

**2005 History**

**Higher – Paper 2**

**Finalised Marking Instructions**

**These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments.**

**2005 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 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.

## SPECIAL TOPIC 1 : NORMAN CONQUEST AND EXPANSION 1050 - 1153

Question 1: Compare the views of Sayles (**Source A**) and Chibnall (**Source B**) about the rival claimants to the throne in 1066. (4)

The candidate offers a comparison of the views in **Source A** and **B** in terms of:

*From Sources:*

<b>Source A</b>	<b>Source B</b>
<b>Harold's claim</b> was undisputed in England	<b>Harold</b> had dubious claim to kinship
He was brother-in-law of Edward and had Danish royal blood	He was powerful and brother-in-law of Edward
He was named as king by Edward on his death-bed	
He had acted as king for 12 years	
<b>William's claim</b> suffered from anti-Norman feeling in England	In 1042 Edward nominated <b>William</b> as his heir
No kinship basis for William's claim	William could claim kinship
Harold's oath of 1064 is too uncertain	In 1064 Harold increased William's claim when he took the oath to further William's succession

*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 2: How fully does **Source C** explain the ways in which William established his control in England? (6)

The candidate makes a judgement on the extent to which **Source C** explains the methods which William used to establish his control in terms of:

*From Source:* Anglo-Saxons make peace with William and can keep possessions  
Strong men, Normans, were appointed to guard castles and given rich fiefs.

*From Recall:* William tried to involve the Anglo-Saxons up till 1070 in an Anglo-Norman state  
Numerous uprisings were suppressed from 1067-1071 by force. (Details of this should be given credit)  
Anglo-Saxon nobility were replaced mainly after 1070  
Set up Norman style household government  
Made feudal grants to Norman lords for knight service  
Lords built castles and they raised revenue, controlled the country and held courts. They also provided military service  
Sheriffdoms were continued and established  
Marcher lordships protected the borders  
Certain Anglo-Saxon customs were retained, eg Witan, writ, shire-reeve  
Oath of Salisbury and Domesday Book 1086.

*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: Is there sufficient evidence in **Source D** to argue that William reformed the church in England? (7)

The candidate makes a judgement on the extent to which **Source D** shows that William was a reformer in terms of:

*From Source:* Reforming zeal of William who wanted true religion in churchmen  
When a bishop or abbot died William took advice to appoint someone suitable in life and doctrine  
He hated simony  
He appointed abbots of virtue  
Monasticism was revived.

*From Recall:* William made the Archbishop of Canterbury the head of the church  
Cathedrals were to move into major towns, 1075  
Clerical celibacy was encouraged, 1076  
Monastic reform was encouraged and many Normans became abbots  
There was a lot of church building in the new Romanesque /Norman style  
1070s separate courts emerged for church cases  
William was a reformer but was opposed to the ideas of papal supremacy  
He definitely influenced the appointment of bishops and so was not opposed to lay influence.

*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 4: How reliable is **Source E** as an explanation of why David I brought Anglo-Norman barons to Scotland? (5)

The candidate evaluates **Source E** as evidence of the reasons why David brought Anglo-Normans to Scotland in terms of:

*From Source:* Provenance – it is a primary source written at the time of the event. Ailred was a young priest who grew up in the court of David; he was often promoted by the king and once offered a position as Bishop. After David's death Ailred wrote a sympathetic sketch of the character of the late king.  
Possible purpose – this source depicts the divisions in David's army at the battle of the standard, perhaps offering an explanation as to why David failed to achieve a victory.  
Robert Bruce said the Normans gave help and obedience to David  
The Normans got his kingdom for him  
The Normans put David into part of the kingdom during Alexander's reign.

*From Recall:* Robert Bruce was an Anglo-Norman friend of David  
Ailred was not at the battle but knew David well  
The speech contains believable points  
Normans had the military power of knights which David needed to rule  
Normans did put David into South Scotland in 1113  
David used the loyalty of his Anglo-Norman friends who understood the Norman way of doing things and helped him set feudal land holding, Anglo-Norman style household government, justice, sheriffs, castles etc.

*Marks:*

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

Question 5: To what extent was there a Norman achievement in Europe?

Use **Sources C, D and E** and recalled knowledge.

(8)

The candidate makes a judgement on the existence and extent of a Norman achievement in Europe in terms of:

*From Sources:*      **C** The Normans controlled England and introduced feudalism.

**D** William, a Norman duke, appointed good abbots and bishops in Normandy and England.

**E** Normans helped David control Scotland.

*From Recall:*

**For** a Norman achievement:-

The Normans conquered England, Sicily, Jerusalem and Scotland

They spread feudal land-holding for military service, household government, sheriffs and castles

Their achievement was also cultural – they established reformed monasticism and introduced Norman style of architecture in their conquests.

**Against** a Norman achievement:-

Some argue they were not Normans but French and/or English in culture and customs

They adapted and ceased to be Normans

They create a myth by calling themselves Normans, eg Robert Bruce

Little similarity between Scotland and Sicily and Jerusalem.

*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 2 : THE CRUSADES 1096 - 1204

Question 1: How valuable is **Source A** as evidence that religion was important in influencing people to go on crusade? (5)

The candidate evaluates **Source A** as evidence of the crusading ideal, in terms of:

*From Source:* Provenance: Written by a German who travelled on a pilgrimage to the newly created Crusader States after the end of the First Crusade. The purpose of the source may be to attribute credit to the Pope for the success of the crusade.

Ekkehard illustrates the international makeup of the crusade, pointing out that only God could have forced such bitter enemies to work together in the crusade. He refers to the Muslims as 'enemies of Christ'. He states that it is for the love of Christ alone, that knights go on the crusade.

*From Recall:* Religion was a powerful motivator for many crusaders. Many leaders, i.e. Raymond, treated the expedition as a holy pilgrimage. Crusaders were inspired by the words of evangelists, such as Peter the Hermit. The prospect of remission of sins, as promised by the Pope, guaranteed entry into heaven.

*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 sources and uses limited recalled knowledge to support a basic evaluation.
5	Establishes the main points in the sources and uses recalled knowledge to evaluate it and reach an appropriate conclusion.

Question 2: Compare the views expressed in **Sources B** and **C** about the discovery of the Holy Lance. (5)

The candidate offers a comparison of the views in **Source B** and **C** in terms of:

*From Sources:*

<b>Source B</b>	<b>Source C</b>
Primary source written by a crusader; supports credibility of the discovery	Secondary source; argues that there were doubts about the discovery being genuine
Belief in visions from St Andrew	Described as a strange discovery
No question that the Lance will be found	Use of phrase 'claims to have' when describing the vision
Crusade leaders join in the digging for the lance	Describes open scepticism from leaders of the crusade
God is given credit for showing location	There was already a well known Holy Lance in Byzantium
No one doubts the validity of Lance	Many believed the Lance had been planted in the church
Celebrations throughout the city	

*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 well does **Source D** illustrate the character of Bohemond as a crusading leader? (6)

The candidate makes a judgement on how well **Source D** illustrates the character of Bohemond as a crusading leader in terms of:

*From Source:* Bohemond described as dishonest and malicious, though also as courageous  
Bohemond gladly accepted riches to go on the crusade  
He possessed no wealth in his own country  
He was attempting to acquire his own kingdom  
He was in need of much money  
He would seize the Power of Rome (Byzantium) if he could.

*From Recall:* Bohemond had been engaged in attacking Byzantium cities when Urban had declared the crusade  
Bohemond had argued with the others about fulfilling their oath to Alexius  
Bohemond was in favour of abandoning it, while Raymond was not  
Bohemond had actively negotiated with the Muslim Firouz during the siege of Antioch  
Bohemond had refused to travel further towards Jerusalem once he had acquired the city. He was determined to hold the other leaders to their oath: he could have Antioch if he could take the city.

*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 4: How fully do **Sources A, B and D** demonstrate the motives of those who went on crusade? (8)

The candidate makes a judgement on the extent to which **Sources A, B and D** explain the reasons as to why people went on the First Crusade in terms of:

*From Sources:*     **A** Many different races of Christians put aside their differences in order to go on the crusade  
They took the cross as a reminder of their holy duties  
They were brought together by their love of Christ  
Religious motivations throughout.

**B** The crusaders were motivated by religion  
They believed in miracles and visions  
They were willing to believe in the Holy Lance, a sign from God.

**D** Bohemond gladly accepted riches to go on the crusade  
He possessed no wealth in his own country  
He was attempting to acquire his own kingdom  
He was in need of much money  
He had ambitions to seize the power of Rome (Byzantium).

*From Recall:*     Many knights went on the crusade because of their love of fighting  
While on the crusade they could fight without fear of hell  
Many Christians believed that the time of Judgement was close, thus the promise of full indulgences of sins tempted them to go  
There was a strong desire, especially among the common people, to restore the pilgrim routes to Jerusalem  
Many commoners were bored with their life in Europe  
Many had suffered several years of bad harvest; the crusade was seen as a way of solving the problem of starvation  
Peer pressure – some were coerced into going, i.e. Stephen of Blois  
Middle sons – younger sons of nobles hoped to make their fortune on the crusade  
Many nobles went on the crusade in order to escape debt back home.

*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 far does **Source E** describe the decline in the crusading ideal? (6)

The candidate makes a judgement on the extent to which **Source E** describes the decline of the crusading ideal in terms of:

*From Source:* Crusades became more involved in Papal wars within Italy  
By 1274 there was concern over the political nature of the crusades  
Because of this diluting of the crusading ideal, no new crusades to the Holy Lands would find any interest  
Political hostility to the crusade  
Inertia and European wars stopped Gregory calling a new crusade – not a decline in the ideal.

*From Recall:* Gradual decline of the crusading ideal since the end of the First Crusade  
King Fulk of Jerusalem willing to sign a peace treaty with the Emir of Damascus  
Victories throughout the Third Crusade attributed to Richard I, rather than to God  
Richard's friendship with Al-Adil, and his willingness to negotiate with Saladin  
Corruption of the Fourth Crusade, and its attack on Constantinople  
Further Crusades called by the Pope against his enemies in Europe, ie Cathars.

*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 3 : SCOTLAND 1689 - 1715

Question 1: To what extent does **Source A** explain why relations between Scotland and England became worse in the period 1690 – 1705? (7)

The candidate makes a judgement on the extent to which **Source A** explains the deterioration in relations between Scotland and England in terms of:

*From Source:* Problems surrounding the succession due to Queen Anne being without an heir  
Religious obstacles to the restoration of the Stuarts  
English Act of Succession chose the House of Hanover without reference to the Scottish Parliament  
The Scots were angered because they were not consulted but just expected to accept the English Parliament's decision.

*From Recall:* Roots of tension went back to Glencoe, to continued Jacobite support in some parts of Scotland and to the use of political management to control the Scottish Parliament  
Scots blamed England for the "Seven III Years" and for the collapse of the Darien Scheme  
Scots angered at being drawn into the war with France without consultation  
Exchange of aggressive Acts: Act of Succession, Act of Security, Act Anent Peace and War (led to English resentment at continued Scottish trade with France)  
Succession crisis: Scots afraid of losing legal and religious identity under Hanoverian rule; England concerned at possible threat from Scotland if the Stuarts were restored.

*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 useful is **Source B** as evidence of opposition in Scotland towards the Union? (5)

The candidate evaluates **Source B** as evidence of opposition in Scotland towards the Union in terms of:

*From Source:* Provenance: contemporary source from a Member of Parliament during the debate therefore likely to be strong evidence of one side of the argument  
Belhaven attempting to persuade MPs to vote against the Treaty  
Expresses concern at possible loss of national identity  
Scots would be giving up an independence that had been fought for by their ancestors.

*From Recall:* Loss of identity was one of the most common arguments of those opposed to the Union  
Some did argue that the Union would be bad for the Scottish economy  
Belhaven was a leading opponent of the Union  
Riots in Glasgow and Dumfries 1706.

*Marks:*

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

Question 3: Compare the views expressed in **Sources C and D** on the importance of financial incentives in passing the Act of Union. (4)

The candidate offers a comparison of the views in **Source C** and **D** in terms of:

*From Sources:*

<b>Source C</b>	<b>Source D</b>
Importance of the Equivalent in winning support for the Union	Plays down the importance of financial incentives
Compensation for taking a share of England's national debt	Scots received only small amounts of honours and money
Hope of gaining compensation for Scotland's financial losses in the Darien scheme	Much of what was paid was genuinely money that was owed anyway
Many were hopeful of being paid debts and arrears due to them in return for surrendering independence	There was no real bribery of Scottish politicians
	Importance of winning over the Church

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

*Marks:*

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: To what extent do **Sources A, C and D** explain why the Act of Union was passed? (8)

The candidate makes a judgement on the extent to which the sources explain the passage of the Act of Union in terms of:

- From Sources:*
- A** Concerns about the succession  
England had accepted the house of Hanover; the Union would guarantee Scottish acceptance  
It would also secure the Protestant religion.
  - C** Payment of the Equivalent encouraged some Scots to support the Union  
Many hoped this would provide compensation for losses suffered in the Darien scheme  
Others hoped their support would be rewarded by the payment of money owed to them.
  - D** There was some distribution of honours and payment of arrears  
Some peerages were given  
Act to secure the Presbyterian Church.

*From Recall:*

Other factors influencing the passage of the Union:  
English determination to gain security against France  
Troops were placed on the Scottish border, thus there was a threat of invasion; some felt it better to negotiate a Union than have it forced  
Many argued that Scotland would gain economically from a Union, especially through trade with English colonies  
Attraction of English laws which protected Peers from imprisonment for debt.

- 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 typical is **Source E** of the views of Scottish opponents of the Union in the period after 1707? (6)

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

*From Source:* It is a Jacobite song therefore laments the passing of the Union  
It looks back to better times before dependency on England, picturing Scotland as a proud and brave nation  
It claims that times were better when the Stuart dynasty was on the throne.

*From Recall:* In the post-Union period the Jacobites became the main focus for those opposed to Union, notably in the risings of 1708 and 1715  
Jacobites were pledged to abolish the Union  
There was a strong feeling that Scottish identity had been lost  
Others were unhappy with the Union but unwilling to support a Roman Catholic dynasty  
General discontent was shown in the Malt tax riots of 1713  
Seafield attempted to have the Union repealed at Westminster  
Discontent at aspects of the Treaty being broken (eg Greenshields case, patronage)  
Pro-Jacobite propaganda from Episcopalian clergy.

*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 4 : THE ATLANTIC SLAVE TRADE**

Question 1: How valuable is **Source A** as evidence of conditions on the Middle Passage? (5)

The candidate evaluates **Source A** as evidence of conditions on the Middle Passage in terms of:

*From Source:* Provenance: eye-witness evidence to Parliamentary hearings;  
professional expert  
Handcuffs and leg-irons  
Overcrowding – can only lie on their sides  
No room to stand.

*From Recall:* Examples of other well known sources used as comparison e.g. illustration of Brooke’s slave ship; Equiano’s descriptions  
Examples of other factors: diet, disease, punishments.

*Marks:*

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

Question 2: How typical is **Source B** of the methods used by abolitionists? (6)

The candidate makes a judgement on the extent to which **Source B** was typical of abolitionist methods in terms of:

*From Source:* China medallion showing a slave in chains, with the slogan “Am I not a man and a brother?”  
Wedgwood helping to advertise the campaign  
Religious overtones.

*From Recall:* Examples of other methods used by abolitionists  
Illustrations and diagrams  
Work of Clarkson and Newton – lecture tours  
Literature – eye-witness accounts from ex-slaves  
Petitions – subscription lists  
Public meetings  
Role of nonconformist ministers – Quakers  
Lobbying of Parliament  
Parliamentary campaign of Wilberforce.

*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: To what extent does **Source C** identify the arguments used by supporters of the Slave Trade? (6)

The candidate makes a judgement of the extent to which **Source C** identifies the arguments of supporters of the Slave Trade in terms of:

*From Source:* Economic argument: abolition would mean handing over trade to competitor nations  
Negro slaves were better off than labouring poor in Britain  
Slavery a necessary evil that has always existed  
West Indian islands unable to sustain an increasing Negro population, therefore relied on the trade for essential labour.

*From Recall:* Examples of other economic arguments:  
• Destruction of West Indian Plantations  
• Effects on British economy, especially the impact on ports like Liverpool and Bristol  
• Decline of manufacturing industry  
Security argument: other countries would gain maritime dominance if Britain gave up the trade  
Delivery of native Africans from ignorance and paganism – the primitive nature of their society.

*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 4: How far does **Source D** support the pro-slavery arguments outlined in **Source C**? (5)

The candidate makes a judgement on the extent to which **Source D** supports the arguments in **Source C** in terms of:

*From Sources:*

<b>Source C</b>	<b>Source D</b>
Economic argument – abolition would mean handing over trade to competitor nations	No mention of economic argument
Negro slaves were better off than labouring poor in Britain	Argument that slaves are at least as well off as peasantry in England, does not justify the slave trade, but is really an incitement for rebellion in England
Slavery a necessary evil that has always existed: implied that slaves were not badly treated	Refutes argument that slaves are more humanely treated in plantations than in Africa by mentioning slave-drivers, neck-collars and thumbscrews
West Indian islands unable to sustain an increasing Negro population and therefore relied on the trade for essential labour	Agrees with Source C that the Negro population in the West Indies does not multiply – implies that the slave trade is not necessary for essential labour but more humane treatment of existing slave population would provide the essential labour

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

*Marks:*

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

Question 5: How fully do **Sources C, D and E** explain the difficulties faced by abolitionists in their campaign? (8)

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

- From Sources:*
- C** Opposition from the Society of West India planters and from merchants of London, Bristol and Liverpool  
Financed by levy on West Indian imports  
Strongly backed by Members of Parliament  
Argument that abolition would damage the economy – help foreign countries  
Slave trade needed for essential labour on the plantations  
Slaves not badly treated but better off than labouring poor in Britain.
  - D** Need to refute arguments made by supporters of slave trade:  
Slaves at least as well off as peasantry in England – an incitement to peasantry to rebel against their poor conditions  
The fact that the slaves in the West Indies do not multiply is proof that they are not humanely treated.
  - E** Emergence of popular radicalism – English Jacobinism  
French revolution; War with France in 1793  
Slave revolt in Haiti  
Radicals using same tactics as abolitionists to win public support – associations, petitions, cheap publications, public lectures, public meetings, pressure on Parliament  
Abolitionists linked to Radicals and resisted because of fear that events in France may be repeated in Britain.

*From Recall:*

Further explanation of points made in sources – danger to British economy  
Fear for security at sea  
Entrenched racism among the ruling class  
Vested interests of MPs  
Easier to gain support of public than of MPs  
Abolition associated with violence, instability and unrest.

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

## SPECIAL TOPIC 5 : THE AMERICAN REVOLUTION

Question 1: How valuable is **Source A** as evidence of the colonists' attitude to Britain in the years before the outbreak of war? (5)

The candidate evaluates **Source A** as evidence of conditions on the colonists' attitude to Britain in terms of:

*From Source:* Provenance: letter from a colonist who is part of the protest  
Purpose: to declare loyalty to the King and Parliament but warning that other Colonies will support Massachusetts in protest against the Port of Boston Bill and other Coercive Acts  
Claim that Britain has made a great mistake in supposing that Massachusetts would struggle alone.

*From Recall:* Detail of the Coercive Acts  
Colonial reaction to the Coercive Acts

- Pledges of support for Massachusetts
- Decisions of First Continental Congress
- Association – Non-importation/exportation/consumption
- Petition to King – desire for conciliation – not until 1776 that King is blamed
- Some support for Britain's position in America – future Loyalists.

*Marks:*

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

Question 2: To what extent does the evidence in **Source B** support the analysis in **Source C** of the nature of the dispute between Britain and the Colonies? (5)

The candidate makes a judgement to the extent to which the evidence in **Source B** supports the analysis in **Source C** in terms of:

*From Sources:*

<b>Source B</b>	<b>Source C</b>
Dispute concerns the right of the British Parliament to legislate for the Colonies	Cause of the American Revolution was the question of whether or not Parliament could legislate for the Colonies
Colonial claim that the colonial legislative assemblies are equal in authority to the British Parliament under the king – ‘two independent states under the same king’	Before 1763 Parliamentary sovereignty assumed rather than frequently exercised
Dispute not just about the nature or purpose of taxation or colonial representation but about whether the British Parliament has any authority in America at all	Declaratory Act – after the Stamp Act crisis - first formal claim of full parliamentary power over the Colonies
Dispute concerns the right of the British Parliament to legislate for the Colonies	Coercive Acts – first practical exertion of complete parliamentary power – led to direct colonial challenge to Parliament’s power of legislation

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

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

Question 3: How fully do **Sources A, B** and **C** reveal the reasons for the colonial challenge to British control in America? (8)

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

- From Sources:*
- A** Port of Boston Bill and other Coercive Acts – punishment of Massachusetts  
Other Colonies will support Massachusetts.
  
  - B** Colonial claim that Parliament had no legislative right over the Colonies – that Parliament and the Colonial assemblies have equal authority under the King  
Mention of taxation as a reason for the colonial challenge
    - Difference between internal and external taxation
    - Purpose of taxation – raising revenue or regulation of trade
    - Representation of Colonists.
  
  - C** Question of whether or not Parliament could legislate for the colonies  
Change of British policy after 1763 – increasing parliamentary legislation
    - Stamp Act Crisis
    - Declaratory Act
    - Coercive Acts.

- From Recall:*
- Detail of Coercive Acts and reasons for Colonial reaction
  - Detail of dispute over taxation: Stamp Act leading to demand for “No taxation without representation”; Import Duties Act; Tea Act leading to the Boston Tea Party
  - Other reasons for the colonial challenge
    - Effects of Seven Years’ War
    - Proclamation Line
    - Question of defence
    - Navigation Acts: efforts to stop smuggling: Sugar Act.

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

Question 4: How important are the issues raised in **Source D** in understanding the problems faced by the Continental army after the outbreak of war? (6)

The candidate makes a judgement on the importance of the issues in **Source D** in understanding the problems of the Continental army in terms of:

*From Source:*

- The lower class of people afraid of being pressed or compelled to fight
- They volunteered in great numbers but did not want to be forced
- They did not want to leave their homes for extended periods of time
- They had difficulty in taking orders
- They insisted on voting for their own officers
- They insisted on the right to come or leave as they pleased.

*From Recall:*

- Detail of problems facing Washington: inexperienced and untrained soldiers facing well-trained and well-disciplined British troops
- Lack of experienced officers
- Great shortage of artillery, cavalry and supplies; trade almost at a standstill
- Loyalists, some actively resisting patriot forces
- Problems with Congress' reluctance to grant enough money to maintain the army
- Disease, especially smallpox
- Desertions, especially from Valley Forge.

*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 5: How accurately does **Source E** assess the significance of foreign intervention in the American War of Independence? (6)

The candidate makes a judgement on the accuracy of **Source E**'s assessment in terms of:

*From Source:* France and Spain joined America in the war – suggestion that they did so to further their own ends  
Combined forces of America, France and Spain not enough to outweigh Britain  
Holland joined the war against Britain  
Britain would be able to stand up to them at sea and on land.

*From Recall:* Detail of French and Spanish reasons for joining the war  
Britain faced a world war: needed to defend her possessions e.g. in the West Indies and Mediterranean  
Armed Neutrality of the North  
Contribution of Rochambeau and Lafayette, De Grasse and the French fleet  
British loss of control of the sea  
Part played by French in battle for Chesapeake Bay and the surrender at Yorktown, 1781  
Foreign intervention turned a temporary victory into a permanent one  
Britain lost America but saved her empire:  
Battle of the Saints: Rodney in West Indies, 1782  
Spanish failure to take Gibraltar  
Canada remained loyal.

*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 6 : PATTERNS OF MIGRATION:SCOTLAND 1830s-1930s

Question 1: How useful is **Source A** as evidence of the living conditions experienced by Irish immigrants to Scotland? (5)

The candidate evaluates **Source A** as evidence of the living conditions of Irish immigrants in terms of:

*From Source:* Provenance – a primary source, an extract from an official report  
Possible purpose is to provide information, gain evidence of living conditions in those parts of the city  
Poor living conditions highlighted eg overcrowding,  
lack of barest facilities, dirty and wet, damp and dark  
Labouring classes lived along with many Irish immigrants.

*From Recall:* Living conditions generally in urban Victorian Scotland  
Eg Laissez-faire approach to social problems by the authorities, poorly constructed dwellings, lack of facilities, pollution, disease, overcrowding, etc.  
Source describes typical urban conditions facing poor.

*Marks:*

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

Question 2: Compare the views of **Sources B** and **C** concerning the provision of education for Irish immigrants to Scotland. (5)

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

*From Sources:*

<b>Source B</b>	<b>Source C</b>
Primary source, extract from an official report	Secondary source, views of historians
Lack of educational provision for Irish immigrants in the Clyde district – a private adventure school is all they have	More positive view given regarding educational provision for Irish Catholic immigrants
Catholic children are found in other schools but in relatively small numbers and their attendance is irregular	Glasgow had largest number of schools, pupils and teachers but many of such were Catholic schools which were outwith the state system
Both Catholic and Protestant children in the district attend no school but it is mainly the Catholic children who do not attend	Irish immigration, especially post mid-nineteenth century, produced ever-growing demand on the system
Non-attenders are wasting their time while not at school	By 1860s Catholic clergy had overcome the huge difficulties and could offer elementary education to all. However, lack of finance resulted in a growing crisis in Catholic education provision
General view in source is that educational provision for all, but especially Irish Catholic immigrants, is completely inadequate	More balanced view than in Source B. Recognises the problems but also the success in educational provision for Irish Catholic immigrants

*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 successfully did other European immigrants preserve their identity in similar ways to the Irish as outlined in **Source D**? (6)

The candidate makes a judgement on the success of other migrants in preserving their identity in terms of:

*From Source:* Immigrants found their voice in the Press and politics  
Involvement in the labour movement  
Through benevolent societies achieved economic security  
Clubs, associations dedicated to immigrant culture provided comfort and support in the alien land.

*From Recall:* Importance of the Roman Catholic Church in lives of Irish immigrants  
Irish immigrant community indulged in communal self-help activities  
Examples given of other European immigrants – eg  
Poles, Jews, Lithuanians, Russians, Italians  
Preservation of identity – language, Polish Clubs, Club Romano, separate religious establishments, immigrant neighbourhoods in towns  
Extent to which immigrant groups became part of local communities – eg particular economic functions.

*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 4: Assess the impact of Irish immigrants on Scottish society between 1830 and 1930. Use **Sources B, C and D** and recalled knowledge. (8)

The candidate makes a judgement on the impact of Irish immigrants in terms of:

- From Sources:*
- B** Irish among the poorest classes  
Lack of educational opportunity for Irish immigrant children, causing them to suffer neglect and to be idle  
Implication that they were having a negative effect on Scottish society.
  - C** Religious, cultural and educational divisions  
Roman Catholic schools were outside the state system – implication of causing division  
Educational provision for Roman Catholics improved in later nineteenth century but the community was poor.
  - D** Reputation of Irish settlement as being problematic has been exaggerated  
At family level integration did take place successfully, if gradually  
Irish became involved in the Press and in politics, as well as in the labour movement  
Yet there were clubs and societies that contributed to the distinctive culture of the immigrant community.

*From Recall:*

*Economic impact of Irish immigration:*  
Labour force: Navvies – roads, railways, canals, farm work, coalmining, sugar-houses  
Major contribution to the industrialisation of Scotland  
But they also lowered wages, acted as blacklegs

*Social impact of Irish immigration:*  
Difficulties in integrating with Scottish communities:

- Alleged adverse effects on law and order
- Alleged lowering moral life of native Scots
- Setting up of separate communities in towns: setting up of separate Catholic schools, churches
- Brought Orangeism and Fenianism to Scotland

Immigration contributed to religious bigotry/hatred in parts of Scotland  
Improved relationships through service in the First World War.

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

Question 5: How typical of the experiences of emigrant Scots are those described in **Source E**? (6)

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

*From Source:* Primary source, emigrant adopted Canada as new land  
Author has had a positive experience upon emigration  
Good health, general liking of the adopted country  
Better opportunities for many in adopted country than in Scotland  
High wages in adopted country  
Author has had plenty of work and people wanting to employ him  
*But:*  
Author has not been as successful as he had expected  
Wages are higher but far more work is required  
No employment for anyone who is not a good worker  
Some emigrants get disheartened and return home/resort to drink/become ill and die.

*From Recall:* Emigrants travelled to a wide variety of destinations eg Australasia, Canada, England, South Africa, USA  
Some Scots made their fortune eg Carnegie in USA  
Some Scots became successful farmers/landowners eg in Australasia  
Many Scots emigrated on the strength of letters from family members already emigrants  
Many Scots, however, returned disillusioned  
Some 're-emigrated' to other countries  
Some Scots remained poor and destitute in adopted land  
Majority of emigrant Scots benefited from better opportunities abroad

Candidates might give examples by name of successful Scottish emigrants/field of success and such should be given appropriate credit in terms of the question.

*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** explain the British reaction to the remilitarisation of the Rhineland? (6)

The candidate makes a judgement on the extent to which **Source A** explains the British reaction in terms of:

*From Source:* Provenance: this extract is from the minutes of the British cabinet therefore can be taken as a summary of the collective reaction of the British government  
The government was concerned at weakness of its armed forces, notably the lack of home defences, especially against bombing  
Public opinion was strongly against war, with ex-servicemen in particular being anti-French  
Many people were saying that they saw no reason for the Germans not to re-occupy the Rhineland  
For all of these reasons, it was worth taking almost any risk to avoid war.

*From Recall:* Other factors affecting the British decision not to take military action against Germany:

- Hitler's offer to return to the League of Nations, together with the offer of a peace agreement for 25 years
- Militarily – any action across the Rhine was looked on with apprehension by service chiefs
- Government displeasure with French policy, especially France ratified its alliance with the Soviet Union in February 1936
- Influences on public opinion such as the fear of bombing and the memory of the “war to end wars”
- Organisations such as the Peace Pledge Union and the 'White Poppy' women of the cooperative movement showed grass roots opposition to war
- The government was concerned by more serious crises, specifically the Abyssinian problem which posed more of a problem to Britain, security in the Mediterranean and access to its Empire
- Feelings that Stalin's Soviet Union was a greater threat than Nazi Germany, which might be a bulwark against the “Red Menace”
- Recognition of the reaction of those who wanted a firm response to the reoccupation.

*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 evidence in **Sources A** and **B** about the condition of the British armed forces in the late 1930s. (5)

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

*From Sources:*

<b>Source A</b>	<b>Source B</b>
Gives an impression of weakness and lack of readiness	Gives a more confident impression of readiness and security
Source is a confidential minute from the British cabinet, unbiased and reporting real concerns based on knowledge of the state of the armed forces in 1936	Source is a drawing from 1937, perhaps too positive an artist impression, for public consumption, showing Britain's defences in an encouraging light
Condition of British armed forces described as “disadvantageous” in terms of the Navy, Army, Air Force and anti-aircraft defence	RAF re-arming as part of a five-year plan: <ul style="list-style-type: none"><li>• Significant anti aircraft defences such as balloon barrages over towns</li><li>• Technical advances such as new aircraft development</li><li>• New building such as new aerodromes and training centre</li><li>• An increase in personnel</li><li>• Mechanisation of transport</li><li>• An increase in reserves of fuel and stores</li><li>• An increase in coastal defences</li></ul> No reference to developments in the Army or Navy

*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 useful is **Source C** as evidence of Hitler's attitude towards Britain and France at the time of the Anschluss? (5)

The candidate evaluates **Source C** as evidence of Hitler's attitude towards Britain and France in terms of:

*From Source:* Provenance: from Schuschnigg's personal record of the interview with Hitler. Given the tone of the meeting and the tension at the time concerning Anschluss it is possible Schuschnigg's version of the meeting might be coloured by his own feelings  
Schuschnigg told Hitler that a German occupation of Austria would lead to war  
Hitler's reply showed his confidence that Britain (England) would not act, using demeaning language  
He expressed an attitude towards France that it was too late for France to act, implying that he did not see France as a serious obstacle.

*From Recall:* Hitler had seen Britain and France stand back in Spain while democracy was trampled on by outside fascist forces. Britain had no allies in the area around Austria to help protect Austria  
Hitler had seen how Britain had done nothing to protect other terms of Versailles so there was little chance of it happening now  
Hitler was aware of public opinion in Britain, which did not see Austria as an issue worth fighting over  
Hitler's reference to its being "too late" for France probably referred to the failure to act on his remilitarisation of the Rhineland, or to growing divisions in French politics that made decisive international action unlikely  
Candidate may provide evidence of other statements by Hitler about the British or French.

*Marks:*

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

Question 4: To what extent does **Source D** reflect British public opinion about the Anschluss? (6)

The candidate makes a judgement on the extent to which the Source reflects British opinion:

*From Source:* Overall the *Glasgow Herald* reflects the anti Nazi opinion of some in Britain but also reflects the lack of understanding and frustration at unclear British policy felt by many  
It is time for the government to make a decision about their position  
Europe seen as facing a challenge from political leaders whose word cannot be trusted and who are willing to use violence  
Anschluss itself not as important as these issues  
Britain must choose between isolationism and taking a stand to prevent the re-drawing of the map of Europe  
Government must make it clear what Britain would do if France were drawn into war  
Strong implication of desire for a firmer line against Nazi expansion.

*From Recall:* Many felt an air of inevitability about Anschluss. Public opinion in Britain did not see Austria as an issue worth fighting over. This view was supported by influential figures like John Buchan, Lord Tweedsmuir  
It was felt that Austria and Germany shared a culture, language and heritage so union was almost inevitable  
Versailles had kept Austria and Germany apart but that treaty was discredited  
Chamberlain, in a speech to the House of Commons declared that "small countries" could expect no help from Britain  
On the other hand a vocal minority, in particular Winston Churchill, saw a grave danger in Anschluss which tilted the balance of power in Europe and left the way open to his next target, Czechoslovakia.

*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 5: How effective was the policy of appeasement in achieving its objectives? Use Sources C, D and E and recalled knowledge. (8)

The candidate makes a judgement on the effectiveness of appeasement in achieving its objectives in terms of:

- From Sources:*
- C** Source suggests that appeasement simply encouraged Hitler to push for more since he believed Britain and France would not resist him. "England will not lift a finger for Austria."  
Appeasement over the Rhineland taught Hitler that he would not be resisted: reference to the risk he had taken then  
Suggestion that it was already too late for effective resistance.
  - D** Appeasement is seen within Britain to be causing doubt and concern with what appeared a policy of drift  
Fascist politicians are not trustworthy and are capable of violent methods  
British faced with choice between isolationism and resistance to further aggression.
  - E** Public opinion turned against appeasement after Munich  
While not wanting war, the public were disillusioned by Chamberlain the peacemaker despite the efforts of the Chamberlain-influenced press to push a more positive image  
Examples of growing opposition to appeasement.

- From Recall:*
- Appeasement's objectives:
- Redress of valid grievances – based on the belief that once this had been achieved the Fascist regimes would behave “normally” in international relations
  - Achievement of solutions to issues by negotiation
  - Provide a strong basis for peace between countries in Europe
  - By 1938 some people arguing it was necessary to buy time for re-armament
- Some objectives were achieved:
- Rhineland demilitarisation and forbidding of Anschluss had both been seen as unjust
  - These had been resolved without war
  - When war did break out, Britain was in a stronger position to fight, or defend, than in 1938, so to an extent it had bought time to prepare
- But by 1938 it was obvious that appeasement had failed in its objectives to guarantee future safety and that earlier assumptions about the reasonableness of Hitler were not justified  
Appeasement was replaced by promises to Poland and Rumania  
Appeasement had not guaranteed long term British safety nor had it brought stability to Europe, as was demonstrated by the outbreak of war in 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.

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

Question 1: How valuable is **Source A** as evidence of East Germany’s attitude towards West Berlin at this time? (5)

The candidate evaluates **Source A** as an explanation of East Germany’s attitude in terms of:

*From Source:* Provenance: Ulbricht’s position in East German government  
Possible purpose: justifying his government’s concerns over Berlin situation  
East German people can feel relief – claims they are being made fools of by West German militarists  
West Germany had rejected East German peace plans:  
• had increased nuclear weapons deployment—led by ex-Nazis  
• West Germany planned to attack GDR and create civil war  
East Germany had removed this danger to peace by agreeing with its friends to act against this threat.

*From Recall:* Loss of population by East Germany, through West Berlin: over 3 million by 1961  
Younger, skilled workers being lost to the attraction of superior living standards in West Germany  
Prosperity of FDR compared to economic backwardness of GDR  
Repressive communist regime in GDR; democracy in FDR  
Potential collapse of GDR if population loss continued; this would have been a disaster for image of Communism  
Possible repercussions in other East European states.  
East Germany saw West Berlin as the focus for this threat, so took the decision to seal border and construct the Berlin Wall.

*Marks:*

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

Question 2: Compare the views of the Berlin Crisis of 1961 given in **Sources A** and **B**. (5)

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

*From Sources:*

<b>Source A</b>	<b>Source B</b>
Broadcast by Ulbricht, therefore hostile to West	Speech by Adenauer – critical of GDR
People of GDR can now feel relief after being threatened and duped by militarists in FDR	Wants world to know truth of Berlin situation
FDR government rejecting peace proposals; pace of armament being increased; role of ex-Nazis in FDR’s army	Refutes suggestions of revenge or militarism by FDR as cause of action by GDR
FDR leadership hostile to GDR: plan to attack, create civil war	Real reason is refusal to allow people of GDR to live the way they want
Situation very dangerous—threat to peace everywhere	Flow of refugees gives real reason for GDR action because they prefer freedom in FDR
Contact friends to agree on action to remove danger	People are voting with their feet

*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 far do you accept the views in **Source C** on the development of the nuclear arms race? (6)

The candidate evaluates the views in **Source C** on the development of the nuclear arms race in terms of:

*From Source:* Khrushchev's address to 22nd Congress of CPSU  
Announces detonation of 50 megatonne nuclear bomb, the most powerful ever  
New generation of Soviet nuclear weapons  
Expresses hope that bombs will never be detonated in an attack  
Paradox of arms race: both sides develop weapons, but hope never to use them.

*From Recall:* Principles and dynamics underlying nuclear arms race: deterrence, Mutually Assured Destruction (MAD) leading to the fear of nuclear destruction  
Arms race: each side attempting to stay in the lead and develop superior nuclear technology  
Development of nuclear weapons since 1945:

- atomic bombs then hydrogen bombs
- technology to deliver nuclear strikes – using long-range bombers and later missiles
- nuclear submarines in 1960s
- multiple warhead missiles (MIRV)

Effect of nuclear weapons on international relations; possible restraining factor as Superpowers avoid direct confrontation:

- Hungary 1956 – absence of US involvement
- Berlin 1961 – no action taken by the West against the Wall
- Cuba 1962 – influence in Kennedy's decision to blockade rather than invade and in Khrushchev's decision to turn back
- Vietnam – no US use of nuclear weapons
- Czechoslovakia 1968 – absence of US involvement

*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 4: How fully does **Source D** illustrate the growing demand for reform in Czechoslovakia in the 1960s? (6)

The candidate makes a judgement on the extent to which **Source D** illustrates the demand for reform in Czechoslovakia:

*From Source:* Party attempting to find causes of difficulties in Czechoslovakia  
Growing conviction that changes are needed  
Party and society must become more democratic - guarantees of this must be understandable to people  
Central Committee has prepared an Action Programme to help socialist society to advance  
No simple solutions  
Czechs and Slovaks to work for Czechoslovak road to socialism.

*From Recall:* Repression of Novotny regime in Czechoslovakia: lack of freedoms made the regime highly unpopular  
Poor economic progress, with low production and high prices  
Discontent among intellectuals such as writers and artists  
Memory of a democratic past (1920s and 1930s)  
Slovak population seeking greater autonomy  
USSR supportive of some measures of change, at this time: selected Dubcek as "safe" leader to promote greater efficiency and prosperity, and thereby reduce unrest  
No challenge to communist system, but strong desire to make it more democratic and accessible to ordinary people  
No pressure to leave Warsaw Pact or Comecon.

*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 5: To what extent do **Sources A, C and E** explain the issues which divided the Superpowers during the Cold War? (8)

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

- From Sources:*
- A** Ulbricht's view of Berlin Crisis: threat from West Germany is main danger to the GDR  
Asserts that West Germany had rejected peace proposals; that it had militarists in government; that it was introducing nuclear weapons; and that its army was commanded by ex-Nazi officers  
West Germans were aggressive towards the GDR.
  - C** Source identifies the arms race as an issue dividing the Superpowers  
Khrushchev's announcement of Soviet 50 megatonne bomb, with more superbombs to come  
His speech illustrates the paradox of arms race, as both sides develop nuclear weapons, but never intended them to be used.
  - E** Source illustrates ideology as an issue between the Superpowers  
Explains the Soviet response to events in Czechoslovakia  
Asserts that right-wing power was increasing, pushing Czechoslovakia towards a pro-Western, bourgeois position  
Soviet view: time to protect socialism in Czechoslovakia  
Military units ordered to help Czechoslovak working people defend against reactionary forces and imperialism  
Enemies must understand that no one will be allowed to break the community of socialist states.

*From Recall:* *Issues dividing the Superpowers:*

- Economic and ideological differences between communism and capitalism: Domino Theory, US growing fear of the spread of communism from country to country
- Propaganda and espionage
- The nuclear arms race and its development: changing technology; bombers, missiles, submarines
- Rival alliances: NATO, Warsaw Pact
- Rivalry over Third World
- Soviet domination of Eastern Europe

Candidates may illustrate some of these by references to specific incidents and crises, such as:

- Korean War
- Berlin Airlift, 1948-49
- Reform movement in Poland, 1956
- Hungarian Uprising, 1956
- Berlin Crisis, 1961
- Cuban Missiles Crisis, 1962
- Vietnam War

*Marks:*

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

## SPECIAL TOPIC 9 : IRELAND 1900-1985: A DIVIDED IDENTITY

Question 1: How effective was the policy of Home Rule, as outlined in **Source A**, in addressing the concerns of the Irish people at that time? (6)

The candidate makes an assessment of the effectiveness of the Home Rule policy as outlined in **Source A**, in addressing the concerns of the Irish people in terms of:

*From Source:* Churchill outlines proposals for Home Rule Bill  
Stresses significance of consultation already made with Irish leaders, and promises more, but the final decision lies with government  
Home Rule Bill designed to facilitate functioning of Empire and increase support  
Home Rule has been long-term Liberal policy  
Best solution of Irish problems is creation of Irish Parliament and Executive.

*From Recall:* Home Rule Bill of 1912: details—powers of Irish Parliament, and powers reserved to Westminster  
Home Rule Bill supported by Irish Party led by Redmond, and with majority of Irish opinion; Liberals dependent on Irish support in Parliament  
Strength of opposition from Unionists in Ulster: Carson, Craig and other Unionist leaders were totally opposed to Home Rule  
They feared domination by a Roman Catholic majority in Ireland under Home Rule  
Mobilisation of Unionist opinion: Ulster Covenant, Ulster Volunteers  
Small minority of Nationalist opinion critical of Home Rule, demanding an Irish Republic: Sinn Féin, Pearse, but this was a minority view at this time.

*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** as evidence of the difficulties in carrying out the policy of Home Rule? (5)

The candidate evaluates **Source B** as evidence of the difficulties in carrying out the policy of Home Rule in terms of:

*From Source:* Provenance: cartoon from 1914, at the height of the Home Rule crisis  
John Redmond is portrayed as a farmer driving pigs – link to tradition of pig-farming in Ireland

- Each pig represents a province of Ireland
- Redmond is successful in driving 4 of the 5 pigs/provinces through the gate to Home Rule. This refers to majority support for Home Rule. The cartoonist identifies part of Ulster as supportive
- One pig/province (NE Ulster) refuses to go through the gate; identified as strongly opposed to Home Rule
- Pig's leash wound round Redmond's right leg, thereby making progress difficult

*From Recall:* Reasons for Unionist opposition to Home Rule: Protestant minority in country with Roman Catholic majority; different economic structure in Ulster  
Strength of Unionist opposition: organisation, Ulster Covenant  
Formation of Ulster Volunteers:

- distribution of arms; military formations; drilling and exercises
- challenges to authority of Government, including the readiness to use force
- plans for Ulster provisional government if Home Rule became law
- support from some prominent Conservative politicians, Bonar Law, F.E. Smith

Loyalty of some British army officers under question—Curragh “mutiny”.

*Marks:*

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

Question 3: To what extent does **Source C** explain the reasons for the victory of Sinn Féin in the election of 1918? (6)

The candidate evaluates the explanation given for Sinn Féin's victory in terms of:

*From Source:* Speed of calling election helped Sinn Féin  
Many soldiers did not get voting papers. They would have been more likely to vote for the Nationalist Party than for Sinn Féin, which some saw as pro-German  
New electoral register had 3 times previous number of voters  
Sinn Féin appeared to be winning anyway, as there were no Nationalist candidates in 26 constituencies  
Voters supporting Sinn Féin wanted greatest measure of independence, and no partition  
Voters not in favour of winning independence by use of arms or terrorism.

*From Recall:* Loss of support for Nationalist Party, which was seen increasingly as too close to British government  
No recognition of Redmond's status by British (unlike Carson)  
Reaction to British repression after Easter Rising: initial hostility towards rebels changed to widespread sympathy, following execution of leaders; Sinn Féin gained strong support from this  
Continuation of martial law was unpopular  
Attempt to introduce conscription to Ireland provided a unifying issue to challenge the British Government  
Majority of Irish opinion hostile to partition, now being actively planned by British.

*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 4: Compare the views in **Sources D** and **E** on the reasons for the outbreak of the Irish Civil War. (5)

The candidate compares the views expressed in **Sources D** and **E** on the reasons for the outbreak of the Irish Civil War in terms of:

*From Sources:*

<b>Source D</b>	<b>Source E</b>
English propaganda will blame Irish for war, but the present situation is caused only by England's threat of war Because of this threat, some Irishmen yielded. Those who are now under attack by Provisional Government forces are those who would not yield	Opponents claim to oppose the government because they say it has seized power illegally  Elections show this is absurd
They are the best and bravest, willing to obey will of Irish people, if freely expressed	Real complaint is that government will not give in to an armed minority, which behaves like Black and Tans
Not willing for Irish independence to be abandoned	No British Government left in Ireland, so Britain no longer the enemy  Ireland has own, elected government, and all have duty to obey it  Those who do not obey it are enemies of the people

*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 fully do **Sources B, C and E** illustrate the development of division and conflict in Ireland between 1912 and 1922? (8)

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

- From Sources:*
- B** Cartoon identifies the attempt to introduce Home Rule as a source of division:  
Supported by Redmond and the Irish Party in Parliament  
Support of majority opinion in Ireland  
Strength of opposition from N.E. Ulster.
  - C** Source identifies support for Sinn Féin as being due in part to a demand for the greatest measure of independence, with no partition.
  - E** Collins' defence of National Government: claim that it is absurd of opponents to claim it is acting illegally  
Government will not give in to armed minority, which acts like Black and Tans  
British Government now has no power in Ireland  
Ireland has its own elected government  
Those who do not obey government are enemies of the people.

- From Recall:*
- Issues leading to division and conflict:
- Unionist opposition to Home Rule, 1912-1914: military preparations, Ulster Covenant; willingness to resist Home Rule by force, if necessary; Ulster's fear of being dominated by Catholics in Ireland under Home Rule
  - Easter Rising: actions of a small, unrepresentative minority were initially met with hostility; repression by British, with executions and imprisonments led to a major change in Irish attitudes, and growth in support for Sinn Féin
  - 1918 Election triumph for Sinn Féin – impact on Ulster
  - Anglo-Irish War: levels of violence on both sides: IRA campaign of concentrated attacks on symbols of British power; British response—Black and Tans, Auxiliaries
  - Anglo-Irish Treaty led to splits within Sinn Féin and a drift towards Civil War.

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

[END OF MARKING INSTRUCTIONS]