES: IRELAND, 1900-1923

1. How useful is Source A as evidence of what the Unionists felt about Home Rule? **4**

O3

The candidate evaluates the source referring to evidence such as:

- primary source from the time (1892)
- authorship - from Orange Order - gives a strong Unionist opinion
- gives details of loyalty to British Queen, promise to remain part of the UK, and Home Rule will lead to violence
- purpose is to give Unionist view of Home Rule and to gain more support

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

Unionists:

- prepared to take over control of Ulster
- believed most British people supported them
- believed that a parliament in Dublin would be too strongly influenced by the Roman Catholic Church
- believed that Union brought many benefits - these would be lost if Home Rule introduced

2. Why did the Easter Rising of 1916 fail? **4**

O2

The candidate explains why the Easter Rising of 1916 failed by referring to evidence such as:

from the source

- only 1500 men took part
- poorly armed
- not many leaders were trained soldiers

from recall

- British army outnumbered the rebels
- 2000 British troops in Dublin alone, more within easy reach
- British army was better equipped
- British army had artillery and gunboat
- public did not support rebellion

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

3. Describe the 1921 Treaty signed at the end of the Anglo-Irish War.

**3
01**

The candidate describes the 1921 Treaty signed at the end of the Anglo-Irish War by referring to evidence such as:

from the source

- Southern Ireland to be called Irish Free State
- also become member of Commonwealth
- Northern Ireland to remain part of the UK
- British Army to leave

and from recall

- Group to decide on boundary between North and South
- Ireland to be given same legal status as Canada, Australia
- Britain to look after defence of Ireland's coasts for 5 years
- All members of Dail had to swear an oath of allegiance to the British King

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

4. Describe the problems facing the new Irish free State.

**3
01**

The candidate describes the problems facing the new Irish free State by referring to evidence such as:

from the source

- many deaths
- a lot of rebuilding to be done
- Free State short of cash

and from recall

- animosity to Britain
- problems with the North
- a lot of bitterness left in the country

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

EUROPEAN AND WORLD

CONTEXT 1: THE NORMAN CONQUEST 1060-1153 EUROPEAN AND WORLD

1. How useful is Source A as evidence of what happened at the Battle of Hastings?

**4
03**

The candidate evaluates the source by reference to evidence such as:

- the source is a primary one written at the time (eleventh century)
- written to describe events at Hastings
- a Norman account: possibly biased
- content gives details of Norman tactics eg feigned retreat
- chronicle contemporary therefore probably accurate

Maximum of one mark for content omission such as:

- no mention of death of Harold

2. Describe how William I defeated rebellion in the North of England.

**3
01**

Candidate describes William's defeat of rebellion by referring to evidence such as:

from the source

- many homes destroyed and burned
- crops and food burned
- herds slaughtered

and from recall

- thousands of rebels killed
- Norman castles used as bases against rebels
- William bribed Danish supporters of rebels to abandon them
- peasants' tools burned

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

3. In what ways did David I help to build up Scotland's trade?

**3
01**

Candidate describes how David I helped to build up Scotland's trade by referring to evidence such as:

from the source

- set up burghs with rights to hold markets and fairs
- burgh merchants could trade tax free
- trade with foreign countries increased

and from recall

- royal mints made Scotland's first coins
- standard systems of weights and measures introduced
- monopolies granted to some merchants

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

4. Why was David I's reign very important to Scotland?

**4
02**

Candidate explains why David I's reign was very important to Scotland by referring to evidence such as:

from the source

- changes felt long after his time
- Norman feudalism introduced
- royal sheriffs appointed

and from recall

- system of royal justice set up
- government by royal council
- new bishoprics established
- many monasteries founded

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

EUROPEAN AND WORLD

CONTEXT 2: THE CROSS AND THE CRESCENT: THE FIRST CRUSADE 1096-1125

1. Why did people join the First Crusade?

4
02

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

from the source

- religious faith
- seeking adventure
- in hope of riches

and from recall

- poor harvests in west
- seeking land
- Pope's promise of indulgence to anyone dying on Crusade

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

2. How useful is Source B as evidence of Alexius's fear of the Princes' Crusade?

4
03

Candidate evaluates the source with reference to evidence such as:

- primary source produced at time (of Crusades)
- content gives reasons for Alexius's fear eg could not trust Crusaders
- purpose to show Alexius's reasons for fearing Crusade
- author Alexius's daughter therefore well-informed
- possible bias in emperor's daughter

Maximum of one mark for content omission such as:

- no mention that Bohemond was Alexius's great enemy

3. What did the Muslims do to defend Antioch against the First Crusade?

**3
01**

The candidate describes methods of defending Antioch by referring to evidence such as:

from the source

- sent for help to other cities
- built trenches around Antioch
- expelled Christian population of city

and from recall

- relieving Muslim armies sent to help Antioch
- city had well built walls
- city well stocked with supplies

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

4. What methods did the Crusaders use to attack Jerusalem?

**3
01**

The candidate describes methods of attack by referring to evidence such as:

from the source

- tunnel under walls and forts
- using siege towers
- firing catapults

and from recall

- surrounded the city
- scaling ladders against the walls
- Greek fire

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

EUROPEAN AND WORLD

CONTEXT 3: WAR, DEATH AND REVOLT IN MEDIEVAL EUROPE 1328-1436

1. Why did Edward III claim the throne of France?

4
02

The candidate explains why Edward III claimed the throne of France making reference to evidence such as:

from the source

- Edward believed that he had gained France by the right of succession on the death of King Charles
- Philip took the throne by force
- Philip had less right to the throne than Edward
- Philip continued to hold the throne wrongfully

from recall

- details of Edward's claim
- provided a pretext for his invasion of France

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

2. Describe the events of the Jacquerie in France

3
01

The candidate describes the events of the Jacquerie in France with reference to evidence such as:

from the source

- ordinary village people joined together
- they tried to destroy the noblemen
- they carried out horrible deeds

from recall

- uprising began near Beauvais in May 1358
- the uprising followed the French defeat at Poitiers
- uprisings spread through north east regions of France (Beauvais, Valois, Amiens)
- peasants sacked and burned castles
- the revolt was put down by Charles "the Bad", King of Navarre
- peasant army defeated in battle near Meaux in June 1358
- savage reprisals against peasants

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

3. How useful is Source C as evidence about the death of Wat Tyler?

4
03

The candidate evaluates the usefulness of the source with reference to evidence such as:

- primary source from a Chronicle
- purpose of chronicler to describe events
- provides some accurate detail of the event
- possible bias against Tyler and his supporters - Tyler blamed for threatening behavior, supporters described as "a mob"

Maximum of 1 mark for content omission such as:

- reason for the meeting between Tyler and King Richard
- Tyler's discussion with the King

4. What were the aims of Joan of Arc in 1429?

3
01

The candidate describes the aims of Joan of Arc in 1429 with reference to evidence such as:

from the source

- support the claims of Charles
- regain French cities from the English
- force the English out of France

from recall

- lift the siege of Orleans
- answer her calling from God

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

EUROPEAN AND WORLD

CONTEXT 4: NEW WORLDS: EUROPE IN THE AGE OF EXPANSION 1480s-1530s

1. Why did new ship designs encourage exploration in the fifteenth century?

4
O2

The candidate explains why new ship designs encouraged exploration by referring to evidence such as:

from the source

- ships were lighter
- new ships were faster
- they were more manoeuvrable
- useful for coastal exploration

and from recall

- could carry more men
- could carry more stores/gold/silver
- could withstand ocean currents/winds

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

4. How useful is Source B as evidence of the success of Vasco da Gama?

4
O3

The candidate evaluates the source with reference to evidence such as:

- primary source produced at the time (1498)
- purpose to record the success of da Gama's voyage
- says da Gama was rewarded
- possible bias as by a crew member who supported da Gama
- possible eye witness

Maximum one mark for commenting on content omission such as:

- destination of voyage

3. What happened on the voyage made by Magellan?

3
01

The candidate describes what happened during the voyage of Magellan by referring to evidence such as:

from the source

- a lot of men died
- many of the crew returned sick
- they had travelled a great distance
- they had gone round the world

and from recall

- first voyage round the world
- first voyage from the Atlantic to Pacific Oceans
- Magellan was killed

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

4. What advantages allowed the Spaniards to conquer **EITHER** the Aztecs **OR** the Incas?

3
01

The candidate describes the advantages which allowed the Spaniards to conquer **EITHER** the Aztecs **OR** the Incas by referring to evidence such as:

from the source

- Aztecs/Incas did not have wheeled vehicles
- Spaniards had horses
- Spaniards had iron

and from recall

- Aztecs/Incas caught by surprise
- Aztecs/Incas hit by disease
- Spaniards made alliances

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

**EUROPEAN AND WORLD
CONTEXT 5: "TEA AND FREEDOM"
THE AMERICAN REVOLUTION 1763-1783**

1. How useful is Source A as evidence of Britain's right to tax the American colonists? **4**
03

The candidate evaluates the source with reference to evidence such as:

- primary source taken from the time (of the dispute)
- statement by an Englishman
- possibility of bias
- comment on the content of source - every Englishman is taxed

Maximum of one mark for content omission such as:

- No mention of American colonist viewpoint

2. What happened at the Boston Tea Party? **3**
01

The candidate describes what happened at the Boston Tea Party by referring to evidence such as:

from the source

- British ship is boarded
- some are dressed as 'red Indians'/Native Americans
- the tea is emptied overboard

and from recall

- about 50 men boarded the vessel
- dressed as Mohawk Indians
- three vessels were boarded and emptied of tea

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

3. Describe the events which led to the capture of Ticonderoga

**3
01**

The candidate describes the events which led to the capture of Ticonderoga by referring to evidence such as:

from source

- one group led by Ethan Allen
- joined by Benedict Arnold
- both men disagreed over overall command
- agreed to share it
- took Ticonderoga with ease

and from recall

- Allen's force called "Green Mountain Boys"
- captured the 45 cannon
- defenders were older men
- opened the road to Canada

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

4. Why did Britain lose the war with the American colonists?

**4
02**

The candidate explains why Britain lost the war by referring to evidence such as:

from the source

- difficulty in keeping army supplied
- American territory vast
- territory was unfamiliar
- outdated military tactics and methods

and from recall

- poor British commanders
- foreign intervention
- British navy lost control of the seas
- British government mismanaged the war

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

EUROPEAN AND WORLD

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

1. Describe the Triangular Trade

3
01

The candidate describes the Triangular Trade by referring to evidence such as:

from the source

- first part from a British port, such as Liverpool, to Africa
- second part was the Middle Passage from Africa to America with the slaves
- third part from America back to Britain with a valuable cargo

and from recall

- the route formed the shape of a triangle
- ship carried goods such as cloth, iron bars, gin and guns to trade for slaves
- ships returned to Britain with goods such as cotton, tobacco and sugar

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

2. How useful is Source B as evidence of the way slaves were sold?

4
03

Candidate evaluates the source with reference to evidence such as:

- primary source written at the time
- an eyewitness account by a slave who was sold
- Oudalah was a slave - possible bias
- comment on content - friends and relatives separated, terrified
- consistent with most other accounts

Maximum of one mark for content omission such as:

- sales by auction/private treaty

3. Describe the beginnings of the Abolitionist Movement.

**3
01**

The candidate describes the origins of the Abolitionist Movement by referring to evidence such as:

from the source

- started by the British Quakers
- mass support given to them by Baptists and Methodists
- persuaded Granville Sharp to become chairman of the society
- Thomas Clarkson was also a founder member

and from recall

- most members of the committee who formed the Abolition Society were Quakers
- Wilberforce led the campaign in the House of Commons
- the society decided to concentrate their activities in attacking the slave trade
- Adam Smith started the economic attack on the system

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

4. Why did some people think the slave trade was necessary?

**4
02**

Candidate explains why some people thought the slave trade was necessary by referring to evidence such as:

from the source

- economists believed it to be profitable
- more and more people were using slave-produced goods
- planters made big profits
- only black slaves could work in the plantation system, it was believed

and from recall

- provided jobs for many in Britain
- towns profited from the trade
- abolition would threaten the existence of the West Indies
- abolition might lead to violence

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

EUROPEAN AND WORLD

CONTEXT 7: CITIZENS! THE FRENCH REVOLUTION 1789-1794

1. What did Marie Antoinette do to make herself unpopular? (Use Source A and recall)

**3
01**

The candidate identifies actions which made Marie Antoinette unpopular by referring to evidence such as:

from the source

- she was extravagant
- got what she wanted
- king did what she wanted

from recall

- she was Austrian - a foreigner
- she couldn't be bothered with some people if she found them boring
- she had favourite people

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

2. Why did the Third Estate want to have some power? (Use Source B and recall)

**4
02**

The candidate explains why the Third Estate wanted to have some power referring to evidence such as:

from the source

- it made up most of the population
- it ought to have the same representation as the Estates General
- it wanted to have as much power as the privileged classes

from recall

- it was overtaxed as a group
- it had worst working and living conditions
- it suffered from poverty

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

3. How useful is Source C as evidence of how the French people felt about their king in 1791?

4
03

The candidate evaluates the usefulness of Source C with reference to evidence such as:

- primary source written at the time (1791)
- eyewitness account
- view from someone not directly involved in the revolution/someone who was pro-revolution
- details of opinions held by revolutionaries at the time

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

- Louis & wife were extravagant
- took little to do with other classes in France
- Louis withdrew his agreement to bring about reform in France
- Louis planned to join France's enemies (Austrians)

4. Describe the reign of terror in France.

3
01

The candidate describes the reign of terror in France by using evidence such as:

from the source

- Robespierre was the ruler
- special courts were used
- rich families were executed

from recall

- guillotines were used to chop off heads
- role of 'sans culottes'
- purges of Convention

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

EUROPEAN AND WORLD

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

1. Describe the events of the 1905 Revolution.

**3
01**

The candidate describes the events of the 1905 Revolution by referring to evidence such as:

from the source

- factory workers took part in marches
- there was a strike
- peasants tried to take land

and from recall

- Trade Unions formed
- Bloody Sunday, Father Gapon
- students went on strike
- crew of battleship Potemkin mutinied
- riots/disorder
- murders

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

2. Why was there discontent in Russia during the First World War?

**4
02**

The candidate explains why there was discontent in Russia during the First World War by referring to evidence such as:

from the source

- many dead or injured soldiers
- war cost a huge amount of money
- food was hard to get
- fewer peasants on the land - had gone off to fight as soldiers

and from recall

- shortage of factory workers to make goods
- shortage of fuel - poor transport
- details on casualties - 4 million dead or injured
- Rasputin and Tsarina not trusted to run country while Tsar was away at the Front
- collapse of government

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

3. What did Lenin promise the Russian people? **3**
01

The candidate describes Lenin's promises by referring to evidence such as:

from the source

- Provisional Government should be destroyed
- Soviets to take over
- workers to be given a say in the running of the factories

and from recall

- | | | | |
|------------------------------------|---|----------------|---|
| • World War One to end |) | <i>"Peace,</i> | If candidate merely quotes "Peace, Land and Bread" = 1 mark |
| • land to be shared among peasants |) | <i>Land,</i> | |
| • food for everyone |) | <i>Bread"</i> | |

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

4. How useful is Source D as evidence of how the Reds treated people during the Civil War? **4**
03

The candidate evaluates the source with reference to evidence such as:

- primary source from 1918/period of Civil War
- author was Lenin - leader of Reds
- purpose is to give instructions
- tells what Reds were to do - guard formed to terrorise Kulaks, priests and White Guards and to send anyone suspicious to concentration camps

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

- requisition of grain
- murder/torture of Whites

EUROPEAN AND WORLD

CONTEXT 9: FREE AT LAST: RACE RELATIONS IN THE USA 1918-1968

1. Describe the ways the Segregation Laws affected black Americans.

**3
01**

The candidate describes the ways the Segregation Laws affected black Americans by referring to evidence such as:

from the source

- illegal for black and white textile workers to use same doorways, bathrooms, or canteens
- unlawful for Blacks and Whites to sit at same table or play dominoes
- black and white children had to attend separate schools

and from recall

- black barbers not allowed to cut hair of white children and women
- Blacks banned from some restaurants, theatres, taxis, hotels
- separate train coaches, buses, waiting rooms
- separate churches, wards in hospitals, cemeteries
- separate public drinking fountains

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

2. Describe the arrest of Rosa Parks.

**3
01**

The candidate describes Rosa Parks' arrest by referring to evidence such as:

from the source

- Whites got on the bus - driver told Rosa Parks and others to move
- some moved but she didn't
- police were called in
- Rosa Parks was arrested

and from recall

- she stood up for her rights
- she was a well known activist (Secretary of NAACP)
- other details about rules concerning segregation on buses

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

3. How useful is Source C as evidence of the beliefs of Martin Luther King?

4
03

The candidate evaluates the source with reference to evidence such as:

from the source

- primary source from the time (1956, during civil rights' campaign).
- from Martin Luther King himself
- gives details of how civil rights were to be achieved (methods etc)
- purpose to convince people to support Martin Luther King/non-violence

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

- King's approval of striking, boycotts, sit-ins, pray-ins
- King's approval of defying segregation laws
- King's beliefs in equality for Blacks and financing of non-violent groups
- other methods - marches, stand-ins in theatres, orderly demonstrations

4. Why did the actions of the Ku Klux Klan terrify black Americans?

4
02

The candidate explains the effects of the actions of the Ku Klux Klan on black Americans by referring to evidence such as:

from the source

- bombing black churches
- murdering Blacks
- killing civil rights volunteers

and from recall

- lynchings
- burning crosses - sign they were out looking for target
- aggressive attacks against Blacks
- shootings
- loud demonstrations - banners, etc
- attacks on homes of Blacks

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

EUROPEAN AND WORLD

CONTEXT 10: THE ROAD TO WAR 1933-1939

1. What did Hitler do to give Germans back their pride?

**3
01**

The candidate describes what Hitler did to give Germans back their pride by referring to evidence such as:

from the source

- he built up the army
- he broke international treaties
- he made them feel part of a strong country
- bullying - no one else would have stood up to the rest of Europe

and from recall

- Anglo-German Naval Agreement
- breaking Versailles eg conscription
- Rhineland - occupation with minimal forces
- navy
- building of Luftwaffe

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

2. How useful is Source B as evidence of Hitler's plans for Germany in the 1930s?

**4
03**

The candidate evaluates the source with reference to evidence such as:

- primary source from the time (of the Nazis)
- written by Adolf Hitler himself
- Mein Kampf was a book which was to increase Nazi support
- to unite all Germans - 'Ein Volk' idea

Maximum one mark for commenting on content omission such as:

- it was written before he took office
- it clearly points out the land which Hitler did try to gain
- 'Lebensraum' - living space

3. Why did some British people approve of the Anschluss in 1938?

4
02

The candidate explains British reasons for accepting the Anschluss with reference to evidence such as:

from the source

- Austrians happy with the situation
- Versailles was a foolish treaty
- British people were not concerned over Czechoslovakia

and from recall

- Britain wasn't equipped to fight
- Britain thought Austria was too far away to concern them
- Britain still remembered the horrors of World War One

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

4. Describe the events between September 1938 and September 1939 which led to the outbreak of war.

3
01

The candidate describes events between September 1938 and September 1939 referring to evidence such as:

from the source

- Part of Czechoslovakia was taken October 1938
- Hitler took the rest of Czechoslovakia March 1939
- Hitler promised to take no more land

and from recall

- Hitler took Sudetenland (named as such)
- promises were made to Chamberlain etc
- Hitler moved towards Poland - invasion in September 1939
- Nazi-Soviet Pact made

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

EUROPEAN AND WORLD

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

1. Why did relations between the USA and USSR change after Second World War? **4**

O2

The candidate explains why relations between the USA and USSR changed after the Second World War by referring to evidence such as:

from the source

- only kept together by the war
- had little in common
- different beliefs/ideas

and from recall

- distrusted each other before the war
- many Americans were bitterly opposed to Communism
- many people in USSR were bitterly opposed to capitalism
- they were now the only two superpowers - they were rivals

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

2. Describe the events of the Cuban Crisis of October 1962. **3**

O1

The candidate describes the events of October 1962 by referring to evidence such as:

from the source

- an American blockade of Cuba
- American warships stopped Soviet ships bringing missiles to Cuba
- blockade was to be kept up till all missiles were removed

and from recall

- U2 spy plane flew over Cuba and pictured the site(s)
- letter from Khrushchev stated he would not observe the blockade
- Khrushchev backed down and ships turned round
- missile sites in Cuba were dismantled

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

3. How useful is Source C as evidence of American actions in Vietnam?

4
03

The candidate evaluates the source with reference to evidence such as:

- primary source taken from the time (of the Vietnam War)
- spoken by the enemy of America/possible bias
- purpose: to attack American actions
- refers to some of the American tactics

Maximum of one mark for content omission such as:

- actions by the North Vietnamese or Vietcong
- detail of weapons used - eg Napalm, poison, chemicals
- atrocities eg My Lai

4. What events led to a breakdown in American-Soviet relations in the late 1970s?

3
01

The candidate describes the events which led to a breakdown in detente by referring to evidence such as:

from the source

- Soviet troops invaded Afghanistan
- USA reacted by putting restrictions on Soviet Trade
- USA boycotted the Moscow Olympic Games

and from recall

- Americans suspended SALT 2
- both sides began to develop new nuclear weapons
- a new American President who strongly disliked the communists

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

[END OF MARKING INSTRUCTIONS]