

2003 History

Intermediate 2

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 of the Suffragette's campaign”

“The source is useful as it is a secondary source written by a reputable historian who will have researched the relevant evidence”.

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

Source Comparison Questions

- (a) If a candidate merely matches correctly pieces of evidence

eg Source A says he treated them with dignity, honour and affection whereas Source B says he was mistrusting and suspicious = 1 mark

- (b) If a candidate gives an overall view

eg Source B approves of the Anschluss but Source C disapproves of it = 1 mark

- (c) If a candidate gives an overall view and one example of corroboration

eg Source B approves of the Anschluss but Source C disapproves because B says it is natural to have a union between Austria and Germany which Source C says the small country has been struck down = 2 marks

- (d) If a candidate gives an overall view and two examples of corroboration

eg Source B approves of the Anschluss but Source C disapproves because B says it is natural to have a union between Austria and Germany while Source C says the small country has been struck down. Source B thinks there is no reason for disapproving of the union but Source C says Germany now controls the South East of Europe = 4 marks

History Intermediate 2

SCOTTISH AND BRITISH

PART 1 THE SHORT ESSAY

Context 1: Murder in the Cathedral: Crown, Church and People, 1154-1173

Question 1

How far was Henry II successful in dealing with his problems as King of England by 1173? (8)
O1 & O2

Candidate evaluates Henry's success by referring to evidence from recall such as:

- banished nobles' mercenary/private armies
- destroyed or took over nobles' illegal castles
- curbed nobles' authority eg abolished Earldom of York
- created effective system of royal justice over major crimes
- established assizes to deal with land disputes
- reduced church independence despite Becket quarrel

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

SCOTTISH AND BRITISH

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

Question 2

Explain why most Scots accepted Robert Bruce as king by 1328. (8)
O1 & O2

Candidate explains why most Scots accepted Robert Bruce by referring to evidence from recall such as:

- the Bruce family had royal ancestors
- Robert Bruce's grand-father had been a competitor during the Great Cause
- John Balliol had not been effective as its king in protecting Scotland
- Robert Bruce had been successful in driving the English out of Scotland
- Robert Bruce had won the Battle of Bannockburn
- Robert Bruce had crushed opposition from the Comyns and the Balliols
- Robert Bruce had accepted nobles transferring their support to him quite late
- Robert Bruce had the support of most churchmen in Scotland
- Robert Bruce had forced the English to agree that he was King of Scots

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

SCOTTISH AND BRITISH

Context 3: Mary, Queen of Scots and The Scottish Reformation, 1540s-1587

Question 3

Explain why Queen Elizabeth of England thought Mary, Queen of Scots was a danger to her. (8)
O1 & O2

Candidate explains the fears of Elizabeth by referring to evidence from recall such as:

- Mary was Elizabeth's closest relative
- Roman Catholic supporters of Mary in England thought that Elizabeth was illegitimate
- Roman Catholics thought that Mary was the genuine Queen of England
- After the death of Mary Tudor, Mary, Queen of Scots, had called herself Queen of England
- English Roman Catholics wanted Mary to be their ruler
- Elizabeth was worried English Catholics would assassinate her so Mary could rule
- Elizabeth was worried that foreign rulers could use Queen Mary against her
- Elizabeth did not want to acknowledge her mortality by recognising an heir
- Plots discovered against Elizabeth, featuring Mary (eg Babington Plot)

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

SCOTTISH AND BRITISH

Context 4: The Coming of the Civil War, 1603-1642

Question 4

Explain why the English Parliament took up arms against King Charles I in 1642. (8)
O1 & O2

Candidate explains why the English Parliament took up arms against King Charles I in 1642 by referring to evidence from recall such as:

- constitutional conflicts with the House of Commons
- unconstitutional attempts by Charles to raise finances
- use of prerogative courts
- religious conflicts
- character of Charles I
- Covenanting movement in Scotland
- English Parliament refused to grant money

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

SCOTTISH AND BRITISH

Context 5: “Ane End of Ane Auld Sang”: Scotland and the Treaty of Union, 1690s-1715

Question 5

Explain why there was bad feeling between the Scots and the English in the 1690s. **(8)**
O1 & O2

Candidate explains why there was bad feeling between the Scots and the English in the 1690s by referring to evidence from recall such as:

- the Scots said England was dragging Scotland into wars against its old friend France
- the Scots said their trade was being badly affected
- the Scots did not gain from the peace treaties
- the Scots blamed the English for the failure of Darien; no financial support, no military support, no political support
- the Scots blamed the financial losses over Darien on the English
- the Scots felt Scotland was being badly governed - influence of London/absentee monarch
- the English felt the Scots were intruding into their colonies/markets
- the English did not trust the Scots' friendship with France
- there were religious differences between Scotland and England

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

SCOTTISH AND BRITISH

Context 6: Immigrants and Exiles: Scotland, 1830s-1930s

Question 6

Explain why people emigrated from the Highlands of Scotland between 1830 and 1900. **(8)**
O1 & O2

Candidate explains why people emigrated from the Highlands of Scotland between 1830 and 1900, by referring to evidence from recall such as:

- Highland Clearances
- extreme poverty
- lack of employment opportunities
- potato famine
- forced movement for deer estates/leisure
- attractions of life overseas

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

SCOTTISH AND BRITISH

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

Question 7 (a)

How successful were the Liberal Reforms of 1906-14 in meeting the needs of the people? (8)
O1 & O2

The candidate evaluates the success of the Liberal Reforms of 1906-14 in meeting the needs of the people by referring to evidence from recall such as:

- pensions to help those over 70
- legislation to help children: free school meals/medical inspections etc
- insurance to help unemployed/sick
- lack of action on education and housing
- labour exchanges
- 8 hour day for miners

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

SCOTTISH AND BRITISH

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

Question 7(b)

Explain why the status of women changed between 1900 and 1928. (8)
O1 & O2

Candidate explains the changes that took place to the status of women between 1900 and 1928 by referring to evidence from recall such as:

- improved education
- the peaceful campaign of the Suffragists
- the militant campaign of the Suffragettes
- the contribution of women to the war effort
- 1918 – gaining the vote (also 1928 franchise on equal terms with men)
- new advances in home technology
- new job opportunities - service industries

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

SCOTTISH AND BRITISH

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

Question 8

Explain why Irish Unionists were against Home Rule for Ireland.

(8)
O1 & O2

Candidate explains the reasons Irish Unionists were against Home Rule by referring to evidence from recall such as:

- some would lose out in terms of business
- markets in Britain and the Empire would be cut off from Ireland
- many enjoyed life as it was and feared that Home Rule would change this
- some felt that they would lose out in wages and housing
- some felt that “rich” Ulster would suffer if it was tied to the other “poor” provinces
- others believed that a parliament in Dublin would be too strongly influenced by the Roman Catholic Church
- some felt they would lose many freedoms

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

EUROPEAN AND WORLD

Context 1: The Norman Conquest, 1060-1153

Question 9

Explain why Anglo-Saxon opposition to William I after 1066 failed.

(8)
O1 & O2

Candidate explains why Anglo-Saxon opposition failed by referring to evidence from recall such as:

- Anglo-Saxons lacked a native King
- shortage of leaders as most Anglo-Saxon nobles died at Hastings
- Anglo-Saxon opposition not united
- Anglo-Saxon opposition weak/scattered
- William's ruthless crushing of rebels eg "harrying of the North"
- Norman military strength, especially knights
- widespread building of castles by Normans

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

EUROPEAN AND WORLD

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

Question 10

Explain why the People's Crusade failed.

(8)

O1 & O2

Candidate explains why the People's Crusade failed by referring to evidence from recall such as:

- crusade divided into small groups
- lack of knights
- Peter the Hermit's absence in Byzantium when Crusade was attacked
- too many non combatants such as women and children
- disunity amongst different nationalities especially French and Germans
- Alexius's failure to provide effective help
- poor quality of leadership eg Peter the Hermit and Walter Sansavoir

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

EUROPEAN AND WORLD

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

Question 11

Explain why Henry V was successful in his war against France.

(8)

O1 & O2

Candidate explains Henry V's success by referring to evidence from recall such as:

- French weakness – Charles VI's insanity
- the dispute between Orleans and Burgundy
- English alliance with Burgundy
- Henry's confident leadership
- Henry's ruthlessness
- value of English archers
- disorganisation of French armies
- luck at Agincourt - rain and mud

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

EUROPEAN AND WORLD

Context 4: New Worlds: Europe in the Age of Expansion, 1480s-1530s

Question 12

Explain why developments in navigation and shipbuilding were important for European expansion.

(8)

O1 & O2

The candidate provides an explanation of why developments in navigation and shipbuilding were important for European expansion by referring to evidence from recall such as:

- inability to find accurate position before changes
- navigation and compass helped to make long voyages possible
- prior to change, ships more suited to coastal voyages
- sails made ships faster and more manoeuvrable
- ships became bigger and could carry more

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

EUROPEAN AND WORLD

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

Question 13

Explain why the American colonists were victorious in the War of Independence.

(8)

O1 & O2

Candidate explains why American colonists were victorious by referring to evidence from recall such as:

- the skill of George Washington keeping the colonial army intact
- the terrain gave an advantage to the colonists
- poor generalship by the British officers
- long lines of supply for the British – the Atlantic
- the French declaring war on the British in 1778
- the involvement of Spain and Holland in 1779
- Britain lost control of the Atlantic

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

EUROPEAN AND WORLD

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

Question 14

Explain why there was so little effective resistance to slavery on the plantations.

(8)
O1 & O2

Candidate explains why there was so little effective resistance to slavery on the plantations by referring to evidence from recall such as:

- use of black overseers
- punishments were very severe
- the fear of being separated from their families by being sold off
- the slaves had no weapons
- the slaves had no leaders
- the slaves didn't think they could succeed
- the slaves were brainwashed to obey
- the white masters were united
- most West Indian Islands are quite small and made hiding and planning difficult
- credit can be given to any successes the slaves had eg Haiti

Some candidates may interpret this question to mean “Explain why there was so little effective **opposition** to slavery on the plantations?”

Provided the candidate does write about the plantations, accept the interpretation.

Additional evidence for this interpretation might include:

- there were high profits to be made by plantation owners
- owners had the benefit of cheap labour
- there was demand for cotton, tobacco, rum and sugar

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

EUROPEAN AND WORLD

Context 7: Citizens! The French Revolution, 1789-1794

Question 15

Explain why there was so much discontent in France by 1789.

(8)
O1 & O2

Candidate explains the reasons for discontent by referring to evidence from recall such as:

- privileges of the nobility and the church
- extravagant queen
- money/wealth bought position
- taxation – taille, tithes, gabelle, paulette, vingtieme etc
- peasants and poor made up 85% of the population and had no say in the running of the country
- forced duties – forced labour, mill and wine dues, road repairs, conscription, games laws and law courts
- town workers – long hours, low wages, bad housing, no unions
- price increases – especially at times of bad harvests
- middle classes – no status in the country

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

EUROPEAN AND WORLD

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

Question 16

Explain why Italian nationalists were unsuccessful in achieving their aims before 1850.

(8)
O1 & O2

Candidate explains why Italian nationalists were unsuccessful in achieving their aims before 1850 by referring to evidence from recall such as:

- Congress of Vienna 1815 restored autocratic leaders of the Italian states
- Italian states under Austrian domination - directly or indirectly
- role of Metternich in controlling/suppressing nationalism eg risings of 1830
- ineffectiveness of nationalist organisations, especially the Carbonari
- population of the Italian states was largely indifferent to nationalism
- divisions within the nationalist cause
- failure of the revolutions of 1848
- other great powers unwilling to become involved

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

EUROPEAN AND WORLD

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

Question 17

Explain why German nationalists were unsuccessful in achieving their aims before 1850. (8)
O1 & O2

Candidate explains why German nationalists were unsuccessful in achieving their aims before 1850 by referring to evidence from recall such as:

- the German Confederation was under Austrian control
- Austria opposed further unity
- role of Metternich in controlling/suppressing nationalism eg Carlsbad Decrees
- rivalry between Prussia and Austria
- religious divisions between northern and southern Germany
- failure of the revolutions of 1848
- failure of the Frankfurt Parliament

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

EUROPEAN AND WORLD

Context 10: The Red Flag: Lenin and the Russian Revolution, 1894-1921

Question 18

Why did the Bolsheviks win the Civil War? (8)
O1 & O2

Candidate explains why the Bolsheviks won the Civil War by referring to evidence from recall such as:

- Red Army had good supplies of food – mostly taken from peasants
- controlled the centre of Russia
- had good rail routes/communications
- Whites were divided/did not always act together
- peasants afraid that they would lose land if the Whites won
- Trotsky moulded his army into a good fighting unit
- Lenin and Trotsky were great leaders and could also be ruthless when required
- Reds controlled capital and main cities
- large proportion of population supported the Reds

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

EUROPEAN AND WORLD

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

Question 19

Why did many Blacks move from the south to the north of the USA by the 1930s? (8)
O1 & O2

Candidate explains why many Blacks moved from the south to the north of the USA by the 1930s by referring to evidence from recall such as:

- Jim Crow Laws introduced into southern states – two separate societies created
- great deal of segregation in the South – trains, buses, churches, hospitals, schools, drinking fountains
- southern states made it difficult for Blacks to vote
- terror of Ku Klux Klan – lynchings, beatings, etc
- many Blacks believed the north was a land of opportunity where they could find the American Dream
- many lost farming jobs in the south
- factory jobs in the north were very attractive
- many problems for sharecroppers – low wages, problems with destroyed crops – so a move north seemed sensible
- experience in the armed forces raised hopes/expectations

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

EUROPEAN AND WORLD

Context 12: The Road to War, 1933-1939

Question 20

Explain why Britain followed a policy of appeasement in the 1930s. (8)
O1 & O2

Candidate explains the reasons why Britain followed a policy of appeasement by referring to evidence from recall such as:

- Germany had been badly treated at Versailles
- the idea that the “bomber would always get through”
- a lost generation from the Great War
- economic reasons, the Depression: pressing domestic problems
- military weakness
- unreliable allies eg France
- pacifism movement – peace ballot etc
- imperial problems

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

EUROPEAN AND WORLD

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

Question 21

Explain why a crisis developed over Cuba in 1962.

(8)
O1 & O2

Candidate explains the reasons for the development of the Cuban crisis by referring to evidence from recall such as:

- Cuba became a communist state and fell out with the USA
- Castro sought economic aid from USSR
- Kennedy backed the attempt to overthrow Castro – The Bay of Pigs
- Bay of Pigs was a fiasco/bitterness of Cuban exiles
- Castro asked USSR for military support
- USA had missiles in Turkey (background of Cold War)
- Khrushchev sent missiles to Cuba
- Kennedy announced a blockade of Cuba
- Khrushchev refused to back down

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

[END OF PART 1: THE SHORT ESSAY]

HISTORICAL STUDY: SCOTTISH AND BRITISH

Context 1: Murder in the Cathedral: Crown, Church and People, 1154-1173

Question 1

Describe the uses made of castles in twelfth-century society.

(5)
O1

Candidate describes uses made of castles by referring to evidence from recall such as:

- place of protection
- lord's home
- centre to control surrounding countryside
- administrative centre of a lord's estates
- base from which to attack enemies
- symbol of lord's power
- function as a court/legal

For 5 marks, 5 supported points must be given.

Question 2

Why did King Henry quarrel with Archbishop Becket?

(5)
O2

Candidate explains why King Henry quarrelled with Becket by referring to evidence such as:

from the source:

- Becket had forgotten Henry's promotion of him
- Becket was ungrateful towards Henry
- Becket opposed Henry in many things

and from recall:

- Becket refused to agree that convicted clergy should be handed over for secular punishments
- Becket refused to accept the authority of the State over the Church (Constitutions of Clarendon)
- Becket appealed to Rome against Henry's wishes

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

Question 3

How useful is **Source B** as evidence of how serious the quarrel was between Archbishop Becket and the King?

(4)
03

Candidate evaluates the source as evidence of the seriousness of the quarrel by referring to evidence such as:

- author was a twelfth century churchman, possibly biased
- written at the time of quarrel therefore a primary source
- written to provide details of quarrel between King and Archbishop
- comment on content eg “Archbishop in a desperate situation”

Maximum 1 mark for commenting on content omission such as:

- Becket's failure to appear at the King's court when originally charged

[END OF CONTEXT 1]

SCOTTISH AND BRITISH

Context 2: Wallace, Bruce and The Wars of Independence, 1286–1328

Question 1

How reliable is **Source A** as evidence of disagreements in Scotland about who should be King of Scots?

(4)
03

Candidate evaluates the reliability of Source A as evidence of disagreements in Scotland about who should be King of Scots by referring to evidence such as:

- it was written by supporters of Robert Bruce – therefore biased
- it is a primary source written at the time of the disagreements (1290)
- to claim that Robert Bruce was the true king of Scots
- to claim it was unfair of the Comyns to want to make Balliol King
- to state that Bruce was going to ask King Edward for assistance

Maximum of one mark for content omission such as:

- there were many other claimants for the Scottish crown

Question 2

Describe what happened at the Battle of Stirling Bridge.

(5)
01

Candidate describes what happened at the Battle of Stirling Bridge by referring to evidence from recall such as:

- Wallace and Moray were positioned on high ground overlooking Stirling Bridge
- Cressingham and de Warenne were on the opposite side of the river
- the English leaders decided to use Stirling Bridge to cross the Forth
- only half the English were allowed to cross the bridge
- the Scots attacked the English and stopped them using the bridge
- the English on the Scots side of the bridge were wiped out (including Cressingham)

For 5 marks, 5 supported points must be given.

Question 3

Why did Robert Bruce destroy castles in Scotland?

(5)
02

Candidate explains why Robert Bruce destroyed castles in Scotland by referring to evidence such as:

from the source:

- castles could not be defended against new siege weapons
- invaders had nowhere to shelter
- Scottish nobles could not sit on the fence

from recall:

- castles were centres of military power
- from a castle the garrison could control the local countryside
- Robert Bruce did not have enough men to defend castles
- captured castles could be re-occupied by the English and would need re-capturing
- Scottish rivals could defy Bruce if they had castles in which to shelter

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

[END OF CONTEXT 2]

SCOTTISH AND BRITISH

Context 3: Mary, Queen Of Scots and the Scottish Reformation, 1540s-1587

Question 1

Explain why people like Sir William Douglas became Protestant.

(5)
02

Candidate explains why people like Sir William Douglas became Protestant by referring to evidence such as:

from the source:

- he had been impressed by Knox's preaching
- family connections
- they were against the influence of France in Scotland
- they had English support for their new religion

from recall:

- the Roman Catholic Church in Scotland had attracted criticism
- the Roman Catholic Church in Scotland had not managed to reform itself
- some of the religious ideas of the Protestants were attractive
- people at that time took religion and spiritual salvation very seriously
- foreign policy and religion were strongly interconnected at that time

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

Question 2

What problems did Mary face when ruling Scotland between 1561 and 1567?

(5)
01

Candidate describes Mary's problems ruling Scotland by referring to evidence from recall such as:

- she was a Roman Catholic who wanted to follow her own religion
- Scottish Protestants had made Scotland a Protestant country
- Scottish Protestants did not trust a Catholic queen
- Scottish Catholics hoped for better treatment under Mary
- Scottish nobles often used violence to achieve their aims
- the English were interfering in what happened in Scotland
- Mary's efforts to find a husband
- Mary's marriage to Darnley

For 5 marks, 5 supported points must be given.

Question 3

How reliable is **Source B** as evidence about Mary, Queen of Scots' plans to escape in 1586? **(4)**
O3

Candidate evaluates Source B as evidence about Mary's plans to escape by referring to evidence such as:

- it was a letter sent by Queen Mary so it is a primary source
- it is a possible forgery
- it was sent to Babington who was planning to assist her escape
- to indicate she wanted to escape and how she could be helped
- it details one plan to escape

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

- the letter was written in code
- the letter fell into the hands of Elizabeth's spies

[END OF CONTEXT 3]

SCOTTISH AND BRITISH

Context 4: The Coming of the Civil War, 1603-1642

Question 1

Why did the reign of King James VI and I cause discontent in Scotland?

(5)
O2

Candidate explains discontent in Scotland under the rule of James VI and I by referring to evidence such as:

from the source:

- King had left Scotland
- James controlled Scotland through the Privy Council and Lords of Articles
- Burgesses felt that trade had suffered
- Union had brought little benefit to Scots

from recall:

- James had reduced the power of the Estates
- James's interference in the Kirk
- James's money-raising methods

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

Question 2

How useful is **Source B** as evidence of reaction in Scotland to the introduction of the new Prayer Book in 1637?

(4)
O3

Candidate evaluates the source as evidence of reaction in Scotland to the introduction of the prayer book by referring to evidence such as:

- primary source drawn at the time of the incident
- purpose is to show the reaction of congregation to new Prayer Book
- shows violent protest against the use of the Prayer Book
- English cartoon – possible bias against Scots

Maximum of one mark for content omission such as:

- gives no indication of the reason for the reaction to the new Prayer Book
- gives no indication of reaction in the rest of Scotland

Question 3

Describe Charles I's methods of raising money during the “eleven-years tyranny”.

(5)
01

Candidate describes Charles I's methods of raising money during the “eleven-years tyranny” by referring to evidence from recall such as:

- reviving ancient taxes
- selling monopolies
- fines
- ship money
- use of force to extort loans from wealthy people

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 4]

SCOTTISH AND BRITISH

Context 5: “Ane End of Ane Auld Sang”: Scotland and The Treaty of Union, 1690s–1715

Question 1

Why were there arguments between the Scottish and English Parliaments in the years before the Union of 1707?

**(5)
02**

Candidate explains why there were arguments between the Scottish and the English Parliaments in the years before the Union of 1707 by referring to evidence such as:

from the source:

- the Scots had passed an Act about the Succession
- the English threatened to treat the Scots as Aliens
- the English wanted the Scots to agree to the Hanoverian Succession
- the English wanted the Scots to discuss a Union

from recall:

- the English Act of Succession had settled the Succession on the House of Hanover without consulting the Scots
- the government had obliged Scotland to join in the war against France without consulting the Scottish Parliament
- the Succession – the Scots threatened to have a different ruler from England
- The Act Anent Peace and War said the Scottish Parliament had to agree to Declarations of War and Peace Treaties
- The Aliens Act threatened Scotland's sale of cattle, linen and coal

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

Question 2

Describe the way Scotland was represented in Parliament after the Union of 1707.

(5)
01

Candidate describes the way Scotland was to be represented in Parliament after the Union by referring to evidence from recall such as:

- there were to be fifteen Scottish Lords in the House of Lords
- the Scottish representative peers were to be elected by all the Scottish peers
- 30 MPs represented the Scottish counties
- the 27 biggest Scottish counties got one MP each
- the 6 smallest Scottish counties shared one MP between two
- 15 MPs represented the Scottish burghs
- Edinburgh got one MP; the remaining burghs were grouped

For 5 marks, 5 supported points must be given.

Question 3

How useful is **Source B** as evidence about the Union and its effects?

(4)
03

Candidate evaluates Source B as evidence of the Union and its effects by referring to evidence such as:

- it is by a modern historian who has researched the period
- it is a secondary source written with the benefit of hindsight
- purpose: to consider the Union and its effect
- it is about the effect of Union on trade

Maximum of one mark for content omission such as:

- other areas of cause/effects of the union eg economic weakness and the Equivalent

[END OF CONTEXT 5]

SCOTTISH AND BRITISH

Context 6: Immigrants and Exiles: Scotland, 1830s–1930s

Question 1

Why did many Irish come to Scotland in the nineteenth century?

(5)
02

Candidate explains why many Irish came to Scotland in the nineteenth century by referring to evidence such as:

from the source:

- wages higher in Scotland
- could be paid for more days in a year in Scotland
- employment opportunities were more constant in Scotland
- women and children could find work

from recall:

- poverty and housing conditions in Ireland
- division of land in Ireland
- potato famine
- Scotland close by, so cheap and easy to reach

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

Question 2

Describe the ways in which Irish immigrants had settled into Scottish life by the 1930s.

(5)
01

Candidate describes the ways in which Irish immigrants had settled into Scottish life by the 1930s by referring to evidence from recall such as:

- some changed their names
- inter-marriage with Scots
- joined in trade union and party political activities
- worked with Scots to gain vote eg through Chartism or women's suffrage
- large numbers fought in First World War
- formed football clubs

Some interpret “settle” as reconcile rather than “integrate”. Therefore add:

- learned English
- had the comfort of the Roman Catholic Church
- had houses where other Irish people lived
- had catholic schools for their children

For 5 marks, 5 supported points must be given.

Question 3

How useful is **Source B** as evidence of the desire of Scots abroad in the late nineteenth century to remember their Scots heritage?

(4)
03

Candidate evaluates Source B as evidence of the desire of Scots abroad to remember their heritage by referring to evidence such as:

- primary source from 1896, when Scots remembering their roots/settled abroad
- purpose: to describe how he celebrated New Year's Day
- tells us of features of Scots culture – pipes, Caledonian Society, Highland dress
- language suggests emotion of remembering home

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

- only an account from one community
- no mention of Scots who fully integrated into new society eg through marriage

[END OF CONTEXT 6]

SCOTTISH AND BRITISH

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

Question 1

Why was there so much poverty in Britain at the start of the 20th Century?

(5)
02

The candidate explains why there was so much poverty in Britain at the start of the 20th Century by referring to evidence such as:

from the source:

- lack of jobs during recession
- concern at low rates of pay
- concern at bad habits of poor – drinking and gambling

from recall:

- large families
- death of breadwinner
- illness
- old age

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

Question 2

Describe the “Five Giants” mentioned by Beveridge in his 1942 report.

(5)
01

Candidate describes the “Five Giants” mentioned by Beveridge in his 1942 report by referring to evidence from recall such as:

- squalor – poor quality of housing stock
- ignorance – the need for more equal and better education
- idleness – continuing high levels of unemployment
- want – existence of poverty and need for comprehensive insurance
- disease – inadequacy of health care; cost

For 5 marks, 5 supported points must be given.

Question 3

How useful is **Source B** as evidence of the success of the National Health Service by 1949? **(4)**
O3

The candidate evaluates Source B as evidence of the success of the NHS by 1949 by referring to evidence such as:

- primary source produced near start of NHS
- purpose to show popularity of free treatment such as dentistry/possible over-use
- drawn in popular British newspaper which formed opinion
- shows large queues outside dentist for dentures
- use of exaggeration – teeth for Christmas

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

- no comment on other NHS services or costs

[END OF CONTEXT 7 (a)]

SCOTTISH AND BRITISH

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

Question 1

How useful is **Source A** as evidence of problems faced by women in the early 1900s? **(4)**
O3

Candidate evaluates Source A as evidence of the problems faced by women in the early 1900s by referring to evidence such as:

- primary source from the turn of the century when women's status was low
- a cartoon from a Suffragette: source could be showing exaggeration
- purpose is to show how women were treated
- the woman behind the bars is obviously educated and the other is a convict

Maximum of one mark for content omission such as:

- any point which refers to women's inferior position

Question 2

Why did so many Scots suffer badly in the 1930s? **(5)**
O2

Candidate explains why Scots suffered badly in the 1930s by referring to evidence such as:

from the source:

- unemployment hit all employees – skilled and unskilled
- towns often depended on a single industry
- areas with heavy industry were hard hit
- up to 2/3 were out of work in some areas

from recall:

- where there was only one industry people would need to move away for work and many were reluctant to move
- bad housing
- bad health
- Means Test

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

Question 3

Describe the growth of leisure activities in Scotland between 1900 and 1939.

(5)
01

Candidate describes the growth of leisure activities in Scotland between 1900 and 1939 by referring to evidence from recall such as:

- swimming baths were built
- football stadiums were built
- athletic clubs started to appear
- improvements in transport meant people could travel to the seaside for the day
- cinemas were on the increase
- radios were in many homes
- dancing

For 5 marks, 5 supported points of recall must be given.

[END OF CONTEXT 7 (b)]

SCOTTISH AND BRITISH

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

Question 1

How useful is **Source A** as evidence of why support for Sinn Fein increased in 1916?

(4)
O3

Candidate evaluates the usefulness of Source A as evidence of why support for Sinn Fein increased in 1916 by referring to evidence such as:

- primary source from 1916 at the time of the executions/shortly after the Easter Rising
- author is Nationalist MP so may be biased
- speech given in House of Commons to express Nationalist opinion/explain increased support for Sinn Fein
- accuracy about earlier lack of support for Sinn Fein/show how executions increased their support

Maximum of one mark for content omission such as:

- this bitterness against the British Government spread throughout the country
- British Government imposed martial law so support for Sinn Fein increased
- British Government imprisoned many people eg Arthur Griffith, so support for Sinn Fein increased

Question 2

Describe the methods used by the sides during the Anglo-Irish War 1919-1921.

(5)
O1

Candidate describes the methods used by the sides during the Anglo-Irish War by referring to evidence from recall such as:

- 1920 in Dublin, 11 British intelligence officers killed by IRA
- Auxiliaries shot into crowd at Gaelic football match in Dublin. Thought some IRA men in crowd
- Dec 1920 – IRA unit wiped out Auxiliary unit near Cork
- Auxiliaries took revenge and burned much of Cork down
- IRA's guerrilla warfare – violent actions/IRA's use of guns/explosives
- British Army's retaliation to IRA's methods (eg use of Black and Tans)
- IRA attack on Customs House in Dublin (1921)

For 5 marks 5 developed points of recall must be given.

Question 3

Why were some Irish Republicans against the 1921 Treaty signed after the Anglo-Irish War? (5)
02

Candidate explains why some Irish Republicans were against the 1921 Treaty by referring to evidence such as:

from the source:

- treaty went against wishes of majority
- wouldn't end years of conflict
- would hand over power to foreign country
- the Treaty did not meet with Irish Nationalist hopes

and from recall:

- Treaty didn't result in an independent Irish Republic (of 32 counties)
- only resulted in a 26 county Ireland
- still links with the British Government

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

[END OF CONTEXT 8]

EUROPEAN AND WORLD

Context 1: The Norman Conquest 1060-1153

Question 1

What advantages did the Norman forces have over the Saxons at the Battle of Hastings? (5)
O1

Candidate makes reference to Norman advantages by referring to evidence from recall such as:

- Normans outnumbered Saxons
- Normans had mounted knights
- Norman tactics such as the feigned retreat were better (though debate over feigned retreat)
- Norman troops were fresh but Saxons were tired by long march and earlier battle against Norwegians
- Normans had archers
- Norman weapons superior eg large shield, lance held couched by knights

For 5 marks, 5 supported points must be given.

Question 2

Explain why David I was deeply influenced by Norman England. (5)
O2

Candidate makes reference to why David I was deeply influenced by Norman England by referring to evidence such as:

from the source:

- spent much time in England when parents died
- grew up under Norman influence
- brother-in-law of English King
- David claimed English Earldom

and from recall:

- close friendship with many Anglo-Norman families
- David was an English noble as Earl of Huntingdon through his marriage
- David acted as a royal judge for Henry I of England
- David was a close friend of Henry I of England

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

Question 3

How far do **Sources B** and **C** agree about David I's methods of governing Scotland?

(4)
O3

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

Source A	Source B
<ul style="list-style-type: none">• Extensive grants of land to Norman friends• Anglo-Norman feudalism introduced in Scotland• No mention of church• Use of sheriffs to control subjects	<ul style="list-style-type: none">• Large estates distributed amongst Norman friends• A feudal system of land ownership introduced• Church controlled by important Norman churchmen• Judges and sheriffs appointed to administer King's justice

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

[END OF CONTEXT 1]

EUROPEAN AND WORLD

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

Question 1

Compare **Sources A** and **B** as evidence of Alexius's relations with the leaders of the First Crusade.

(4)
03

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

Source A	Source B
<ul style="list-style-type: none">• Primary, written by crusading prince, Stephen of Blois• Says Emperor treated him with dignity, honour and affection• Says Emperor is enriching all princes and treating crusading knights generously	<ul style="list-style-type: none">• Primary, written by supporter of crusading prince, Bohemund• Says Emperor planned to deceive Christian leaders, because he was mistrustful and suspicious• Talks of crafty plan to make leaders swear oath of loyalty to Emperor

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

Question 2

Why were the Crusaders able to defeat the Muslim attempts to relieve Antioch?

(5)
02

Candidate explain why the Crusaders defeated Muslim attempts to relieve Antioch by referring to evidence such as:

from the source:

- inspired by Holy Lance
- knew there were strains amongst the Muslim alliance
- Bohemund decided to be bold
- made a direct attack on the enemy camp

and from recall:

- crusader's heavy charge was a superior tactic to any the Muslims could employ
- Muslim leaders were reluctant to unite under their general Kerbogha
- Muslim forces took to flight early in the battle

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

Question 3

Describe the capture of Jerusalem by the First Crusade.

(5)
01

Candidate describes the capture of Jerusalem by referring to recalled evidence such as:

- use of siege towers to breach city walls
- use of catapults
- use of Greek Fire
- walls and forts of city undermined
- Crusaders inspired by ghost of Bishop Adhemar of Le Puy, crusade's original spiritual leader
- slaughter of inhabitants

For 5 marks, 5 developed points must be given.

[END OF CONTEXT 2]

EUROPEAN AND WORLD

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

Question 1

Why was there a succession problem after the death of Philip IV?

(5)
02

Candidate explains the succession problem by referring to evidence such as:

from the source:

- Edward II of England had married the daughter of Philip IV
- Edward III had a strong claim to the throne of France
- Philip IV died without an heir
- Philip (of Valois) became king instead of Edward

from recall:

- the French nobles did not want Edward as their King
- Philip of Valois was the nephew of Charles
- poor relations between England and France at this time aggravated the problem

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

Question 2

Describe the problems faced by the peasants in England **and** France during the Hundred Years War.

(5)
01

Candidate describes the problems faced by peasants referring to evidence from recall such as:

- French suffered looting and rapine by the English
- French treated badly by their own nobles
- English peasants hated the poll tax (1379-81)
- English affected by French coastal raids
- English affected by war weariness as the war turned against them
- French and English suffered as a result of plague
- French and English suffered high taxation to pay for war

For 5 marks, 5 supported points must be given.

Question 3

Compare **Sources B** and **C** as evidence about the effects of the Black Death.

(4)
O3

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

Source B	Source C
<ul style="list-style-type: none">• Primary source written by a monk living at the time• Deals with the short term effects of the plague• Describes loss of life caused by the plague• Mentions effects on wages (going up)	<ul style="list-style-type: none">• Secondary source written by a modern historian• Deals with longer term effects of the plague – eg end of feudalism• Mentions loss of life caused by plague• Mentions wealth for more people

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

[END OF CONTEXT 3]

EUROPEAN AND WORLD

Context 4: New Worlds: Europe in The Age of Expansion, 1480s-1530s

Question 1

Why did European nations explore in the late fifteenth century?

(5)
O2

The candidate explains why European nations explored in the late fifteenth century by referring to evidence such as:

from the source:

- wanted to challenge the unknown
- curious about the world
- wanted wealth and fame
- felt they were acting out God's will

from recall:

- searching for gold and slaves
- looking for ways to the East to find spices
- competition between Portugal and Spain

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

Question 2

Compare **Sources B** and **C** as evidence about the success of the voyages of Christopher Columbus.

(4)
O3

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

Source B	Source C
<ul style="list-style-type: none">• Contemporary account/not yet failure	<ul style="list-style-type: none">• Secondary – written by a modern historian/benefit of hindsight
<ul style="list-style-type: none">• By Columbus himself justifying his voyages – possible bias	<ul style="list-style-type: none">• Provides rounded analysis of career
<ul style="list-style-type: none">• States he has found a new world	<ul style="list-style-type: none">• Says there had only been initial success – later failure
<ul style="list-style-type: none">• Says he has made Spain rich	<ul style="list-style-type: none">• Says he was a distrusted foreigner/tarnished reputation

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

Question 3

Describe the exploration of North America by Europeans up to 1540.

(5)
01

Candidate describes the exploration of North America by Europeans up to 1540 by referring to evidence from recall such as:

- Spanish advances in Florida and westward by de Soto 1539
- explorations of Cabot in Canada in search of north-west passage
- explorations of St Lawrence by Cartier
- explorations by Coronado through California, New Mexico and into Great Plains 1540
- Vaca's journey 1528-36 from Gulf coast through modern Texas to the Rockies and westward and south to Mexico
- specific reference to particular explorers eg Ponce de Leon, Coronado, Hernando Soto

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 4]

EUROPEAN AND WORLD

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

Question 1

Compare the views expressed in **Sources A** and **B** on the right of Britain to tax the American Colonies.

(4)
03

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

Source A	Source B
<ul style="list-style-type: none">• against British Government's plans• no taxes be imposed on them• right of consent should be given	<ul style="list-style-type: none">• supports the colonists• no right to impose taxes• Americans not represented

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

Question 2

Describe the events at Lexington in 1775 which led to the outbreak of war.

(5)
01

Candidate describes the events at Lexington by referring to evidence from recall such as:

- Gage's plan to arrest colonial leaders at Lexington
- plan overheard and warning sent ahead – Paul Revere
- 70 Minutemen led by Captain Parker ready for redcoats arrival
- each side blamed the other for firing first
- colonists outnumbered
- 8 Minutemen and one British soldier killed
- war breaks out

For 5 marks, 5 supported points must be given.

Question 3

Why was George Washington important to the success of the colonists?

(5)
02

Candidate explains to why George Washington was important to the success of the colonists by referring to evidence such as:

from the source:

- very stubborn
- tremendous courage and strength of mind
- importance of drilling his men into an efficient army
- expected defeats
- skill of keeping up spirits of his men

from recall:

- improved the conditions of the colonial army
- Washington responsible for establishing the Continental army despite opposition
- realised the importance of outside help – the French

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

[END OF CONTEXT 5]

EUROPEAN AND WORLD

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

Question 1

Why was the Slave Trade important in the 18th Century?

(5)
02

Candidate explains why the Slave Trade was important in the 18th Century by referring to evidence such as:

from the source:

- the largest transatlantic movement of people in history up to that time
- led to the transport of goods among three different continents
- involved hundreds of ships annually
- encouraged produce for export from America eg tobacco, cotton

from recall:

- raised huge revenue for the British government (Trade tightly controlled – paid taxes to Government for every slave delivered)
- considerably helped to develop the cities of Bristol, Liverpool and London
- provided many jobs
- helped considerably investment in Britain's Industrial Revolution

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

Question 2

What arguments did the Abolitionists use against the Slave Trade?

(5)
01

Candidate describes the arguments of Abolitionists by referring to evidence from recall such as:

- economic – slave economies were inefficient – unpaid workers don't work hard – there is a lot of wastage – West Indies no longer as important to the British economy
- humanitarian – slavery was unnatural – the idea of owning a worker made no sense in the age of free labour – the idea of freedom brought forward by the American and French Revolutions
- religious – Christians believed that it was not right in the eyes of God to hold or cause any of the human race in slavery – saw slavery as evil – how could the brutality of the trade be equated with Christianity

For 5 marks, 5 supported points must be given.

Question 3

Compare the views on the slave trade in **Sources B** and **C**.

(4)
O3

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

Source B	Source C
<ul style="list-style-type: none">• (British Prime Minister) sympathetic towards abolition• An evil trade• The supplying of slaves encourages kidnapping and bloodshed• Too many people taken from Africa	<ul style="list-style-type: none">• (A planter who) favours the trade• A necessary trade• The supply of slaves needs to be maintained to keep up production• Slaves in the West Indies will die out if the trade is not maintained

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

[END OF CONTEXT 6]

EUROPEAN AND WORLD

Context 7: Citizens! The French Revolution, 1789-1794

Question 1

Why was the French royal family so unpopular in the 1780s?

(5)
02

Candidate explains why the royal family was unpopular by referring to evidence such as:

from the source:

- king was indecisive/changed his mind
- orders were slow in being carried out
- the queen controlled the king
- the queen was extravagant

from recall:

- king was bankrupt
- king had failed to make any reforms
- taxation was very high

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

Question 2

Compare **Sources B** and **C** as evidence about the storming of the Bastille.

(4)
03

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

Source B	Source C
<ul style="list-style-type: none">• A secondary source written in 1992• Written by an historian who has researched this• Sees crowd as violent and angry• Demonstrations, looting, attack Bastille	<ul style="list-style-type: none">• A primary source written at the time• Written by an eyewitness• Sees it as a joyous happy occasion• Mentions no violence

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

Question 3

Describe the methods Robespierre used to control France.

(5)
01

Candidate describes the methods Robespierre used to control France by referring to evidence from recall such as:

- he centralised all trials in Paris
- he made it easy to declare anyone “treasonable”
- accused people were not allowed lawyers
- verdicts could be decided by the jurors rather than the evidence
- only verdicts possible were death or acquittal
- he reduced wages and there was no way people could protest/freedom of speech had been thwarted

For 5 marks, 5 supported points of recall must be given.

[END OF CONTEXT 7]

EUROPE, EUROPEAN AND WORLD

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

Question 1

Describe the part played by Giuseppe Mazzini in the unification of Italy.

(5)
01

Candidate describes the part played by Mazzini by referring to evidence from recall such as:

- Mazzini broke from the Carbonari
- Mazzini formed Young Italy to campaign for a united Italy
- Mazzini was a tireless propagandist for the nationalistic cause
- inspirational leader – eg during the Roman Republic
- Mazzini inspired important nationalists – especially Garibaldi
- Mazzini less influential because continually in exile
- propaganda of limited value when most Italians could not read

For 5 marks, 5 supported points of recall must be given.

Question 2

Why did Napoleon III make peace with Austria at Villafranca?

(5)
02

Candidate explains why Napoleon III made peace with Austria at Villafranca by referring to evidence such as:

from the source:

- Napoleon's armies in danger
- Piedmont was acting without consulting France
- Piedmont was becoming too powerful
- Napoleon was disgusted and alarmed by what he saw of the war
- Napoleon III lacked the qualities of his uncle

from recall:

- lack of public support in France for the campaign in Italy
- heavy French casualties
- Napoleon III feared upsetting the Pope
- Napoleon III worried about the threat of Prussia

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

Question 3

Compare the views expressed in **Sources B** and **C** about Cavour's contribution to the unification of Italy.

(4)
03

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

Source B	Source C
<ul style="list-style-type: none">• Cavour was the architect of modern Italy• Cavour's statesmanship was successful in raising Italian prestige and respect from western powers• Cavour allowed Garibaldi to win the south for Italy	<ul style="list-style-type: none">• Cavour was not committed to Italian unification• Cavour was not a planner but an opportunist• Cavour acted to stop Garibaldi in order to preserve enlarged Piedmont

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

[END OF CONTEXT 8]

EUROPEAN AND WORLD

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

Question 1

Why was there a dispute between Bismarck and the Prussian parliament?

(5)
O2

The candidate explains the dispute between Bismarck and the Prussian parliament by referring to evidence such as:

from the source:

- Bismarck defended the rights of the Crown against the demands of parliament
- Bismarck was determined to resist any attempt by parliament to remove ministers
- Bismarck was determined to resist parliament's interference over the budget
- Bismarck was determined to resist any interference with the army

from recall:

- Bismarck's advice to the King to ignore parliament over taxation
- Parliament had rejected the budget
- Bismarck's anti-liberal measures

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

Question 2

Compare the views expressed in **Sources B** and **C** about Bismarck's contribution to the unification of Germany.

(4)
O3

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

Source B	Source C
<ul style="list-style-type: none">• Bismarck's contribution was crucial	<ul style="list-style-type: none">• Bismarck's contribution was colossal
<ul style="list-style-type: none">• Bismarck had a plan	<ul style="list-style-type: none">• Bismarck was an opportunist
<ul style="list-style-type: none">• Victory at Koniggratz was a triumph for Bismarck's plan	<ul style="list-style-type: none">• Victory at Koniggratz owed much to luck

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

Question 3.

Describe the main events of the Franco-Prussian War.

(5)
01

The candidate describes the main events of the Franco-Prussian War by referring to evidence from recall such as:

- France declared war on Prussia following the “Prussian insult” contained in the Ems telegram
- German armies were more quickly and efficiently organised than the French
- French defeats at Worth and Spichern
- French besieged at Metz
- French army defeated at Sedan
- Napoleon III overthrown
- Paris Commune held out until Jan 1871
- peace treaty signed at Frankfurt - harsh terms

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 9]

EUROPEAN AND WORLD

Context 10: The Red Flag: Lenin and the Russian Revolution, 1894-1921

Question 1

To what extent do **Sources A** and **B** agree about the living conditions of peasants?

(4)
O3

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

Source A	Source B
<ul style="list-style-type: none">• Lived in cabins (made of logs, mud bricks)• Stove (adults slept on)• Ikon• Children lay on floor	<ul style="list-style-type: none">• Lived in cabins (wooden)• Stove (people slept on)• Ikon• Uncomfortable conditions

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

Question 2

Describe the events leading up to the March Revolution 1917.

(5)
O1

Candidate describes events leading up to the March Revolution 1917 by referring to evidence from recall such as:

- shortage of food and fuel
- food queues developed
- food prices went up
- riots
- revolutionaries influenced the workers
- strikes and lock outs
- troops joined the revolution
- Tsar abdicated
- set up Provisional Government/Soviets

For 5 marks, 5 supported points must be given.

Question 3

Why were the Russian people afraid of the Cheka?

(5)
02

Candidate explains why the Russian people were afraid of the Cheka by referring to evidence such as:

from the source:

- dealt harshly with people against the government
- stopped freedom of speech
- Aug 1918: 800 people executed
- by 1921, 50,000 people had been executed
- people killed without fair trial

and from recall:

- tortures carried out
- gave some an opportunity to become thugs and “local bullies”
- used against Whites during Civil War
- forced men from the villages to fight
- shot anyone who would not fight
- requisitioned grain
- arrested many because they were members of the bourgeoisie
- put down Kronstadt mutiny – many sailors shot

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

[END OF CONTEXT 10]

EUROPEAN AND WORLD

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

Question 1

Why were the events at Little Rock, Arkansas in 1957 important for the Civil Rights Movement?

**(5)
02**

Candidate explains the reasons why the events at Little Rock, Arkansas in 1957 were important for the Civil Rights Movement by referring to evidence such as:

from the source:

- President had to intervene (Federal)
- 1000 soldiers sent to Little Rock to protect children
- federal troops stayed for 1 year
- event attracted world wide attention to the Civil Rights Movement
- embarrassed the American Government

and from recall:

- some states wanted to keep schools segregated
- whites tried to stop blacks from entering the school
- Elizabeth Eckford tried to get into the school; but was met with hatred
- a great deal of reaction to the events took place – showed attitudes in the southern states
- showed the clash between state and federal authority
- proved it would be difficult to achieve full civil rights in the USA

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

Question 2

Compare **Sources B** and **C** as evidence of the methods of civil rights protestors.

(4)
03

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

Source B	Source C
<ul style="list-style-type: none">• Author – white Northern reporter• Written near beginning of protest (1956)• People were singing• People pledged themselves to “passive resistance” – boycott of buses had lasted 80 days• People prayed in church	<ul style="list-style-type: none">• Author – student demonstrator• Written later in protest (1968)• People weren't singing (Black Power chants instead)• People were fed up with non-violence• People were mad/angry

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

Question 3

What problems remained for Black Americans after the passing of the 1964 Civil Rights Act?

(5)
01

Candidate describes remaining problems for America's Blacks – even after passing of 1964 Civil Rights Act by referring to evidence from recall such as:

- Act did not protect civil rights workers in the South
- did not solve discrimination in housing
- Act was poorly enforced
- Act was ignored by some states
- Act did not end racism and discrimination
- some Blacks who tried to use the freedoms the Act was supposed to guarantee were attacked by the Ku Klux Klan
- Blacks still suffered because of poor jobs, bad schools, low wages
- many Blacks still did not have voting rights

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 11]

EUROPEAN AND WORLD

Context 12: The Road to War, 1933-1939

Question 1

Why did Hitler want to rearm?

(5)
02

Candidate explains Hitler's reasons for rearming by referring to evidence such as:

from the source:

- the rest of Europe had not got rid of their weapons
- Germany needed to be able to defend herself
- Germany would use force if it was used on her
- Germany wanted to be treated equally
- Germany wanted to be able to discuss on equal terms
- Germany had differences with other countries

from recall:

- Germany wanted to regain the land she had lost
- Germany had lost her army and navy
- to restore Germany's pride
- necessary for the future expansion

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

Question 2

Compare **Sources B** and **C** as evidence about the significance of the Anschluss.

(4)
03

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

Source B	Source C
<ul style="list-style-type: none">• Primary written in March 1938• From a newspaper supporting Appeasement• Austria is a small state and a natural part of Germany• There is no reason to break this union	<ul style="list-style-type: none">• Primary written in March 1938• From Winston Churchill who opposed Appeasement• Austria is an independent country• Germany has gained control of South Eastern Europe

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

Question 3.

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

**(5)
01**

Candidate describes events of 1939 which led to the outbreak of war by referring to evidence from recall such as:

- German occupation of Bohemia and Moravia in March
- fear for further expansion into Poland
- British guarantees to Romania and Poland
- the Nazi Soviet Pact
- German propaganda campaign against Poland
- invasion of Poland 1st September
- British ultimatum/outbreak of war

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 12]

EUROPEAN AND WORLD

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

Question 1

Describe the events which led to the formation of the Warsaw Pact in 1955.

(5)
01

Candidate describes the events leading to the formation of the Warsaw Pact by referring to evidence from recall such as:

- USA continued to build up NATO – Greece and Turkey joined in 1951
- USA formed SEATO in 1954 – an anti-communist alliance
- USA formed CENTO in 1955
- West Germany created in 1949
- West Germany allowed to join NATO in 1955
- increased fear of American aggression and encirclement

For 5 marks, 5 supported points must be given.

Question 2

Compare the views on West Berlin expressed in **Sources A** and **B**.

(4)
03

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

Source A	Source B
<ul style="list-style-type: none">• Soviet viewpoint• Subversive activities• Centre for spies• Need to create safeguards – the Wall	<ul style="list-style-type: none">• American viewpoint• Showcase of liberty• Escape hatch for refugees• Need to prevent the Communists from driving the West out of Berlin

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

Question 3

Why did relationships between the USA and the USSR improve in the 1970's?

(5)
02

Candidate explains why the relationships between the USA and the USSR improved by referring to evidence such as:

from the source:

- both sides followed a policy of détente
- a series of summit meetings took place
- USA believed it was enough just to have sufficient weapons
- USSR believed it had developed all its offensive weapons
- both sides worried by the cost of an arms race

from recall:

- the war in Vietnam had ended
- economic problems in both USA and USSR
- SALT 1 was signed in 1972
- Helsinki Agreement in 1975 – recognition of borders after WW2 and respect human rights
- American astronauts and Soviet cosmonauts met in space

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

[END OF CONTEXT 13]

[END OF MARKING INSTRUCTIONS]