

2004 History

Higher 2

Finalised Marking Instructions

2004 History Higher

Paper 2

Marking Instructions

Introduction

The detailed marking schemes which follow indicate:

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

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

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

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

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

OPTION A: MEDIEVAL HISTORY

SPECIAL TOPIC 1: NORMAN CONQUEST AND EXPANSION 1050 – 1153

Question 1: How far does **Source A** support the view that the process by which Norman influence increased was similar in England and southern Italy? (7)

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

From Source: Both countries had huge potential for anyone willing to take risks
Once in power William began to restore order as quickly as he could
The order was given a legal basis via charters
William made peace with those English who had not fought with Harold
The Normanisation of England was seen as crucial to William's success
In both countries the Normans adapted what they found for their own good.

From Recall: Take over of Southern Italy and Sicily by Robert and Roger Guiscard
Both brilliant military leaders like William
Both had excellent diplomatic skills similar to William
Robert made himself undisputed ruler of Southern Italy and obtained a ducal title from the Pope
The Normans in Italy took over a multi racial and multi religious society and built up highly centralised and well-administered states
William created highly centralised and well-administered England
Both countries relied on feudalism and the power of the Norman knight
Both power bases relied on loyalty of their Norman allies.

Marks:

1-3	Selects some evidence from the source and/or from recalled knowledge but without making the required evaluation.
4-5	Selects relevant evidence from the source and uses limited recalled knowledge to support a basic evaluation.
6-7	Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

Question 2: Assess the value of **Source B** as evidence of the treatment of the English people by William. (5)

The candidate assesses Source B as evidence of the treatment of the English people in terms of:

From Source: Provenance: Written 40 –50 years after the events it describes
Written as part of an ecclesiastical history of the English people
Written with an obvious bias against the Normans
The invasion is seen as the Normans doing God's will – The Normans were chosen by God to destroy the English
The Normans were chosen because they were a savage people
Once the Normans have ruined their enemies they turn on each other.

From Recall: The source was written at the time of King Stephen and the civil war
The Normans brought stability, government, law and order and many other benefits
In the early years after the conquest there were savage military campaigns to crush resistance
There was much infighting amongst the Norman aristocracy.

Marks:

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

Question 3: Compare the evidence in **Sources B** and **C** about the influence of the Normans on English society. (4)

The candidate evaluates the extent to which sources B and C agree in terms of:

From Sources:

Source B	Source C
The Normans are a savage people who were chosen by God to wipe out the English	Two ornate church doorways
Once they have beaten their enemies the Normans will destroy themselves	Fine examples of beautiful Norman architecture
They reduce the area to poverty	The stonework of Rochester cathedral is typical of the Norman decorative style
Land becomes wasteland	European influences can be seen in the architecture
The Normans cannot avoid acting brutally.	The Normans must have been cultured, supportive of the Church and had the money to finance such grand buildings.

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

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

Question 4: Evaluate the impact of William's reign on England. Use **Sources A, C and D** and recalled knowledge. (8)

The candidate makes a judgement on the impact of William's reign on England in terms of:

From Sources: **A** The Anglo-Saxons became a conquered race
William was keen to restore law and order
Normanisation through practices such as the writing of charters
Willing to work with the locals as long as they were obedient.

C Huge church building projects begun
Influence of Norman architecture in England
England became linked to the mainland of Europe via architecture and the Church.

D *Norman View:*
The Conquest improved the English economy and increased land rents
England became a prosperous country
England recovered from the Conquest rapidly.

Anglo-Saxon View:
Many buildings were devastated during the Conquest
The invading army killed livestock
The population dipped
The raising of capital was difficult
Disease spread quickly
Land values dropped.

From Recall: The introduction of feudalism brought government to the whole country
There was an increase in the power of the crown
The system of justice was improved
There was a growth in the regular and secular church
Castle building brought wealth
The Anglo-Saxon aristocracy was replaced by a Norman one
Large areas of the North East were laid to waste
Taxes increased and were not popular
There was a flourishing of art and literature.

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

 4-6 Selects relevant evidence from the sources and uses limited recalled knowledge to inform a basic evaluation in terms of the question.

 7-8 Establishes the main points in the sources and uses recalled knowledge to evaluate these and reach an appropriate conclusion.

Question 5: How fully does **Source E** illustrate David I's Normanisation of Scotland? (6)

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

From Source: From the Charters of Deer – a legal document stating privileges used by the Anglo-Normans to gain control and favour
The document is supportive of the churchmen in Deer
The Church was to be protected by the king.

From Recall: David keen to promote the regular church as it brought order and money – part of the Normanisation process
Normans keen to strengthen links between the crown and the Church
Introduction of the feudal system of government
Increased power of the crown
The justice system was overhauled and controlled by the king.

The process of Normanisation can be seen in many other areas:

- Introduction of the household government
- Burghs were recognised
- The regular and secular Church increased in power.

Some candidates may discuss the fact that there were Celtic remnants:

- Earls and native landholders
- Agricultural practices remained the same
- The life of common folk remained unchanged
- The king was still seen as a chief, responsible for his people.

Cultural and social strength of the Normans meant that they could colonise land and remain in control

- Some places eventually pleased to receive Norman culture
- Normanisation process often wiped out native peoples
- Used church as a support to their power
- Feudalism brought stability to society
- Norman administration was efficient and thus led to better control of the land.

Marks:

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

SPECIAL TOPIC 2: THE CRUSADES 1096 – 1204

Question 1: To what extent does **Source A** explain the popularity of the crusading movement in the eleventh century? (6)

The candidate makes a judgement on the extent to which Source A explains the popularity of the crusading movement in terms of:

From Source: Stephen I confesses he has sinned and is unworthy.
He wants to repay Jesus.
He has decided to visit Jerusalem to worship there.

From Recall: Church reform made the atmosphere right – it was a religious age
Remission of sins was offered to all who joined the crusade
The crusade gave knights the opportunity to fight with the Church's approval without worrying about the Peace of God and the Truce of God movements
The Cluniac idea of armed pilgrimage was also popular
Italian towns expanding their trade and keen to use opportunities provided by a crusade
Some saw crusade as a chance to take revenge on God's enemies
Material gain – land for knights and escape from bad harvests for the poor
The poor have a chance to 'be important'.

Marks:

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

Question 2: Compare the views of Saladin expressed in **Sources B** and **C**.

(5)

The candidate compares the views of Saladin in Sources B and C in terms of:

From Sources:

Source B

The siege of Tyre was long. Saladin was bored and so abandoned it; contrast to his earlier quick successes in capturing cities Saladin was to blame for resistance in Tyre since he allowed Frankish prisoners to go there freely

From there they were able to send for help and the city became a focus of foreign aid and protection for the Franks.

Source C

Saladin showed great generosity in sparing lives; his compassion was as important as his conquests

But Saladin made a huge military error in letting the Franks go to Tyre

Tyre became a beach head for a new Frankish invasion under their new leader, Conrad of Montferrat.

From Recall:

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

Marks:

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

Question 3: How fully do the map and plan in **Source D** explain why Richard I's march from Acre to Jaffa was successful? (6)

The candidate makes a judgement on the extent to which Source D explains the success of Richard's march in terms of:

From Source: The fleet accompanied the army. The army was close to the coast to stay in touch with the fleet
The formation of the army on the march:- the infantry protected the knights prior to any charge. The military orders, the Hospitallers and the Templars were at the van and the rear, the two most dangerous spots
The baggage was closest to the sea
Saladin retreated after Arsuf.

From Recall: Richard was unencumbered by prisoners having massacred them at Acre
Supplies were always available and were protected by the order of march
Richard won the battle of Arsuf : Richard controlled the charge of knights till the right time although taunted by arrows of Moslems. Hospitallers charged slightly early and Richard ordered others to charge. Richard held his charge in reserve till after first charge was over
Excellent generalship and military skill.

Marks:

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

Question 4: How useful is **Source E** as evidence of the reasons why Richard did not attack Jerusalem? (5)

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

From Sources: Provenance: Written by a Moslem, Ibn al Athir who was alive during the Third Crusade. He was an historian, who was sometimes critical of Saladin
Crusader supply convoys from the coast were attacked by Moslems
After examining a plan of Jerusalem, Richard concluded that he did not have enough men to besiege Jerusalem and fight off a united Moslem army.

From Recall: Arab chroniclers were well informed of events in the crusaders camp
The Frankish settlers could not hold Jerusalem if Richard left
Settlers, including Templars and Hospitallers were opposed to attack
The crusaders were ignorant of the terrain around Jerusalem.

Marks:

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

Question 5: Was Richard a better leader than Saladin? Use **Sources C, D** and **E** and recalled knowledge. (8)

The candidate makes a judgement on whether Richard was or was not a better leader than Saladin in terms of:

- From Sources:*
- C** Criticism of Saladin for sparing prisoners and allowing Franks to hold Tyre and obtain additional help from overseas. Saladin depicted as impatient
 - D** Richard showed concern for supplies and military organisation enabling him to win the battle of Arsuf
 - E** Richard realised he could not defeat Saladin at Jerusalem and withdrew.

From Recall: Basically Richard was a more able general and Saladin a more able ruler and diplomat.

Richard - Excellent general, eg at Arsuf. He showed great courage to the point of recklessness, eg at Jaffa
He saw the importance of supply lines and logistics on campaign
He motivated his men by example and by bribes on occasions
He was a poor diplomat and never succeeded in dividing the Moslems
He needed to return to Europe to protect the Angevin Empire
Spent huge sums of money on warfare
Failed to take Jerusalem.

Saladin – If his main aim was to unite Moslems he succeeded
If his main aim was to drive out the Franks he failed
Slow to attack ports after the fall of Jerusalem and he let the Franks have a beach head
He was too generous to Frankish prisoners, eg Guy de Lusignan
But he could be cruel, eg execution of military orders after Hattin
He was an able diplomat, argued his case well v Richard and split Conrad and the French from Richard
He seized the Arab throne and had to unite Moslems by force and so always had Moslem enemies. He struggled to keep an army in the field all year round
In the end he held Jerusalem and the Moslems remained united.

NB There is no ‘correct’ answer to this question. Candidates are likely to write more about Richard than about Saladin. They should not be penalised for this although for 6-8 marks they must give some information about Saladin.

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

OPTION B: EARLY MODERN HISTORY

SPECIAL TOPIC 3: SCOTLAND 1689 – 1715

Question 1: How valuable is **Source A** as evidence of opposition in Scotland to the Treaty of Union?
(5)

The candidate evaluates Source A as evidence of opposition in Scotland to the Treaty of Union in terms of:

From Source: Provenance: Contemporary source from the time of the Union debate. Source is likely to be biased giving the view and fears of Scottish towns and trade. This is a warning to the Scottish Parliament to reconsider the possibility of Union

Warns that there will be a threat to the independence of the Scottish Church

The Monarchy will be suppressed.

A lack of representation for Scotland in a British Parliament will hurt the country

Scottish trade will suffer under English taxes

Scottish trade will be stifled under English laws.

From Recall: This was one of many petitions sent to Parliament by burghs and shires arguing against Union with England

There were riots on the streets of Glasgow and Dumfries in 1706

Mobs in Edinburgh attacked property of pro-Union members

Some Scots favoured Union, as they believed it would lead to an increase in trade with England's Empire.

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

Question 2: Compare the views in **Sources A** and **B** concerning the arguments for and against the Treaty of Union. (5)

The candidate compares the viewpoints in Sources A and B in terms of:

From Sources:

Source A	Source B
Firmly against Union, fears it will destroy the Scottish economy	Claims that Union with England is the only way to save the Scottish economy
Disadvantages to the Union, ie loss of liberties and laws	Those that are against the Union never mention the advantages of Union
Union will bring an “unsupportable burden” of English taxes	Without Union, English laws “which were repealed last session” will be renewed, damaging Scottish trade
The source claims Scottish trade is different than that of England	Scotland’s only valuable trade will be lost if the Union does not go ahead
Scotland will fare poorly in a British Parliament due to a lack of representation.	Scotland will fare poorly as a nation within the next few years unless they join with England.

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

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

Question 3: How fully does **Source B** explain the arguments for the Union in 1707? (6)

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

From Source: The Scottish Parliament historically has difficulty in coming to a unanimous agreement about laws that will be beneficial to the country
Those who are against the Union, do not mention the benefits of the Union
Concern about the Scottish economy if the English trade laws (Navigation Acts) are renewed, preventing Scotland trading with England and its overseas colonies.

From Recall: Fear of invasion if Union did happen; War of the Spanish Succession provoking English fears of a Franco-Scottish alliance
Guarantee given to the Presbyterian Church of its continuing independence
Scotland's economic problems – failure of the Darien Scheme, seven ill years
Belief that Scotland could gain prosperity by sharing in England's trade and colonies.

Marks:

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

Question 4: How adequately do **Sources B, C and D** explain the motives of the Scottish parliament in accepting the Treaty of Union? (8)

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

- From Sources:*
- B** The Scottish economy will be damaged beyond recovery without Union with England
Concern about the Scottish economy if the English trade laws (Navigation Acts) are renewed preventing Scotland trading with England and its overseas colonies.
 - C** Money was the major motive for the parliamentarians
Money was sent from England to Scotland to bribe Members of Parliament
£20 000 was discovered by commissioners appointed by the British Parliament to have been sent to the Earl of Glasgow in 1706
Those that sold Scotland have cheapened themselves and their descendants and will be hated by future generations.
 - D** Two main arguments among historians over the motives of Scottish MPs:
One view is that the threat to the Scottish economy was the major factor
The other view focuses on the management of parties and MPs through bribery and influence.

From Recall:

Economic problems: Darien had bankrupted the country
Belief that Union with England would lead to profitable trade with England
Parliament feared English reprisals if Union did not go through
Pressure placed on the Scottish Parliament by the Royal court
Guarantee given to the Scottish church
Political intrigue of parties, such as the Squadrone Volante
Use of political management by Ministers both in Scotland and in England;
Treasury money used to bribe Scottish MPs to secure passing of the Treaty of Union.

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

Question 5: To what extent was the Treaty of Union a cause of the Jacobite Rebellion of 1715? Use **Source E** and recalled knowledge. (6)

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

From Source: Opponents of the Union claimed that it was very unpopular in Scotland
Even its supporters agreed that it was unpopular, in private
Constituencies were not allowed to elect the Scottish representatives to the new Parliament for fear of an anti-Unionist party winning a landslide
The Jacobites capitalised on this sentiment and were able to become the leaders of the anti-Union movement.

From Recall: Union was unpopular in Scotland
Many were angered when clauses of the treaty were ignored – 1713 Malt Tax in Scotland
The Scottish Privy Council was abolished in 1708; many now believed that the British government was too remote
James III (Old Pretender) used the unpopularity of the Union to garner support, by promising to establish the Scottish Parliament
Other factors led to Jacobite risings – support of the Catholic cause (anger over the Act of Settlement, Act of Succession 1701)
Promise of French military support, especially after the uprising of 1708.

Marks:

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

SPECIAL TOPIC 4: THE ATLANTIC SLAVE TRADE

Question 1: How fully does **Source A** explain the reasons for British attitudes towards the slave trade before 1780? (7)

The candidate evaluates the extent to which Source A explains the reasons for British attitudes towards the slave trade in terms of:

From Source:

- Very little criticism of the slave trade
- Few seemed concerned about the plight of the slave
- Established prejudice against their skin colour
- Inferior to Europeans – therefore suitable for slave labour
- Slavery essential to the prosperity of the colonies
- Belief that slavery was an alternative to being killed
- Africans were savages – would benefit from a civilised Christian environment.

From Recall:

- Importance of the slave trade to the British economy
- Profits from the trade invested in the British economy
- Contribution to the process of industrial revolution
- Import of raw materials from America
- Benefits to manufacturing industry from the demand for exports for Africa
- Benefits to trading ports – Bristol and Liverpool
- Growth of the merchant navy.

Marks:

- 1-3 Selects some evidence from the source and/or from recalled knowledge but without making the required evaluation.
- 4-5 Selects relevant evidence from the source and uses limited recalled knowledge to support a basic evaluation.
- 6-7 Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

Question 2: How valuable is **Source B** as evidence of the arguments used by opponents of the slave trade? (5)

The candidate evaluates Source B as evidence of the arguments used by opponents of the slave trade in terms of:

From Source: Provenance – a contemporary source by Joseph Woods, a Quaker
Argument that greed and luxury are more important to supporters of the slave trade than religion and morality
Supporters of the slave trade believe it is better that slaves be degraded and destroyed than for consumers to pay a higher price for rum, rice and sugar
Argument that no right exists to deprive a man of liberty
Slavery is a contradiction of the original rights of mankind.

From Recall: Abolitionists often used religious and humanitarian arguments, especially the Quakers and Non-conformists
Evidence of mistreatment from the slaves themselves
Denied the economic arguments of their opponents
Abolition would not necessarily destroy the economy
Slave trade not always profitable
Slave trade perpetuates abuses in Africa
Living conditions and treatment of existing slaves would be improved as a result of the abolition of the slave trade.

Marks:

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

Question 3: Compare the views in **Sources B** and **C** on the case for abolishing the slave trade. (5)

The candidate compares the viewpoints in Sources B and C in terms of:

From Sources:

Source B	Source C
Supports abolition	Against abolition
Argument that greed and luxury are more important to supporters of the slave trade than religion and morality	Abolition would destroy the West India Trade
Supporters of the slave trade believe it is better that slaves be degraded and destroyed than for consumers to pay a higher price for rum, rice and sugar	It is more important to be kind to the West Indian Planters than to show humanity to Africans
Argument that no right exists to deprive a man of liberty	Planters would lose their property, which Parliament had encouraged them to risk in the slave trade.
Slavery is a contradiction of the original rights of mankind.	

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

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

Question 4: How fully do **Sources B, D** and **E** reflect the methods used by the abolitionists to influence public opinion? (8)

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

- From Sources:*
- B** Books and pamphlets published outlining arguments for abolishing the slave trade
 - Religion and morality should be more important than greed and luxury
 - Should increase the price of rum, rice and sugar rather than degrade and destroy slaves
 - No right exists to enslave people
 - Slavery is a contradiction of original rights of mankind.

 - D** Inscription on a Tobacco Box
 - Example of spreading propaganda on artefacts
 - Free the slave who produced the tobacco
 - All men are born free
 - Colour of skin should make no difference.

 - E** Campaign to boycott the goods produced by slaves in the West Indies – sugar and rum
 - Consumers of these products are guilty of perpetuating the slave trade.

- From Recall:*
- Examples of other methods used by abolitionists, such as:
 - Petitions – subscription lists
 - Public meetings
 - Lecture tours – Clarkson, Newton
 - Use of printed propaganda eg diagram of slave ship
 - Use of artefacts and illustrations – Wedgwood pottery
 - Publishing eye-witness accounts from ex-slaves – Equiano
 - Evidence given to Parliamentary commission
 - Lobbying of Parliament
 - Role of non-conformist ministers.

- Marks:*
- 1-3 Selects relevant evidence from the sources and/or from recalled knowledge but without making the required evaluation.

 - 4-6 Selects relevant evidence from the sources and uses limited recalled knowledge to inform a basic evaluation in terms of the question.

 - 7-8 Establishes the main points in the sources and uses recalled knowledge to evaluate these and reach an appropriate conclusion.

Question 5: To what extent did the prediction made in **Source C** about the likely effects of abolishing the slave trade prove to be accurate? (5)

The candidate makes a judgement on the extent to which the prediction made in Source C proved to be accurate in terms of:

From Source: Prediction that abolition of the slave trade would destroy the West India Trade Planters would lose their property.

From Recall: Slave population increased in the West Indies
Evidence that slave ships carried on a clandestine slave trade and could avoid the British navy
Britain's trade developed throughout the 19th century
Development of trade with former slave colonies in Africa – gold and ivory
Industrial revolution – slave plantations a source of cotton.

Marks:

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

SPECIAL TOPIC 5: THE AMERICAN REVOLUTION

Question 1: To what extent does **Source A** explain the reasons for the colonial challenge to British control in America? (7)

The candidate evaluates the extent to which Source A explains the reasons for the colonial challenge to British control in terms of:

From Source: British trade increased four-fold when Britain concentrated on development of trade
America also benefited from British money – America looked after her own internal affairs – taxed by her own representatives and had her own magistrates
Britain now going to take this power away
America unlikely to be content with this
Change in British policy meant discontent, disorder, disobedience but no revenue
War unlikely to solve the problem.

From Recall: Explanation of the change in British policy
Effects of Seven Years' War – need to increase revenue – changing relationship between Britain and the Colonies
Question of defence – Proclamation Line
Efforts to stop smuggling – Sugar Act
Political struggle – Stamp Act and repeal – 'No taxation without representation' - Declaratory Act
Import Duties Act – indirect attack on privileges of locally elected assemblies and control of the governor
Tea Act – Boston Tea Party – Coercive Acts.

Marks:

1-3	Selects some evidence from the source and/or from recalled knowledge but without making the required evaluation.
4-5	Selects relevant evidence from the source and uses limited recalled knowledge to support a basic evaluation.
6-7	Establishes the main points in the source and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

Question 2: Compare the attitudes to the crisis expressed in **Sources B** and **C**.

(5)

The candidate compares the viewpoints in Sources B and C in terms of:

From Sources:

Source B
British attitude – George III
Greatest firmness necessary
America demanding a total independence from the British Parliament
American claims ill grounded
Britain must stop the trade of all the Colonies, which follow the colonial order for non-importation, non-exportation and non-consumption.

Source C
Colonial attitude – Olive Branch Petition
Strong ties to Great Britain
Colonists support the King and the Government
Desire that former harmony be restored
Want a happy and permanent reconciliation.

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

Marks:

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

Question 3: How useful is **Source C** as evidence of the colonists' wishes in 1775? (4)

The candidate evaluates Source C as evidence of the colonists' wishes in terms of:

From Source: Provenance – Olive Branch Petition issued by Second Continental Congress after fighting had begun at Lexington and Concord
Purpose – attempt to effect a permanent reconciliation with Britain
Appeal to king to use his royal authority and influence
Pledge of loyalty to king and government.

From Recall: Detail of Colonial attitudes to Britain in 1775
Minority of radicals who did not share this view
Decisions of First Continental Congress
Lexington and Concord
Siege of Boston
Appointment of Washington as commander of continental army.

Marks:

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

Question 4: How accurate is Washington's assessment in **Source D** of British advantages in the American War of Independence? (6)

The candidate makes a judgement on the accuracy of Washington's assessment in terms of:

From Source: British naval resources more substantial than those of France and Spain combined
British commerce more extensive than both her rivals
Britain has the 'largest purse' – has ample means to prosecute the war
France in a very different position – French would be unable to endure the heavy taxation that would be necessary.

From Recall: Britain had a well-trained army and navy and the necessary resources
In 1780 foreign intervention was making little impact on the war in America
Britain successful in Southern campaign
Although she lost America she saved her empire – Mediterranean, West Indies, Canada
British disadvantages
Geographical issues: distance – fighting in enemy territory – guerrilla tactics of colonists - Saratoga
Political division in Britain – war of secondary importance
Lack of good commanders at home and in the field.

Marks:

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

Question 5: How important was foreign intervention in colonial victory in the war? Use **Sources A, D and E** and recalled knowledge. (8)

The candidate makes a judgement on the importance of foreign intervention in colonial victory in terms of:

- From Sources:*
- A** America developed under British protection – capable of fighting a war
Colonists were fighting for a cause – not content in a state of ‘slavery’
Highlights the determination of the colonists.
 - D** Foreign intervention – France and Spain
Britain has great advantages
Fear that as British resources are greater than those of France and Spain,
Britain may still win the war.
 - E** French defeat of the British fleet in Chesapeake Bay, 1781
Britain lost control of the sea at a crucial time.

- From Recall:*
- Detail of importance of foreign intervention:
France, Spain, Holland and Armed Neutrality of North
World war – British needed to protect all their empire
Contributions of Rochambeau and Lafayette
Part played by De Grasse and the French fleet
British loss of control of the sea – surrender at Yorktown
Foreign intervention turned a temporary victory into a permanent one.
- Other factors that led to British defeat:
Natural advantages of colonists – geographical – Britain fighting in enemy territory
Leadership of Washington; fighting spirit of the colonists.
British mismanagement and mistakes in early years of war
Cut backs in army and navy before the war
Political division in Britain
Inferiority of British commanders; loss of morale of British troops
Underestimated opposition
Overestimated importance and influence of Loyalists.

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

OPTION C: LATER MODERN HISTORY

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

Question 1: How useful is **Source A** as evidence of the impact of Irish immigration on law and order in Scottish towns and cities? (4)

The candidate evaluates Source A as evidence of the impact of Irish immigration on law and order in Scottish towns and cities in terms of:

From Source: Provenance: a primary source, an extract from a piece of work written by someone who part witnessed the events
Possible purpose is to highlight the tension between Orangeism and Catholic immigrants in Glasgow
Possible comic undertones in the piece of writing
Description of an incident between Orange marchers and Hibernians
Police diverted both groups into a side street and left them to fight it out among themselves
Author appears to give the impression that this is nothing new.

From Recall: Article published during the inter-war period, when tension between the communities was higher than pre-1914
Irish immigrants were mainly Catholic but Protestant Irish also arrived mainly from Ulster
Religious divisions – ‘Orange and Green’ – intensified with the immigrants
Such divisions and conflict were mainly confined to the west of Scotland and Glasgow in particular; less of a problem on East Coast
Little problem in Dundee as Irish immigrants were mainly female
In the 19th century the Irish had a reputation for being lawless and disorderly, but this was mainly confined to drunken fighting, especially after pay day for the navvies
Irish reacted to provocation by native Scots
Instances of biased reporting of Irish lawlessness in newspapers.

Marks:

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

Question 2: To what extent do you accept the views expressed in **Source B** regarding the effects of Irish immigration on Scottish society by 1939? (6)

The candidate makes a judgement on Source B's analysis of the effects of Irish immigration on Scottish society by 1939 in terms of:

From Source: Scotland was a deeply divided society between 1920 and 1939
Doubts cast on claims that Irish assimilation was one of the great triumphs of Scottish history
Possibly true from 1990s standpoint but not from earlier
Long, difficult path to assimilation/integration for Irish
Scoto-Irish attracted racial abuse from native Scots despite having lived in Scotland for three generations
Sectarianism confined to job discrimination, Orange walks and occasional disturbances
Irish in Scotland regarded with indifference, if not exactly liked by native Scots
Dundee and Edinburgh experienced little sectarian violence
Glasgow suffered less than Liverpool
Catholics praised for efforts in Great War – VCs won.

From Recall: Some historians believe Irish assimilation to be one of Scotland's achievements eg T C Smout
Distinction ought to be made between Catholic and Protestant Irish immigrants; Protestant Irish assimilated easier than Catholic immigrants
Irish immigration also brought sectarianism with it
Catholic immigrants set up own schools, churches, clubs which hindered assimilation
Catholic immigrants tended to live separately in their own parts of towns and cities, this hindering absorption
Progressively, assimilation occurred due to Irish becoming trade union members, inter-faith marriages, involvement in politics (Labour Party especially)
Irish contributed to Scottish economy greatly over the years, eg harvest time, coalmining, work of the navvies in building roads, railways and canals.
Divisions most acute during the inter-war period.

Marks:

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

Question 3: How fully do **Sources A, B and C** illustrate the difficulties faced by Irish immigrants in Scotland between 1830 and 1939? (8)

The candidate makes a judgement on the extent to which the sources illustrate the difficulties faced by Irish immigrants in terms of:

- From Sources:*
- A** Description of incident on a Saturday evening involving a fight between Orangemen and Hibernians
Author appears to give the impression that this is nothing, a routine occurrence.
 - B** Long, difficult path to assimilation/integration for Irish
Scoto-Irish attracted racial abuse from native Scots despite having lived in Scotland for three generations
Sectarianism confined to job discrimination, Orange walks and occasional disturbances
Irish in Scotland regarded with indifference, if not exactly liked by native Scots.
 - C** Necessary to provide education for Catholic Irish immigrants if good citizens are to be made of them, but many immigrant parents set no value on education for children
Schools do exist in Glasgow but the Protestant teachers in them mix education with the Protestant religion
This excludes Roman Catholic children from attending these schools
Some attempt has been made to set up schools for Catholic immigrants but these will fail to survive due to lack of funds for their upkeep.

From Recall: Distinction ought to be made between Protestant and Catholic Irish immigrants, with latter experiencing more difficulties than the former.
Reasons for experiencing problems included:

- Anti Irish Roman Catholic reporting in the press, including court reports
- Irish would accept lower wages
- Irish acted as blackleg labour at times
- Low wage competition felt by Scots
- Scots saw a threat to their way of life
- Lack of integration of the Irish and Scots
- Irish seen as 'spongers' (poor relief)
- As Irish immigrants often lived in the poorest areas they came to be associated with dirty conditions and were sometimes accused of spreading disease (cholera)
- Majority of Irish were Catholic, Scotland a mainly Protestant country
- Sheer numbers of immigrants alarmed Scots, particularly at a time of considerable emigration of Scots

Many difficulties faded as years passed but religious tensions still existed by 1939.

Marks:

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

Question 4: How far does the evidence in **Source E** support the views in **Source D** regarding the reasons for emigration from Scotland during this period? (6)

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

From Sources:

Source D	Source E
Highland Clearances not the main reason for emigration for many Scots	Highland Clearances are main reason for emigration
Emigration tells a story about the Scottish working class in the 19th century	Coming of the sheep has depopulated the glens
Like early Highland emigrants, skilled craftsmen set off in search of better prospects overseas, usually Canada or America	High rents burden the few who are left
‘Push’ factors included: pressures on small farmers or farm servants such as pressures of the soil, (poor quality), climate and landlord pressure	Landowners wish the land for their own schemes, so drive people off land to make way for sheep
‘Pull’ factors included: cheap, plentiful land in Canada; appeal the Empire had for many of working class.	Landowners forcing people to emigrate to “unwholesome” countries.

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

<i>Marks:</i>	1-2	Selects some evidence from one or both sources but little attempt to make the required comparison.
	3-4	Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
	5-6	Selects relevant evidence from both sources and compares them overall and in detail to reach an appropriate conclusion.

Question 5: To what extent were emigrants from Scotland successful in fulfilling their hopes as identified in **Source D**? (6)

The candidate makes a judgement on the extent to which emigrants were successful in fulfilling their hopes in terms of:

From Source: Skilled craftsmen went in search of better prospects in Canada and the USA
Small farmers or farm servants from the north east went in search of land, usually to Canada
Working class shown to be highly mobile, often attracted by the prospects offered by the building of the Empire.

From Recall: Emigrants went to a wide variety of destinations eg. Australia, New Zealand, South Africa as well as those mentioned in the source
Attractions in these countries included land, gold, commerce
Some Scots made their fortune - eg Carnegie
Some other Scots went abroad as members of the British armed forces or Imperial bureaucracy; some became significant in politics in their new lands eg Andrew Fisher
Though many were successful, some emigrants remained poor and destitute even in their new land
Much of the best farmland in Canada was given over to the logging and railroad companies and not the emigrants
Some emigrants returned to Scotland disillusioned.

Marks:

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

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

Question 1: How fully does **Source A** show the British government's attitude to the remilitarisation of the Rhineland in March 1936? (6)

The candidate makes a judgement on the extent to which Source A shows the British government's attitude in terms of:

From Source:

Provenance: Policy memorandum of the Foreign Secretary stating the government's preferences over the Rhineland crisis, thereby showing the attitude of the government.

British government opposed to military action by France.

An alternative might be for the countries who signed Locarno to put pressure on Hitler to evacuate the Rhineland.

British government sceptical about likelihood of Hitler evacuating Rhineland, so no such demand should be made without a threat of force from all the countries who signed Locarno.

British government relieved that France would not take precipitate action but would refer it to the Council of the League of Nations.

British government unwilling to use force, even if requested by France.

British government wants to reach a lasting settlement with Hitler while he may still be willing to talk.

From Recall:

Hitler's promise to return to the League and to conclude a 25 year peace agreement confused/delayed the British and French response.

An opinion existed that since no-one had been attacked and Hitler had only moved troops within Germany, military action would be inappropriate. (The Lord Lothian quotation)

Government had been advised by the Committee of Imperial defence 'that Hitler was the "ultimate potential enemy"'

Government saw the possibility of war in the Mediterranean against Mussolini as a real and more serious threat at the time.

Government concerned about:

- weakness of armed forces and need to protect the Empire
- lack of home defences, especially against bombing
- anti-war public opinion
- the voting behaviour of the recently enfranchised women over 21 if action was taken against Hitler.

Government had already negotiated or accepted alterations to the Versailles Settlement, which the government now felt to be too harsh.

Government displeasure with French policy, especially after the alliance with Russia which became 'live' in February 1936 after French ratification.

Marks:

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

Question 2: How useful is **Source B** in explaining the issues that led to the British policy of non-intervention in the Spanish Civil War? (5)

The candidate evaluates Source B as evidence of the issues that led to the British policy of non-intervention in the Spanish Civil War in terms of:

From Source: Provenance: influential Scottish newspaper, reflecting a right wing, minority viewpoint, which did have supporters within government.

Anti leftist bias:

- Republican (“so-called”) government said to contain communists and anarchists
- Scots in the International Brigade identified with communist views
- Reference to Soviet interest in Spanish politics

Contrasting attitude to Nationalists:

- Business and social life in Nationalist controlled territory alleged to be relatively normal and to have settled down
- Statement that many in Britain support Franco and expect a return to law and order on his victory.

From Recall: Other factors involved in the adoption of the non-intervention policy:

- Unofficially there was sympathy for Franco within government circles. For example, British companies had interests in Spanish tin and iron ore and it was believed Franco would be the better trading partner
- Belief that non intervention would reduce the risk of the war escalating into a major European war
- Large scale intervention of Germany, Italy and Russia in the war worried the British government.
- Concern at keeping France from becoming involved.

Marks:

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

Question 3: Compare the views of **Sources B** and **C** about the desirability of a Nationalist victory in the Spanish Civil War. (5)

The candidate evaluates the extent to which Sources B and C agree about the desirability of a Nationalist victory in the Spanish Civil War in terms of

From Sources:

Source B	Source C
A right wing position supporting the Nationalists and the desirability of a Nationalist victory	Opposed to a Nationalist victory
Undermines perceptions of the legitimacy of the Republican government by referring to it as “the so called government of Spain”	A Nationalist victory would have serious consequences for European peace - France would be encircled by hostile states and this would be likely to lead to a general European war
A Nationalist victory would bring a “reign of law and order” to Spain. In areas controlled by Franco business and social life were already more normal.	It is in the real interests of the people of Britain to support the Spanish Government in “its legal right to purchase arms freely” to prevent a Nationalist victory
In areas of Nationalist control the country had “settled down at once”.	It describes the Nationalist campaign as a “rebellion” and states that it should be “put down” The only way to save Spain and “our democracy” was to resist the dictators before it was too late.

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

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

Question 4: To what extent does the cartoon (**Source D**) illustrate Chamberlain's policy during the Czech crisis of 1938? (6)

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

From Source: Provenance: contemporary cartoon from a British magazine showing Chamberlain in a positive light as a world statesman working to save the world from catastrophe
Chamberlain shown as working hard (sleeves rolled up, jacket off, serious expression) to guide the world towards peace
Chamberlain shown as taking the world away from chaos
The Czech crisis is shown as a very risky situation (cracking plank bridge) which could collapse into war (jagged rocks below)
Chamberlain shown as the man who is close to achieving the stability of peace - but not quite. There was still a way to go till the cliff edge of peace was reached.

From Recall: Chamberlain's policy was appeasement - the negotiation and resolution of genuine grievances. Chamberlain believed German grievances over the Sudetenland had some justification
Since the Anschluss Czechoslovakia's position had been vulnerable
Chamberlain aware of Hitler's pressure on Czechoslovakia and his wider ambitions eastwards
Since the May crisis Hitler had planned to crush Czechoslovakia by October 1 so time was running out in September
Chamberlain made great efforts to secure peace, flying three times to meet Hitler in September 1938
Chamberlain believed he could persuade Hitler that peace was desirable. Hitler's ambitions and untrustworthiness were only clear in hindsight
Chamberlain was operating within difficult domestic pressures - political advice, public opinion, need to secure votes including relatively recently enfranchised women
Chamberlain was aware that failure to secure peace might lead to break up of Empire (Hertzog, South Africa PM in 1937 made that clear in a speech)
Chamberlain's genuine belief that Britain was vulnerable to devastating air attack if he failed.

Marks:

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

Question 5: How far do **Sources A, B** and **E** explain why Britain adopted a policy of appeasement in the 1930s? (8)

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

- From Sources:*
- A** Appeasement was a step towards achieving “with Germany as far-reaching and enduring a settlement” as possible
There was a degree of urgency to reach a peaceful settlement while Hitler was “still in the mood to do so”
Appeasement was preferable to threatening military action if it was not to be carried out - demands should not be made unless “the Powers, who made it, were prepared to enforce it by military action”.
- B** Appeasement, represented in this case by support for non- intervention, is seen as a means of restoring speedily in Spain law and order and stability
This would reduce the risk of the civil war escalating into a European conflict
Communism, and especially Russia, are seen as threats to normal life.
- E** Appeasement was simply a means to maintain peace in Europe, and especially western Europe
If necessary, this would be obtained by “sacrificing peace in the rest of the world” eg Abyssinia, Central and Eastern Europe.

From Recall:

There are many reasons explaining why Britain adopted Appeasement as a policy. The most likely recalled points to be provided by candidates are:

- Widespread belief that the Treaty of Versailles too harsh, and had been altered several times by 1936/7 so it was not a valid argument to fight to maintain it
- Similarly, belief that once the valid grievances of Germany and others had been resolved, “normal” relations would return
- Chamberlain was advised by the Chiefs of Staff that Britain was not ready for war. The Committee of Imperial Defence stressed that Britain could not fight on three fronts simultaneously - against Italy, Japan and Germany
- Strong anti war feelings in Britain arising from continued trauma from World War I - eg Peace Pledge Union 1936, White Poppy groups after 1933, Oxford Union Debate, Fulham by-election. Chamberlain had to consider voter reaction
- More important domestic issues within Britain to spend money on eg unemployment
- Fear of lack of allies: Hertzog of South Africa had said SA would not fight if Britain became involved in war over Czechoslovakia; France in political confusion; US policy of isolation
- Feelings that the problems of mainland Europe were not our problem - Rhineland, Czechoslovakia
- A fear of air bombing and gas attack in a future war where technology put British civilians in the front line for the first time.

Marks:

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

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

Question 1: How useful is **Source A** as evidence of the growth of demand for reform in Hungary in 1956? (5)

The candidate evaluates Source A as evidence of demand for reform in Hungary in terms of:

From Source: Provenance: Demands of students at Technological University – illustrates support for reform from younger people and desire to increase support
Want Rakosi and supporters to be removed, put on trial and replaced by Nagy
Demand for general election with a range of parties and for workers to have the right to strike.

From Recall: Background to crisis in Hungary
Hungary's role as a satellite state: domination and control by USSR; membership of Warsaw Pact
Repressive nature of Rakosi's regime in Hungary: arrests of opponents, censorship, role of secret police, denial of freedoms, leading to widespread resentment in Hungary
Economic problems: low production, shortages, low wage levels – causing discontent
Impact of Stalin's death 1953 and Khrushchev's 'Secret Speech' in 1956, denouncing Stalin - a stimulus to pressure for reform. Rakosi a Stalinist, and hated by most Hungarians
May mention also effects of pressures for reform in Poland.

Marks:

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

Question 2: To what extent do you accept Gromyko's defence (**Source B**) of Soviet intervention in Hungary in 1956? (6)

The candidate evaluates the extent to which Gromyko's defence of Soviet intervention can be accepted in terms of:

From Source: USSR justified in helping Hungary to prevent the risk of the social order (communism) being destroyed
Claims that pressures for change being supported from outside Hungary – use of force and violence. Hungary had been liberated by the Soviet army
Accuses foreign critics of distortion – USSR was responding to appeals for help from democratic bodies within Hungary, including part of country's leadership
Hungary remains independent.

From Recall: Soviet concern at developments within Hungary. Massive desire for change and reform
Unpopularity of established Communist system – strong support for removal of censorship, establishment of freedoms, attacks on police, who were seen as corrupt and brutal
Economic reforms an attempt to raise living standards - pace of reform increasing
Nagy's position – a Communist, but popular with people, and accepting changes – democratisation within CP, establishment of democratic freedoms – calls for free, multi-party elections – CP losing control
Decision by Hungary to leave Warsaw Pact and move towards neutrality through resentment at Soviet domination
Soviet fears: potential loss of control over Hungary leading to weakening of authority over other satellites
Khrushchev under pressure from Soviet hard-liners to suppress Hungary
Uprising in Budapest was purely a Hungarian event with no outside support.

Marks:

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

Question 3: How far do you agree with the views in **Source C** on the changing character of the Cold War from the early 1960s onwards? (6)

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

From Source: Major changes in nature of Cold War during Kennedy years
Mutually Assured Destruction resulted in efforts to maintain the east-west balance, rather than try to achieve victory; there was a need to work for peaceful solutions to crises, rather than military strength
Cuban Missile Crisis illustrated risks of confrontation
Collaboration with Russians to maintain stability produced balanced US/Soviet relations. Conflict restricted to edges of Cold War, as in Vietnam
Aim now not to lose, rather than to win.

From Recall: Nuclear arms race from 1960 onwards – ABMs, ICBMs, SLBMs (Polaris). MAD made victory in all out war no longer attainable as the destruction of both sides was likely
Therefore, the aim in foreign policy was to avoid conflicts where possible, and co-operate to reduce tension
Cuban Missile Crisis details – illustrated frightful risks of direct confrontation.

Attempts to reduce tension in years following Cuban crisis

- “Hot line” established between USA and USSR – telephone link to enable direct contact between Superpowers
- 1963 Test Ban Treaty—limit nuclear testing
- Later 1960s, start of SALT talks on limiting nuclear weapons
- SALT Treaty 1972—start to limiting pace of arms race
- Non-proliferation agreement.

Candidates may refer to the Vietnam War - very serious and bloody conflict, but no confrontation between Superpowers

Détente in 1970s - significant improvements in relations between USA and USSR.

Marks:

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

Question 4: Compare the views expressed in **Sources D** and **E** on American involvement in the Vietnam War. (5)

The candidate makes a comparison of the views expressed on American involvement in Vietnam in terms of:

From Sources:

Source D	Source E
Implies – USA should try to get out of Vietnam	Three possible courses of action to choose from; McNamara recommended the third option ie escalating the war; possibly a response to Ball
S Vietnamese losing war to Viet Cong – no assurance of beating Viet Cong even with large deployment of US troops	<ul style="list-style-type: none">• Cut losses and withdraw
Alternative will be long war, rising casualties, serious risk of escalation and increasing US commitment	<ul style="list-style-type: none">• Keep US forces at present level
Once USA commits large numbers of troops, casualties will be heavy – US troops not equipped to fight this type of war	<ul style="list-style-type: none">• Expand US pressure both against Viet Cong and N Vietnam. US should promote political campaign to explain objectives. These approaches would be likely to prevent defeat in the short term and increase the chance of longer term favourable solution
Once USA casualties start to rise, difficulty of withdrawal will increase – risk of humiliation increases.	Third alternative would imply a US commitment to fighting war to the end; high casualties and costs inevitable; later decision to withdraw would be more difficult.

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

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

Question 5: How important was ideology in the development of international tension during the Cold War? Use **Sources B, C and E** and recalled knowledge. (8)

The candidate makes a judgement on the importance of ideology in the development of international tension in terms of:

- From Sources:*
- B** Gromyko justifying Soviet action in Hungary, in ideological terms
Alleges that threats to the communist system were supported from outside Hungary
Claim that USSR is responding to appeals from Hungarians who favour communism and defend existing social order
Hungary remains an independent socialist state.
 - C** Changes in nature of Cold War during Kennedy administration
MAD changed emphasis towards a need to ensure balance between East and West and to work for peaceful resolution of problems, rather than through military strength
Cuba illustrated risks of confrontation
Vietnam War fought on edges of Cold War
Containment policy now emphasised not losing, rather than winning, the Cold War.
 - E** McNamara – memorandum gives 3 options, with a recommendation to expand US involvement against the Viet Cong and North Vietnam, despite the costs in men and materials that this would incur
Emphasis also on a political campaign to explain American objectives.

From Recall: Leaders of Superpowers frequently expressed views on issues in ideological terms.

Clearly, conflicting ideologies a major factor driving Cold War and conflicts can be considered in these terms.

Hungary

- 1956 USSR feared the collapse of Communism in Hungary; Stalinist system under direct challenge – Hungarians certainly expressed support and enthusiasm for Western-style democracy. USSR also clearly concerned at loss of authority in Eastern Europe, and this led to intervention.

Berlin

- 1961 USSR claimed socialist system under threat from western agents; socialist system at risk, therefore, closed border with Berlin Wall
- Reality was massive population loss by East Germany, and likely collapse of a socialist state. It can be argued that East Germans showing strong ideological preference for capitalist democracy in W Germany.

Cuba

- 1962 USA's clear concern was Soviet missiles in Cuba, ie an escalation of arms race. Soviet missiles in Cuba regarded as a direct challenge to USA. Ideological factors in background.

US Intervention in Vietnam

- Can be argued that this was ideologically based; US concerns at spread of Communism in SE Asia - Domino Theory
- Massive build up of US forces in Vietnam to prevent this.

Czechoslovakia, 1968

- Soviet intervention, claiming to protect socialism as being threatened by the pace of Dubcek's reforms
- USSR clearly concerned at loss of influence and authority
- Czechoslovak people clearly favourable to more democratic reforms.

Other factors causing tension:

- Soviet domination of Eastern Europe cf encirclement by US alliances
- Nuclear arms race: numbers and power of weapons
- Espionage: both sides deployed secret agents
- Propaganda – often ideologically based
- Attempts by both sides to extend influence to Third World countries.

Marks:

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

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

Question 1: How useful is **Source A** as evidence of Irish attitudes towards participation in the First World War? (5)

The candidate evaluates Source A as evidence of Irish attitudes towards participation in the First World War, in terms of:

From Source: Provenance: police intelligence reports concerned with security
County Cavan was within the traditional boundary of Ulster, but had a Roman Catholic majority
All classes patriotic, anti-German; display enthusiasm for reservists and recruits
Serious concerns from Unionists and Nationalists over Home Rule Bill
War is popular, except with Sinn Féin (small numbers); no sympathy for Germans; general support for fund-raising for dependants of soldiers and sailors.

From Recall: 1914 – extensive Irish support for participation in War
In Ulster, Carson and Unionists actively supported the war effort
Irish Party in Parliament under John Redmond backed the government, and actively campaigned for recruitment to armed forces, urging Irishmen to enlist through publicity
Sections of Irish press gave support
Opposition to war very much a minority in 1914: Sinn Féin (not powerful at this time); also Pearse, Connolly and their supporters.

Marks:

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

Question 2: To what extent were the opinions expressed in **Source B** influenced by developments in Ireland before 1912? (6)

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

From Source: Casement: Irish people should only shed their blood for Ireland
Christian duty to abstain from bloodshed, but duty to give their lives for Ireland
Critical of Home Rule Bill: only a fool would accept it; even if the Bill were all it was claimed to be, would still be the duty of Irishmen to save their strength for tasks before them.

From Recall: Sections of Irish nationalism very hostile to Britain, to Home Rule Bill, and to support for war
Long term hostility towards Britain, dating back well into the 19th century:
Famine, Irish emigration
Irish Republican Brotherhood; Sinn Féin (founded 1904) - hostility towards British rule. Connolly: socialist ideas developed
“England’s difficulty is Ireland’s opportunity” view held by Irish minority
Home Rule: successive Bills intended to establish Irish Parliament, not grant independence; British sovereignty retained in key areas – aroused opposition from minorities.

Marks:

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

Question 3: How fully does **Source C** explain the reasons for the growth in support for Sinn Féin in 1917 – 1918? (6)

The candidate makes a judgement on the extent to which the source explains the reasons for the growth of Sinn Féin, in terms of:

From Source: British decision to extend conscription to Ireland the key factor in growth of Sinn Féin
Irish reaction hostile: Sinn Féin campaign drew in widespread nationalist support
British response was to arrest SF leaders and intern suspects
The result was to pass Sinn Féin leadership to men who believed actively in military resistance, such as Collins and Mulcahy.

From Recall: Impact of Easter Rising, 1916: little popular support for the rebels at the time, but strong hostile reaction to British repression and execution of leaders
Irish Party in Parliament seen as increasingly ineffective: had supported Britain in war, but Home Rule Bill postponed; Britain now actively considering exclusion of Ulster from Home Rule
Death of Redmond weakened the Irish Party
Emergence of effective Sinn Féin leadership: De Valera, Collins, Griffith - improved party organisation
Failure of Irish Convention: attempt to reach compromise on Home Rule.

Marks:

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

Question 4: Compare the views expressed in **Sources D** and **E** on the conduct of the Royal Irish Constabulary during the Anglo-Irish War. (5)

The candidate makes a comparison of the views expressed on the conduct of the RIC in terms of:

From Sources:

Source D	Source E
Speech by senior officer of RIC actively supporting use of force	Letter from Lloyd George admitting deplorable action by RIC
If police barracks burned or not suitable, then best house in area to be taken over and its occupants evicted; RIC patrols instructed to challenge civilians from ambush and shoot, if not obeyed	Some individuals, facing danger against enemy not in uniform, are guilty of unjustifiable acts
Encouraged to shoot suspicious looking persons	Some undesirable elements in RIC – admits difficulties with discipline
Cannot be helped if innocent persons die – bound to get right persons some time	Argues that improvements taking place – better discipline, less acts of indiscipline, despite violence and outrages
No policeman will get into trouble for shooting.	Prediction that history will prove that bulk of accusations against RIC are lies.

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

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

Question 5: Why did it prove so difficult to reach an agreement on how Ireland should be governed during the period 1914-1921?

Use **Sources B, C and D** and recalled knowledge (8)

The candidate makes a judgement on the difficulty of reaching an agreement on governing Ireland in terms of:

- From Sources:*
- B** Casement: Irish should only fight for Ireland; otherwise Christian duty to abstain from violence; they should give lives only for Ireland
Critical of Home Rule Bill: but even if it were better, and freely given, still duty of Irishmen to save their strength for Ireland.
 - C** Growth of Sinn Féin chiefly due to Irish hostility to conscription; Sinn Féin organised opposition campaign. British response predictable – ‘German Plot’ story led to arrest of Sinn Féin leadership
Control of Sinn Féin passed to Collins and Mulcahy who actively favoured military resistance to British rule.
 - D** Lt Col Smyth actively urged RIC to use force – commandeer houses, shoot persons who disobey orders to raise hands. Acceptable to shoot some innocent persons – no action against any policeman for shooting.

From Recall:

1914: Unionist opposition to Home Rule Bill created a major crisis and the risk of civil war. Ulster ready to resist Home Rule, by force – compromise impossible between the demands of Nationalists and Unionists
Home Rule postponed for duration of war: Irish Party gave active support to war effort, but no solution to difficulties over Home Rule
Impact of Easter Rising: British repression and its impact on Irish opinion; growing antipathy towards the British, and decline in support for Irish Party.
Impact of Redmond’s death in 1917
Growth in support for Sinn Féin: reasons for this – Sinn Féin advocating a Republic and opposing separation of Ulster; De Valera hostile to co-operation with British government
Sinn Féin’s success in 1918 election: proclamation of Republic, and establishment of Dail in Dublin in defiance of British authority
Anglo-Irish War 1919-21: serious violence on both sides; IRA campaign – role of Collins and attacks on British intelligence service
British response to use increased force: formation of the “Black and Tans” and the Auxiliaries; atrocities against civilian population.

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

[END OF MARKING INSTRUCTIONS]