

**2005 History**

**Intermediate 1**

**Finalised Marking Instructions**

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

## Marking Conventions

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

✓	above a phrase indicates a relevant, credited piece of evidence
R	above a phrase indicates that recall has been credited
DP	above a phrase indicates a developed point of evidence
P	in the margin indicates that process is apparent
	a single line underneath a response indicates that part of the evidence is suspect
X	in the margin indicates irrelevance
SE	in the margin indicates a serious error
NP	in the margin indicates that process is suspect or non-existent
C	in the margin indicates that the candidate has <b>simply</b> copied presented evidence (maximum 1 mark)
NR	in the margin indicates no relevant recall
NPE	in the margin indicates no presented evidence has been used

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

Straight copying 1 mark.

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

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

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

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

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

## SCOTTISH AND BRITISH

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

1. Why was a monk's life hard in the Middle Ages?

4  
02

Candidate explains why a monk's life was hard by referring to evidence such as:

**from the source**

- monks were woken in the middle of the night to attend church
- monks had to memorise hymns
- monks were often cold

**from recall**

- monks had to take vows of Poverty, Chastity and Obedience
- monks had to work long hours in the field or workshop
- monks ate plain food with little variety
- monks were punished if they did not do their work properly
- monks were expected to pray for long hours in silence

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

2. What were castles used for in the twelfth century?

4  
01

Candidate explains the uses of castles by referring to evidence such as:

- castles were used as a lord's headquarters
- the lord supervised the village from his castle
- castles were used to store food and drink

**from recall**

- castles were used as a defence
- castles were used as courts where lords could fine and sentence criminals
- castles were originally used as a symbol of power and authority
- castles were used as a home and a place where banquets could be held

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

3. How useful is **Source C** as evidence of the character of Henry II?

4  
03

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

- source is a primary one written at the time of Henry's reign
- author is a churchman and therefore probably reliable/possibly biased
- purpose of source to warn Becket of Henry's character
- content describes Henry's character as "cunning" and "someone who takes instant revenge"

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

- Henry's famous temper

4. Describe the murder of Archbishop Becket.

3  
01

Candidate describes the murder of Becket by referring to evidence such as:

**from the source**

- knights rushed in on Becket
- knights used heavy swords to attack Becket
- the fourth blow killed Becket
- the knights fled from the scene

**and from recall**

- Becket refused to hide or run away from the knights
- Becket refused to be taken prisoner, wanted to die a martyr
- Edward Grim's arm was cut during the struggle
- the crown on Becket's head was lopped off

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

## SCOTTISH AND BRITISH

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

1. How useful is **Source A** as evidence explaining why King Edward met the Scottish nobles at Norham?

4  
03

Candidate evaluates the usefulness of the source as evidence in explaining why King Edward met the Scottish nobles at Norham in May 1291 by referring to evidence such as:

- it is a primary source written at the time
- it is biased because it gives Edward's reasons (overlord) – Scots disagreed
- it is Edwards speech and gives his reasons for being there
- it claims Scotland is disturbed and is in need of peace being restored

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

- the Scots expected Edward to help them decide between Balliol v Bruce

2. Describe how Edward took over Scotland after Balliol was defeated.

3  
01

Candidate describes how Edward took over Scotland after Balliol was defeated by referring to evidence such as:

**from the source**

- Edward's men took over the Scottish castles
- the Scottish Seal was broken in two
- the Stone of Destiny was sent to London
- Edward accepted homage from the Scottish nobles

**from recall**

- King John Balliol was stripped of his title
- John Balliol was sent to England as a prisoner
- Scottish records were taken away by Edward
- Englishmen were given the most important jobs in Scotland

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

3. Why were the Scots able to win the Battle of Stirling Bridge?

4  
02

Candidate explains why the Scots were able to win the Battle of Stirling Bridge by referring to evidence such as:

**from the source**

- the Scots had chosen a good position
- the English crossed the bridge too slowly
- the Scots did not allow all of the English to cross the bridge
- the Scots caught the English unprepared for battle

**from recall**

- the Scots were on the high ground at Abbey Craig
- Stirling Bridge was wooden and very narrow
- the Scots captured the end of the bridge and cut off the English
- English bowmen could not fire in case they hit their own men

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

4. Describe how Robert Bruce took over Scotland after 1306.

4  
01

Candidate describes how Robert Bruce took over Scotland after 1306 by referring to evidence such as:

**from the source**

- he destroyed the Comyns to frighten other opponents
- he provided effective leadership against the English
- Scots supported him
- he took over English held castles

**from recall**

- details of Bruce's victories eg Loudon Hill, Glen Trool, Bannockburn
- details of the capture of English held castles
- Bruce appointed his own officials in Scotland
- Bruce held Parliaments in Scotland

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

## SCOTTISH AND BRITISH

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

1. Why did Henry VIII order the invasion of Scotland in 1544?

4  
02

Candidate explains why Henry VIII ordered the invasion of Scotland in 1544 by referring to evidence such as:

#### from the source

- the Catholic Party in Scotland were against the Treaty of Greenwich
- the Scottish Parliament cancelled the Treaty of Greenwich
- the Scottish Parliament renewed the alliance with France

#### from recall

- the Treaty of Greenwich was a marriage treaty made between Henry VIII and the Scots
- Mary was to marry Henry's son, Edward
- Henry hoped to gain influence over Scotland through this marriage
- Henry wanted to break Scotland's old alliance with France

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

2. Describe the Protestant rebellion against Mary of Guise in 1559-1560.

4  
01

Candidate describes the rebellion against Mary of Guise in 1559-1560 by referring to evidence such as:

#### from the source

- the protestants began to disobey Guise publicly
- there were riots in Perth when Knox preached
- the protestants gathered a bigger force than Guise
- both sides soon looked for foreign help

#### from recall

- the Beggars' Summons ordered friars to leave their buildings
- Scottish nobles organised themselves into the Lords of the Congregation
- Mary of Guise obtained help from France
- the Protestants obtained help from England
- English and French soldiers faced each other in Scotland until Mary of Guise died

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

3. Describe how Mary lost control over Scotland after the murder of Darnley.

3  
01

Candidate describes how Mary lost control over Scotland after the murder of Darnley by referring to evidence such as:

**from the source**

- her behaviour – going to a wedding and then to Seton
- her failure to allow Lennox to allow an independent trial of Bothwell
- her failure to stop appearance of posters accusing her of Darnley's murder

**from recall**

- she gave too much power to Bothwell – other lords became jealous
- she married Bothwell which convinced people she was guilty
- she used a Protestant marriage ceremony which upset Catholic supporters
- Scots turned against her and Bothwell and captured her at Carberry

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

4. How useful is **Source D** as evidence about young King James VI?

4  
03

Candidate evaluates the usefulness of the source as evidence about young James VI by referring to evidence such as:

**from the source**

- it was written by a French visitor who saw King James
- it is a primary source written when James was a young man
- it should be accurate because the author was describing what he saw
- its purpose was to give a description of what King James was like
- it describes King James' defects such as his failure to comprehend the weakness of Scotland or his idleness

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

- he does not describe any of King James' good points eg his learning

## SCOTTISH AND BRITISH

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

1. Describe the problems that arose over the succession from 1700.

3  
01

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

#### from the source

- Anne's last child died in 1700
- the English passed their own Act of Succession
- the Scots were not consulted about this
- the Scots passed the Act of Security

#### from recall

- the ruler of England was also the ruler of Scotland
- some Scots and English wanted to break the Union of Crowns
- the Act of Succession gave the throne to the Hanoverians
- the Act of Security threatened to give the throne to somebody else
- the Jacobites were hoping for success

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

2. Why did many Scots agree to the Act of Union?

4  
02

Candidate explains why many Scots agreed to the Act of Union by referring to evidence such as:

#### from the source

- the Royal Burghs had their privileges guaranteed
- Scots Law was to be kept
- the nobles were a particular target for Queen Anne's supporters

#### from recall

- Scottish nobles were given titles, jobs, bribes etc
- the Equivalent was made available to the Scots
- the Scots were given freedom to trade with England's colonies

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

3. How useful is **Source C** as evidence about changing attitudes to the Union in Scotland?

4  
03

Candidate evaluates the usefulness of the source as evidence about changing attitudes to the Union in Scotland by referring to evidence such as:

- it was written by a supporter of the Union – likely to be biased
- primary source as he was there when the Union was passed
- the purpose is to describe how the Kirk stopped opposing the Union
- one point of content eg:
  - it says that the ministers stopped preaching against the Union
  - it says that ministers left politics to Parliament
  - it says that this disappointed opponents of the Union

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

- the Church was guaranteed its place by Act of Parliament

4. In what ways did the Jacobites show their opposition to the Union?

4  
01

Candidate describes the way in which the Jacobites showed their opposition to the Union by referring to evidence such as:

**from the source**

- they claimed it was just a way of stopping the Stuarts getting their throne back
- they promised to restore the Scottish Parliament
- they gathered a Highland army to fight against it
- they got French help to fight against it

**from recall**

- they raised a rebellion in 1715
- they fought a battle at Sherriffmuir
- they stirred up Scottish resentment at the Union
- they encouraged the Scots to smuggle (and break Customs and Excise laws)
- they blamed problems with Scottish trade etc on the Union.

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

## SCOTTISH AND BRITISH

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

1. Describe the conditions in Scotland which attracted Irish immigrants.

4  
01

The candidate describes the conditions which led Irish immigrants to come to Scotland by referring to evidence such as:

**from the source**

- huge extension of transport needed huge numbers of men
- changes in farming meant growing output and further workers
- coal and iron industries were growing quickly
- textiles being made by large-scale production in factories

**from recall**

- they had friends to help them
- higher wages
- ease and cheapness of getting to Scotland

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

2. Why did so many Irish immigrants look to the Catholic Church for support?

4  
02

The candidate explains why Irish immigrants looked to the Roman Catholic Church for support by referring to evidence such as:

**from the source**

- they belonged to the Catholic Church
- they could continue to worship in ways that were familiar to them
- priests were often Irish
- the church was often the centre of social life, organising trips and lectures
- the church helped those in great need

**from recall**

- the church was a place where people could gather together to get help and information
- the church helped form important football teams
- the church developed schools

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

3. In what ways were Scots encouraged to emigrate?

3  
01

The candidate describes ways Scots were encouraged to emigrate by referring to evidence such as:

**from the source**

- illustrated lectures gained an audience
- pamphlets were distributed after the meeting
- people could write for further information
- personal visits were arranged

**from recall**

- agents could offer cheap transport
- adverts from railway and steamship companies
- organisations helped Scots to emigrate eg Highlands & Islands Emigration Society

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

4. How useful is **Source D** as evidence of the experience of Scots who emigrated to Canada in the nineteenth century?

4  
03

The candidate evaluates the usefulness of the source by referring to evidence such as:

- the source is primary, produced at time (of Scots emigration)
- it is a letter from an emigrant Scot
- its purpose is to extol the virtues of being in Canada
- it suggests life in Canada is better than Scotland in every respect and had been very successful

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

- no indication of any difficulties in Canada
- other evidence that some emigrants had greater success

## SCOTTISH AND BRITISH

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

1. Why did attitudes to poverty start to change at the start of the twentieth century? **4**

**O2**

The candidate explains why attitudes to poverty started to change at the start of the 20th century by referring to evidence such as:

#### from the source

- Booth and Rowntree studied the amount of poverty in Britain
- they showed 30% of town population was poor
- they showed that it was not always the fault of the poor
- many workers were paid low wages

#### from recall

- charity help was not enough to help the poor
- the elderly, ill and unemployed all suffered poverty
- the poor law was not working

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

2. How useful is **Source B** as evidence of how the reforms of the Liberals helped children? **4**

**O3**

The candidate evaluates the usefulness of the source by referring to evidence such as:

- the source is primary, produced in 1911 (at the time)
- it is a photograph which shows an inspection actually taking place
- its purpose is to show children being inspected
- it shows a nurse looking for vermin in hair

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

- no indication that disease is being overcome
- no mention of other reforms eg free school meals, Children's Charter

3. What were the recommendations of the Beveridge Report?

3  
01

The candidate describes the recommendations of the Beveridge Report by referring to evidence such as:

**from the source**

- a government minister was to be in charge of the benefit system
- a National Health Service to be set up
- the unemployed would have the right to payments for unlimited time
- family allowances to be introduced

**from recall**

- people to be looked after from cradle to grave
- benefits included pensions, maternity grants
- Beveridge identified five giants

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

4. Describe the benefits of the National Health Service to the people of Britain.

4  
01

The candidate describes the benefits of the National Health Service to the people of Britain by referring to evidence such as:

**from the source**

- the service was available to all citizens
- services included vaccination and immunisation
- other services were maternity and child care
- home nursing and ambulance services to be introduced

**from recall**

- the services were free
- free dental treatment and eye care

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

## SCOTTISH AND BRITISH

### CONTEXT 6(b): CAMPAIGNING FOR CHANGE: SOCIAL CHANGE IN SCOTLAND, 1900s-1979

1. How useful is **Source A** as evidence that the government was worried about the threat of a revolution on Clydeside at the end of the First World War?

4  
03

The candidate evaluates the usefulness of the source as evidence of fear of revolution on Clydeside by referring to evidence such as:

- it is a primary source, photograph from 1919 (time of 'Red Clydeside')
- the photograph shows several tanks manned by soldiers
- its purpose is to show that the government was taking the situation seriously enough to use military force
- it shows that the government was making preparations – tanks in storage, not yet on the streets.

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

- tanks were never actually used
- unrest on Clydeside was generally non-violent

2. Why did listening to the radio become an important part of family life in the 1930s and 1940s?

4  
02

Candidate explains why the radio was an important part of family life in the 1930s and 1940s by referring to evidence such as:

**from the source**

- listening was a family activity
- listening to news
- listening to dance music and drama
- main source of information during Second World War

**from recall**

- most families had a wireless set
- radio popular for listening to sports eg football
- radio listening was inexpensive
- it was an alternative to the cinema
- government kept up morale/provided entertainment during the war

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

3. In what ways did the Second World War give women new employment opportunities?

4  
01

Candidate describes ways the Second World War gave women new employment opportunities by referring to evidence such as:

**from the source**

- women took over men's jobs
- they worked in Armed Forces, Civil Defence etc
- women were trained to drive and work in all types of industry
- Women's Land Army gave opportunity to work in agriculture

**from recall**

- women were conscripted to work
- munitions work was the largest sector for female employment
- many Scottish women were sent to England
- working class women had opportunity to learn engineering skills eg Rolls Race, shipyards

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

4. Describe the improvements in the lives of factory workers after the Second World War.

3  
01

Candidate describes improvements in the lives of factory workers after the Second World War by referring to evidence such as:

**from the source**

- factory workers different from those in 1920s
- by 1958 wanted higher standard of living – cars, gadgets
- no longer willing to put up with what previous generation had
- pleased with their homes and carried out home improvements

**from recall**

- package holidays in holiday camps and even abroad
- television ownership
- ownership of labour saving devices such as washing machines, vacuum cleaners and fridges
- shorter working hours
- pay generally much better – aspiration to luxuries

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

## SCOTTISH AND BRITISH

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

1. Why were the Irish Nationalists unhappy with British rule before 1914?

4  
02

Candidate explains why the Irish Nationalists were unhappy with British rule before 1914 by referring to evidence such as:

**from the source**

- Roman Catholics didn't like the power of the Protestant Church in Ireland
- not happy that many landlords were English/didn't live in Ireland
- blamed British government for poverty in Ireland

**from recall**

- British government seen as ignorant about Irish matters/uncaring
- Ireland sent 100 MPs to House of Commons but outnumbered by the other 500 MPs
- British government seen as having too much power over Irish affairs

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

2. How useful is **Source B** as evidence about the Easter Rising of 1916?

4  
03

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

- it is a primary source written at the time
- the author is a Nationalist MP who may be biased
- its purpose is to inform/condemn the British government
- it says the execution of the leaders has helped Sinn Fein gain support

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

- it does not give details of the events in Dublin

3. In what ways did the Anglo-Irish Treaty 1921 change how Ireland was governed? **3**  
**01**

Candidate describes how the 1921 Anglo-Irish Treaty changed how Ireland was governed by referring to evidence such as:

**from the source**

- Ireland now called Irish Free State/became a member of the Commonwealth
- Irish MPs to swear an oath of allegiance to British King
- Northern Ireland to be given chance to remain part of Great Britain
- Boundary Commission to decide on exact borders between North and South

**from recall**

- British Army to be removed
- British to have naval bases at Cobh, Berehaven and Lough Swilly

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

4. Describe the actions of both sides during the Civil War of 1922. **4**  
**01**

Candidate describes the actions of both sides during the Civil War of 1922 by referring to evidence such as:

**from the source**

- guns given to the Free State Forces by British PM
- on 22<sup>nd</sup> June, Free Staters opened fire on 4 courts held by the Republicans
- both sides used ambushes/murdered people
- both sides burnt down important buildings

**from recall**

- both sides went on 'revenge attacks'
- Republicans defeated in Dublin after 9 days
- warfare continued in the countryside.

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

## EUROPEAN AND WORLD

### CONTEXT 1: THE NORMAN CONQUEST, 1060-1153

1. How useful is **Source A** as evidence of what happened at the Battle of Hastings? **4**

**O3**

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

**from the source**

- it is from the Bayeux Tapestry so primary source from the time
- the tapestry was made for a Norman, Bishop Odo, advisor and half-brother to William I, therefore biased
- its purpose was to show William I's claim to the English throne and his victory over Harold at Hastings
- it shows the Normans defeating the English at Hastings

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

- it does not show that Harold was killed

2. What steps did William I take to control England after the Battle of Hastings? **4**

**O1**

Candidate describes how William I controlled England by referring to evidence such as:

**from the source**

- marched through England
- gave English rebels' land to Norman barons
- ordered barons to build castles
- William built the Tower of London

**from recall**

- William had himself crowned King
- William made Normans swear an oath of allegiance
- William ruthlessly crushed rebellions eg Harrying of the North

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

3. Describe the feudal system which David I introduced to Scotland.

3  
01

Candidate describes the feudal system introduced by David I by referring to evidence such as:

**from the source**

- David set up his Norman friends as barons
- he granted the Normans control over lands
- the Normans took oaths in return for land

**from recall**

- knights were introduced by David I
- castles were introduced
- government by royal council introduced by David
- officials introduced: sheriff, chancellor, constable
- central government introduced

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

4. Why were monasteries important during the reign of David I of Scotland?

4  
02

Candidate explains why monasteries were important by referring to evidence such as:

**from the source**

- the knights and barons were the most important fighting men
- the knights and barons were mounted warriors
- knights and barons provided law and justice in their lands

**from recall**

- knights and barons swore oaths of loyalty to the king
- knights and barons led sections of the royal army in times of war
- knights and barons could be members of the royal council and offer advice to the king

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

## EUROPEAN AND WORLD

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

1. How useful is **Source A** as evidence of why people joined the First Crusade?

4  
03

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

- it is a primary source written at the time
- the author was an eyewitness, a monk, therefore probably reliable/possibly biased
- its purpose was to encourage people to join the crusade
- men going on crusade would have their sins forgiven

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

- Pope Urban said knights should stop fighting each other and fight Muslims instead

2. Describe the difficulties faced by the People's Crusade on the journey to Constantinople.

3  
01

Candidate describes the difficulties faced on the journey by the People's Crusade by referring to evidence such as:

**from the source**

- peasants ran out of supplies
- they were attacked by the Byzantine governor
- a quarter of Peter's forces were killed or disappeared

**from recall**

- no military experience, easily defeated in battle
- poor leadership, Peter the Hermit a spiritual not military leader
- disorganised, took six weeks to build a bridge
- peasants split into different groups making them easier to attack

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

3. Why were the Turks unable to defeat the Crusaders at Antioch?

4  
02

Candidate explains why the Turks were unable to defeat the Crusaders at Antioch by referring to evidence such as:

**from the source**

- Bohemond drove the Muslims back
- Kerbogha unable to rally his forces
- Kerbogha's tactic of setting fire to the grass failed

**from recall**

- Crusaders were encouraged by the finding of the Holy Lance and visions of other knights on the battle field
- Crusader army was well organized, kept in tight formation
- Kerbogha failed to attack the Crusaders as they left Antioch, allowed them instead to line up in formation
- Crusaders were successful at charging at the Turks
- Kerbogha was unpopular amongst his men, his authority was questioned
- Kerbogha's men fled the battle field

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

4. What problems did the Crusaders face after they had captured Jerusalem?

4  
01

Candidate describes the problems faced by the Crusaders by referring to evidence such as:

**from the source**

- only Godfrey and Tancred remained in the East
- the Crusader army was small
- the surrounding country was filled with Turks

**from recall**

- lack of male heirs made succession a problem
- Crusaders unable to provide own supplies, forced to trade with Italian cities
- castles built to protect territory
- lack of peasants to work the land meant co-operation was needed with local Muslims

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

## EUROPEAN AND WORLD

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

1. Why did Edward III decide to attack France? 4  
02

Candidate explains why Edward III attacked France by referring to evidence such as:

**from the source**

- Edward did not accept Philip as his overlord
- Philip tried to take control of Aquitaine
- Philip declared Edward's lands in France forfeit

**from recall**

- Edward's claim to the French throne
- English merchants unable to gain access to salt and wine producing regions
- ideas of chivalry

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

2. How useful is **Source B** as evidence about the attitudes to the Peasants' Revolt? 4  
03

Candidate evaluates the usefulness of the source as evidence about attitudes to the Peasants' Revolt by referring to evidence such as:

- it was written at the time so it is a primary source
- it is from a speech by Richard II who was a key figure in the Peasants' Revolt
- it shows the attitude of the King to the peasants
- it shows bias against the peasants
- it gives an exaggerated view of the aims of the revolt

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

- it does not give the peasants' side of the story

3. What problems faced France during the reign of Charles VI? 4  
01

Candidate describes the problems which faced France during the reign of Charles VI by referring to evidence such as:

**from the source**

- the madness of Charles VI
- civil war between Orleans and Burgundy
- English invaded France

**from recall**

- defeat at Agincourt
- English took control of Normandy
- fall of Paris

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

4. Describe the martyrdom of Joan of Arc. 3  
01

Candidate describes the martyrdom of Joan of Arc by referring to evidence such as:

**from the source**

- English soldier gave her a cross
- Joan asked for a crucifix to be held before her eyes
- she called out the name of Jesus

**and from recall**

- Joan had been tried by a French court
- Joan had been sentenced to death for heresy
- Joan was burned at the stake

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

## EUROPEAN AND WORLD

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

1. Why were Europeans afraid of making voyages of discovery in the 1480s? 4  
02

The candidate explains why Europeans were afraid of making voyages of discovery in the 1480s by referring to evidence such as:

#### from the source

- no one had returned from a voyage beyond Cape Bojador
- ships had only one mast and one square sail
- they thought the sea to the south was boiling
- fear of encountering terrible creatures

#### from recall

- navigation techniques were poor
- maps were inaccurate
- sailors were superstitious
- development of problems with types of ships

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

2. Describe the voyage of Vasco da Gama. 4  
01

The candidate describes the voyage of Vasco da Gama by referring to evidence such as:

#### from the source

- he left Lisbon in 1497 with four ships
- he sailed into the Atlantic
- he caught the wind to take him round the tip of Africa
- he sailed up the east coast of Africa

#### from recall

- he had tried several times to get round the tip of Africa
- da Gama arrived in India/Calicut
- he brought spices back to Portugal

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

3. What were the aims of Magellan's voyage of 1519-1522?

3  
01

The candidate describes the aims of Magellan's voyage of 1519-1522 by referring to evidence such as:

**from the source**

- wanted to search for a strait linking the Atlantic and Pacific
- allow Spanish to sail to the Spice Islands
- to break the Portuguese monopoly of the Spice trade

**from recall**

- to reach the Spice Islands by sailing west
- to make himself wealthy
- to gain honour and fame

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

4. How useful is **Source D** as evidence of the reasons why the Spaniards wanted to conquer new lands?

4  
03

The candidate evaluates the usefulness of the source as evidence of the reasons for why the Spaniards wanted to conquer new lands by referring to evidence such as:

- it is a primary source from the time (early 16th century)
- the author is a leader of the conquistadors intent on defeating natives
- its purpose is to encourage men to fight well
- it says they are fighting for Christianity – under the banner of the cross/suggests the gain of riches

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

- no mention of spirit of adventure

## EUROPEAN AND WORLD

### CONTEXT 5: "TEA AND FREEDOM": THE AMERICAN REVOLUTION, 1763-1783

1. What actions did the British government take after the Boston Tea Party?

4  
01

Candidate describes the actions taken by the British government after the Boston Tea Party by referring to evidence such as:

#### from the source

- the Coercive Acts were introduced
- government of Massachusetts lost many of its liberties
- the capital was moved to Salem
- Boston Harbour was closed

#### from recall

- acts were also known as the ‘Intolerable Acts’
- Massachusetts Bay Regulating Act – cut its power to elect officials
- the Administration of Justice Act – governor had complete power over judges and jury trials
- the Quartering Act – soldiers placed into households
- General Gage was made governor

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

2. How useful is **Source B** as evidence of British opinions of events in the American colonies?

4  
03

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

- it is a primary source taken from the time
- it is a politician’s view
- minority opinion – to oppose government
- comment on content – the use of force and a great many redcoats will never produce government

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

- the majority of the nation wanted action
- other colonies declared their support for Boston

3. Why did some colonists remain loyal to Britain?

4  
02

Candidate explains why some colonists remained loyal to Britain by referring to evidence such as:

**from the source**

- some had strong links with Britain
- Quakers refused to take up arms
- some merchants had their businesses tied to Britain
- the importance of keeping the empire together

**from recall**

- some believed in the importance of the monarchy
- loyalists were usually very conservative in politics
- loyalists did not like the idea of change

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

4. Describe the foreign assistance given to the American colonists.

3  
01

Candidate describes the foreign assistance given to the colonists by referring to evidence such as:

**from the source**

- France and Spain supplied gunpowder and weapons
- they gave them money
- some volunteer soldiers fought with them

**from recall**

- French fleet under d'Estaing arrived in American waters
- French army under Rochambeau arrived in America in 1780
- French and Spanish forces threatened to invade Britain

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

## EUROPEAN AND WORLD

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

1. What part did the slave “factories” play in the slave trade?

4  
01

Candidate describes the part played by the slave “factories” by referring to evidence such as:

#### from the source

- sometimes called forts
- white men lived there all year round
- they collected slaves from the Africans
- sold the slaves onto the ships

#### from recall

- factories acted as forts to keep them safe
- trade goods were stored there
- some were defended with guns
- some had Africans trained as soldiers
- slaves were kept there until the ships came
- slaves were branded on arrival at the factory
- life was boring for the merchants and clerks at the factory

**Maximum of 3 out of 4 for answers without reference to either recall or the source.**

2. How valuable is **Source B** as evidence of the conditions on a slave ship?

4  
03

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

- it is a primary source drawn at the time
- possible eyewitness to events
- only one person’s view- possible bias
- its purpose is to show the cruelty of the treatment of the slaves on the ship
- content shows the slaves being put in chains

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

- does not show cramped conditions
- were fed well enough

3. Describe the methods used by Thomas Clarkson to gain support for abolition. **3  
01**

Candidate describes the methods used by Thomas Clarkson by referring to evidence such as:

**from the source**

- he collected together information about the terrible conditions in slave ships
- he interviewed as many as 20,000 sailors
- he used his findings to persuade people how awful the trade was

**from recall**

- along with 10 others formed ‘The Society for The Abolition of the Slave Trade’
- collected physical evidence such as iron handcuffs, branding irons and thumbscrews
- most famous was “The Print” – a drawing of the Liverpool slave ship ‘Brookes’

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

4. Why did some British cities support the slave trade? **4  
02**

Candidate explains why some British cities supported the slave trade by referring to evidence such as:

**from the source**

- Liverpool’s slave trade accounted for 15% of Britain’s entire overseas trade
- Liverpool became a booming city of 78,000 people
- money poured into Liverpool
- many factories were established

**from recall**

- information on any other city eg Bristol, Glasgow or London
- slave trade provide many jobs
- sugar refineries were set up
- profits from the trade set up Liverpool’s most important banks
- so profitable that not only rich but also ordinary trades people got a share

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

## EUROPEAN AND WORLD

### CONTEXT 7: CITIZENS! THE FRENCH REVOLUTION, 1789-1794

1. Why was Louis XVI facing difficulties by 1789?

4  
02

Candidate explains why Louis XVI was facing difficulties by 1789 by referring to evidence such as:

#### from the source

- the king had financial problems
- all classes were unhappy and wanted change
- Louis did not introduce reforms
- Louis did not gain the support of the people

#### from recall

- government was deeply in debt
- nobles resisted paying taxes
- peasants were unhappy with taxation
- peasants were unhappy with feudal obligations
- there had been bad harvests/huge rise in price of food

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

2. Describe the royal family's attempt to escape in 1791.

3  
01

Candidate describes the royal family's attempt to escape by referring to evidence such as:

#### from the source

- the plan failed
- they had nearly reached the Netherlands
- the royal coach was stopped at the border
- the royal family was brought back to Paris

#### from recall

- royal family escaped in disguise
- the king was recognised from a likeness on a bank note
- were brought back to Paris as prisoners

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

3. Describe the condition of the French army in 1793.

4  
01

Candidate describes the condition of the French army in 1793 by referring to evidence such as:

**from the source**

- many trained soldiers had deserted
- it would take a long time to train new soldiers
- discipline was poor
- many officers had fled abroad

**from recall**

- shortage of money for pay and equipment
- large number of volunteers joined the army
- conscription was introduced
- new officers were recruited
- army plundered conquered territories to pay for itself

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

4. How useful is **Source D** as evidence of the causes of the Terror?

4  
03

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

- it is a primary source from the time
- the author was the man who initiated the Terror
- the purpose of the source is to state that the republic's enemies must be punished
- the source tells us that 10,000 deaths are needed for France to be free

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

- Robespierre was leader of the Jacobins
- a Committee of Public Safety had been set up to deal with opposition

## EUROPEAN AND WORLD

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

1. How useful is **Source A** as evidence of the problems the Russian people faced in the early 1900s?

4  
03

Candidate evaluates the usefulness of the source as evidence of the problems faced by the Russian people by referring to evidence such as:

- it is a primary source from the time
- it is from the police, so likely to be accurate
- its purpose is to inform the government
- it gives details of the extent of poverty

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

- it does not give information on repression by secret police

2. Why was there a second revolution in October 1917?

4  
02

The candidate explains why there was a second revolution in October 1917 by referring to evidence such as:

**from the source**

- Provisional Government struggled to keep peace
- Provisional Government had little experience (of government)
- Petrograd Soviet set up as a rival
- Petrograd Soviet told soldiers fighting to go home
- many soldiers deserted the army

**from recall**

- public tired of the war
- attractiveness of Lenin and Bolsheviks (promises made)
- Provisional Government could not enforce laws
- Bolsheviks attracted more support amongst soldiers and workers

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

3. What steps did Lenin take to increase his power after the October Revolution?

3  
01

The candidate describes the steps Lenin took to increase his power after the revolution by referring to evidence such as:

**from the source**

- all political parties banned apart from Communist Party
- newspapers that didn't support Lenin were stopped
- Secret Police set up – brutal tactics used to deal with anyone who went against Lenin

**from recall**

- Lenin and government had own official newspaper – Pravda – everyone encouraged to read
- Secret Police killed some 800 “enemies of the state”
- Red Terror
- censorship of free speech

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

4. Describe the ways that Russian people were affected by the Civil War.

4  
01

Candidate describes how Russian people were affected by the Civil War by referring to evidence such as:

**from the source**

- food for soldiers and workers taken
- peasants not paid for food they had grown
- workers were killed if they went on strike
- government took factories away from owners

**from recall**

- famine in 1921 – 7.5 million died
- workers given identity books – couldn't get food or fuel without these
- poverty great – people sold belongings to survive
- many left Russia because conditions became so bad

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

## EUROPEAN AND WORLD

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

1. Why did many immigrants move to America? 4  
O2

The candidate explains why many immigrants moved to America by referring to evidence such as:

#### from the source

- America was seen as the land of opportunity
- immigrants arrived in search of “American Dream”
- believed that even the poorest person could become richer if they worked hard
- could have a better standard of living than in their own country

#### from recall

- escaping poverty in their homeland, eg great unemployment/poverty in Ireland
- escaping from religious persecution
- America seen as a “fresh start” and opportunity for a new life by many

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

2. Describe the conditions of Blacks in the southern states in the 1920s. 4  
O1

The candidate describes the conditions of Blacks in southern states in the 1920s by referring to evidence such as:

#### from the source

- Blacks discriminated against in the workplace
- worked in worst jobs and for less pay
- suffered from worst housing
- generally had poorer education

#### from recall

- separate cemeteries
- separate seats on railways/buses
- separate wards in hospitals

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

3. How useful is **Source C** as evidence of the events at Little Rock, Arkansas, in 1957? **4**  
**03**

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

- it is a primary source from the time (1957 during Civil Rights' Campaign)
- it is a newspaper article so possibly biased
- its purpose is to describe events at Little Rock, Arkansas, 1957
- it gives details of events, eg white crowd booing

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

- troops kept school segregated for 3 weeks
- troops then escorted black children into the school
- troops patrolled corridors

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

4. Describe the non-violent actions of the Civil Rights Movement in the 1960s. **3**  
**01**

Candidate describes the non-violent actions of the Civil Rights Movement in the 1960s by referring to evidence such as:

**from the source**

- sit-ins in restaurants
- freedom rides – Blacks and Whites travelled together
- freedom marches
- march on Washington

**from recall**

- bus boycott in Montgomery
- demonstrations
- petitions
- speeches eg of Martin Luther King

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

## EUROPEAN AND WORLD

### CONTEXT 10: THE ROAD TO WAR, 1933-1939

1. Why did Germany reoccupy the Rhineland in 1936?

4  
O2

Candidate explains why Germany reoccupied the Rhineland by referring to evidence such as:

**from the source**

- Germany was forbidden to station troops there
- France would have a great advantage in war
- France had signed an alliance with Russia, so threatening Germany

**from recall**

- Hitler resented the Treaty of Versailles
- French had a (small) army of occupation there
- the Rhineland was a part of Germany so should be completely under her control
- France had fortified her side of the border/Maginot Line
- France had not disarmed

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

2. How useful is **Source B** as evidence of why the British Government followed a policy of appeasement?

4  
O3

Candidate evaluates the usefulness of the source as evidence of why the British Government followed a policy of appeasement by referring to evidence such as:

- it is a primary source from the time (when there was concern over Germany's actions)
- it is written by Chiefs of Staff – experts on Britain's military capacity
- the document is meant to show inadequacy of Britain's military resources
- it states that Germany is not Britain's only defensive concern

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

- Britain was militarily weak
- may be a call to increase pace of British rearmament/more funds

3. Describe the Anschluss of March 1938.

3  
01

Candidate describes the Anschluss by referring to evidence such as:

**from the source**

- Germans marched into Vienna
- the Germans held a victory parade
- invasion was a disciplined/orderly affair
- crowd gave 'Hitler salute' showing support for Anschluss

**from recall**

- Anschluss brought on by planned plebiscite
- Austria 'invited' Germany to invade
- control handed over to Austrian Nazis
- Hitler met by huge, cheering crowd
- persecution of opponents and Jews began straight away
- no country tried to prevent Anschluss

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

4. What was Hitler's attitude to Czechoslovakia?

4  
01

Candidate describes Hitler's attitude to Czechoslovakia by referring to evidence such as:

**from the source**

- Hitler hated the Czechs as they were 'subhuman'
- Czechoslovakia was a (successful) democracy
- she was allied to France and Russia
- Czechoslovakia's strong military forces had to be destroyed
- Czechoslovakia stood in the way of German foreign policy

**from recall**

- there were 3 million Germans under Czech rule in the Sudetenland
- geographically, Czechoslovakia 'ate into' Germany
- Czechoslovakia's allies presented a danger – base against Germany in case of war (on two fronts)
- Czechoslovakia stood in the way of Lebensraum/Russia

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

## EUROPEAN AND WORLD

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

1. How useful is **Source A** as evidence of the Soviet attitude to the Warsaw Pact? 4  
03

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

- it is a primary source from the time
- the statement is by a senior Soviet politician who made policy
- possible bias – Soviet viewpoint
- the purpose is to justify the need for a Soviet bloc alliance
- it says it was against – the aggressive measures of western powers

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

- no mention of Soviet provocative action
- Soviets wanted it to keep control of Eastern Europe

2. Why was Berlin important to the superpowers by 1961? 4  
02

Candidate explains why Berlin was important by referring to evidence such as:

**from the source**

- Khrushchev looked for a victory in Berlin
- Berlin was a problem – it showed the West was freer
- it showed the West was more prosperous
- an incident there could explode into war

**from recall**

- over 2 million East Germans made their escape through Berlin
- Berlin was recognised as a huge spy centre
- severe labour shortage was created in East Germany because of Berlin
- the Soviets built a wall through it in 1961

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

3. What steps did the superpowers take to end the Cuban Missile Crisis? **3**  
**01**

Candidate describes the steps the superpowers took to end the Cuban Missile Crisis by referring to evidence such as:

**from the source**

- Soviet missiles were withdrawn from Cuba
- USA promised not to invade Cuba
- USA secretly promised to withdraw missiles from Turkey

**from recall**

- ‘hot-line’ telephone link between the White House and the Kremlin was set up
- negotiations were set up over a Nuclear Test Ban Treaty

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

4. Describe the problems faced by the superpowers in the 1970s. **4**  
**01**

Candidate describes the problems faced by the superpowers by referring to evidence such as:

**from the source**

- the Soviet Union could no longer afford the huge cost of the “arms race”
- it needed to spend money on housing
- it needed to trade with the West and share in the West’s new technology
- USA wanted to end the Vietnam War

**from recall**

- USA had rising inflation
- better relations meant fewer weapons had to be built
- the Soviet Union had begun to quarrel with communist China
- USA improved relations with China

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

[END OF MARKING INSTRUCTIONS]