

**2005 History**

**Intermediate 2**

**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 **simply** copied presented evidence (maximum 1 mark)
- NR** in the margin indicates no relevant recall
- NPE** in the margin indicates no presented evidence has been used

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

Straight copying: 1 mark.

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

“The source is useful as it is a primary source written at the time of the Suffragette's campaign”

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

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

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

### **Source Comparison Questions**

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

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

- (b) If a candidate gives an overall view

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

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

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

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

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

## History Intermediate 2

### SCOTTISH AND BRITISH

#### PART 1 THE SHORT ESSAY

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

#### Question 1

Explain why Henry II needed to introduce new laws when he became king of England in 1154?

(8)  
O1 & O2

Candidate explains why Henry II needed to introduce new laws into England by referring to evidence such as:

- lawlessness due to civil war for nineteen years
- barons had increased their power and controlled much of the law in their areas
- barons could hold the office of sheriff
- sheriffs could be bribed and were often corrupt
- fines paid by those who broke the law were not received by the King
- churchmen could claim “Benefit of the Clergy” and be tried in a church court
- punishment for a crime was decided by each individual baron. No uniform punishments for crime
- barons were stealing land from one another and increasing their power
- no records kept of criminals sentenced or fines paid

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

## SCOTTISH AND BRITISH

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

### Question 2

Explain why Robert Bruce won the Battle of Bannockburn in 1314.

(8)  
O1 & O2

Candidate explains why Robert Bruce won the Battle of Bannockburn in 1314 by referring to evidence such as:

- Bruce had chosen ground which suited his men and disadvantaged the English
- Bruce dug holes in front of his position and spread caltrops
- the English were disheartened by de Bohun's death and their defeat on the first day
- the English camp between two burns created a trap for them
- the English were arguing with each other
- Bruce moved his schiltrons to trap the English between the burns
- the English were not able to break through the Scottish schiltrons
- the arrival of the "sma' folk" caused the English to panic and to run away

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

## SCOTTISH AND BRITISH

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

### Question 3

Explain why Mary, Queen of Scots was sent to France in 1548.

**(8)**  
**O1 & O2**

Candidate explains why Mary Queen of Scots was sent to France in 1548 by referring to evidence such as:

- Henry VIII (& later Somerset) wanted Mary to marry Prince Edward/Edward VI
- the Scots had broken the Treaty of Greenwich with Henry VIII
- English armies were invading Scotland and she could be captured
- English troops were based in the south of Scotland
- Mary was to marry the Dauphin of France
- the marriage was part of the agreement to get French help against the English
- the French wanted to secure Scotland as an ally against England

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

## SCOTTISH AND BRITISH

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

### Question 4

Explain why religion was a cause of unrest in Britain during the reign of James VI and I. **(8)**  
**O1 & O2**

Candidate explains why religion was a cause of unrest in Britain during the reign of James VI and I by referring to evidence such as:

- demands of moderate Puritans for changes to the Church
- the Millenary Petition 1603
- demands of Presbyterians for removal of bishops
- Archbishop Bancroft's canons
- Roman Catholic demands for more lenient treatment
- activities of Catholic extremists – The Gunpowder Plot
- Calvinist reaction to the 'Spanish Match'
- direction of Preachers (1622) and the promotion of anti-Calvinists

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

## SCOTTISH AND BRITISH

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

### Question 5

Explain why the Joint Monarchy caused problems for the government of Scotland between 1690 and 1706.

(8)  
O1 & O2

Candidate explains why the Joint Monarchy caused problems for the government of Scotland between 1690 and 1706 by referring to evidence such as:

- the monarch was in England
- the monarch attempted to rule Scotland from a distance
- the monarch was out of touch with the wishes of the Scots
- Scotland was involved in wars which did not suit their needs
- Scotland was often missed out of the peace treaties
- there were conflicts between the Scots and the English over things like
  - Darien
  - the Worcester incident
  - the Succession

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

## SCOTTISH AND BRITISH

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

### **Question 6**

Explain why many emigrants from Scotland were highly valued in their new homelands. **(8)**  
**O1 & O2**

Candidate explains why Scots emigrants were highly valued in their new homelands by referring to evidence such as:

- used sound education they had been given
- used the skills they had to develop a variety of industries
- Scots founded many industries eg paper-making in New Zealand
- invested money in business skilfully
- used ingenuity to invent things
- supported by investment from friends/companies in Scotland
- prepared to work hard
- exemplification by reference to successful Scots

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

## SCOTTISH AND BRITISH

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

#### Question 7 (a)

Explain why the reforms of the Labour Government after 1945 can be described as setting up a “Welfare State”.

(8)

O1 & O2

Candidate explains why the reforms of the Labour Government after 1945 can be described as setting up a “Welfare State” by referring to evidence such as:

- defines the term welfare state as offering care from cradle to grave
- National Insurance Act was comprehensive in its coverage
- National Assistance Act to cover those left out
- National Health Service was free for everyone at point of delivery
- Health Service covered many services eg dentists, opticians, hospitals
- attempts to build more houses
- Labour built on the previous Liberal reforms and the Beveridge Report

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

## SCOTTISH AND BRITISH

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

#### Question 7(b)

Explain why women had not achieved the vote by 1914.

(8)

O1 & O2

Candidate explains why women had not achieved the vote by 1914 by referring to evidence such as:

- women were regarded as incapable of understanding political issues
- it was thought that women would vote the way their husbands told them to
- there was the general fear that family life would suffer if women took interests outside the home
- The Liberal Government feared that most women would vote Conservative
- The government had other more important problems to deal with eg trouble in Ireland, industrial unrest
- The activities of the Suffragettes spread fear and alarm at violence
- Newspapers spread the image of suffrage campaigners as irresponsible, even comical, women
- The Government could not be seen to give in to the 'terrorism' of the Suffragettes

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

## SCOTTISH AND BRITISH

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

#### Question 8

Explain the reasons both sides committed acts of extreme cruelty in the Anglo-Irish War of 1919-1921.

(8)  
O1 & O2

Candidate explains why both sides committed acts of extreme cruelty in the Anglo-Irish War of 1919-1921 by referring to evidence such as:

- long history of violence/oppression over the years
- deaths on one side led to retaliation from the other
- Britain viewed IRA as traitors
- IRA regarded themselves as freedom fighters
- guerrilla warfare used by IRA – attacks on small groups of police/soldiers
- Black & Tans/Auxiliaries had reputation for toughness

retaliation may be exemplified by use of events such as:

- Dec 1920 – IRA wiped out an Auxiliary unit near Cork
- Auxiliary unit took revenge and burned down most of Cork centre
- by July 1921, 4500 IRA men held in prison camps
- Sunday 21<sup>st</sup> Nov – 11 British intelligence officers killed by IRA
- Croke Park – Auxiliaries opened fire on the crowd – killed 12, wounded 60

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

## EUROPEAN AND WORLD

### Context 1: The Norman Conquest, 1060-1153

#### Question 9

Explain the reasons William of Normandy succeeded in conquering Saxon England.

(8)  
O1 & O2

Candidate explains the reasons for William of Normandy's success in conquering Saxon England by referring to evidence such as:

- Norman victory at Hastings was decisive
- use of knights
- death of Harold and Saxon leadership at Hastings
- surrender of surviving Saxon nobles
- William's occupation of London gave control of the capital
- building of castles as instruments of control
- lack of co-ordinated resistance
- brutal crushing of Saxon opposition after 1066 eg Harrying of the North

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

## EUROPEAN AND WORLD

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

#### Question 10

To what extent was Muslim disunity the most important reason for the success of the First Crusade?

(8)  
O1 & O2

Candidate judges the importance of Muslim disunity for the success of the Crusade by referring to evidence such as:

- Moslem leader of Nicaea was away fighting Muslim neighbour, the Danishmends, when crusaders attacked the city
- Moslem leaders of Aleppo and Damascus refused to unite to help the Moslems at Antioch
- Kerbogha delayed on way to Antioch whilst pursuing own personal interest at Edessa
- Disputes amongst Kerbogha's own army led to their desertion from the battlefield at Antioch
- Egyptians/Fatimids fought over Jerusalem. The change in ownership helped the Crusaders because the walls had not been reinforced

Candidate makes reference to other factors which explain the success of the First Crusade by referring to evidence such as:

- Crusaders had military experience and were well organised
- Crusaders received help from Alexius at Constantinople, Nicaea
- Crusading ideal/Crusaders' belief in "visions"
- good leadership eg Bohemond at Antioch

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

## EUROPEAN AND WORLD

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

#### Question 11

Explain why the Hundred Years' War caused discontent among the peasants of France **and** England. (8)

**O1 & O2**

Candidate explains why the Hundred Years' War caused discontent among the peasants of France and England by referring to evidence such as:

- French suffered devastation of land and property due to war
- French suffered looting and rapine by the English armies
- French treated badly by their own nobles
- The Poll Tax (1379-81) introduced to pay for war was hated by English peasants
- English affected by French coastal raids
- English affected by war weariness as the war turned against them
- French and English suffered high taxation to pay for war

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

## EUROPEAN AND WORLD

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

#### Question 12

Explain why small numbers of Spaniards were able to conquer large empires in the New World. Refer to **either** the Aztecs **or** the Incas. (8)  
O1 & O2

Candidate explains why Spaniards were able to conquer large empires in the New World by referring to evidence such as:

- Conquistadors had horses and knew how to use them in battle
- they had better weapons than Aztecs or Incas
- Spaniards had better metal armour
- element of surprise
- they managed to capture the rulers of these states
- they made alliances with Aztec enemies/Inca empire divided
- desire to make converts/gain riches

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

## EUROPEAN AND WORLD

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

#### Question 13

Explain why the American colonists issued the Declaration of Independence in 1776.

(8)  
O1 & O2

Candidate explains why the American colonists issued the Declaration of Independence by referring to evidence such as:

- many newspapers openly demanded independence – writers like Sam Adams carried a lot of influence
- colonists who wanted to stop short of independence failed to win over the British government
- colonists rejected the plans of the British government led by Lord North
- the British Parliament passed the Prohibitory Act
- the writings of Tom Paine – ‘Common Sense’ – were widely accepted in the colonies
- the colonists were angry because a war had begun
- Congress began to organise a government for the thirteen colonies

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

## EUROPEAN AND WORLD

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

### Question 14

Explain why the Abolitionist movement believed that the Slave Trade was wrong.

**(8)**  
**O1 & O2**

Candidate explains why the Abolitionist movement believed that the Slave Trade was wrong by referring to evidence such as:

- the Bible taught that people should be treated with kindness and love
- God created mankind as brothers and sisters
- the slave trade broke several of the Ten Commandments
- British industries no longer depended on the Triangular Trade – economic arguments no longer justified
- Britain’s trade with India and the Far East was growing rapidly
- sugar could be produced more cheaply by free workers in Bengal, British India
- many seamen died on the Triangular Trade
- the slave trade brutalised all those who took part in it

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

## EUROPEAN AND WORLD

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

#### Question 15

Explain why the French peasants were discontented before the revolution in 1789.

(8)  
O1 & O2

Candidate explains why the French peasants were discontented in the years before 1789 by referring to evidence such as:

- there were bad harvests and food shortages in the 1780s, especially 1788
- prices rose much faster than wages
- peasants had to pay taxes such as the taille, vingtieme, gabelle
- peasants had to pay a tithe to the church
- peasants resented the nobility's exemption from most taxes
- peasants were subject to the corvee – forced labour on road building/repairs
- peasants were forced to serve long periods in the army

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

## EUROPEAN AND WORLD

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

#### Question 16

Explain why Garibaldi was important to the unification of Italy.

(8)  
O1 & O2

Candidate explains why Garibaldi was important to the unification of Italy by referring to evidence such as:

- Garibaldi's leadership qualities and charisma
- Garibaldi inspired nationalist feeling all over Italy
- involvement in the defence of the Roman Republic, 1849
- success of campaign in Sicily
- success of campaign in Naples
- meeting at Teano; Garibaldi handed over the south to King Victor Emmanuel

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

## EUROPEAN AND WORLD

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

### Question 17

Explain why Germany became a united country by 1871.

**(8)**  
**O1 & O2**

Candidate explains why Germany became a united country by 1871 by referring to evidence such as:

- Bismarck's diplomacy eg isolation of Austria and France
- the use of war – Denmark; Austria; France
- Prussian army reforms
- Austrian weakness
- French neutrality
- wider reasons eg the growth of nationalism

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

## EUROPEAN AND WORLD

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

#### Question 18

Explain why the Whites lost the Civil War in 1921.

(8)  
O1 & O2

Candidate explains why the Whites lost the Civil war in 1921 by referring to evidence such as:

- Whites had weak leadership (unlike the Reds)
- Whites were divided amongst themselves (unlike the Reds)
- foreign help given to Whites was soon withdrawn – US, British and French troops left
- Whites had little food/supplies in contrast to the Reds
- Whites did not have enough support from Russian people (unlike the Reds)
- Whites did not have much control of the cities/important areas (unlike the Reds)
- Whites had poor communications in contrast to the Reds

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

## EUROPEAN AND WORLD

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

#### Question 19

Explain the importance of Martin Luther King to the Civil Rights' Movement.

(8)  
O1 & O2

Candidate explains why Martin Luther King was important to the Civil Rights' Movement by referring to evidence such as:

- his ideas of non-violence very important, eg peaceful demonstrations, bus boycotts, sit-ins
- speeches very influential, especially "I have a dream" speech
- March on Washington very significant – Martin Luther King key figure in this
- one of the most important Civil Rights' leaders – gave people a dream to live for
- martyr who died for his beliefs
- brought race relations to forefront of news
- Martin Luther King became a worldwide figure – racism being fought everywhere
- possible discussion/comparison with Malcolm X and his achievements

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

## EUROPEAN AND WORLD

### Context 12: The Road to War, 1933-1939

#### Question 20

Explain why events between 1938 and 1939 led to war in Europe.

(8)  
O1 & O2

Candidate explains why events between 1938 and 1939 led to war in Europe by referring to evidence such as:

- Anschluss increased Hitler's power
- despite Hitler's promise of no more territorial demands, he threatened Czechoslovakia
- Munich showed the weakness of appeasement
- Germans occupied greater part of Czechoslovakia (Bohemia and Moravia) in March 1939 which broke the Munich settlement of 1938
- Great Britain realised that Hitler was untrustworthy and that the policy of appeasement was not working
- Hitler's demands on Poland (building a railway through the Corridor and the status of Danzig) increased tension
- Britain promised to defend Poland but refused to reach an agreement with Russia over defence of Poland
- August 1939 Germany and Russia signed the Nazi-Soviet Non-Aggression Pact which isolated Poland
- September 1<sup>st</sup>, Germany invaded Poland which broke the terms of the guarantee to Poland
- Britain gave Germany an ultimatum to stop the attack which Germany ignored

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

## EUROPEAN AND WORLD

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

#### Question 21

Explain why the policy of détente had run into difficulties by the 1980s.

(8)  
O1 & O2

Candidate explains why détente had run into difficulties by referring to evidence such as:

- arms talks appeared to be going nowhere
- no alternative to arms competition
- USSR rejected NATO's offer of talks
- failure of the SALT process
- December 1979 Soviet troops invaded Afghanistan
- American Senate refuse to ratify the SALT 2 agreement
- in 1980 the new American President, Ronald Reagan, called the USSR 'the evil empire'
- Reagan increased the nuclear weaponry in Europe by deploying Cruise and Pershing missiles

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

[END OF PART 1: THE SHORT ESSAY]

## **HISTORICAL STUDY: SCOTTISH AND BRITISH**

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

#### **Question 1**

Describe the role of priests in the lives of people in the twelfth century.

**(5)  
01**

Candidate describes the role of priests by referring to evidence such as:

- they baptised people
- they conducted marriage services
- they heard confessions
- they performed last rites
- they educated local children
- they conducted church services
- they collected tithes (in the form of crops) and kept them in case of harvest failure

**For 5 marks, 5 supported points must be given.**

#### **Question 2**

Why was the knight an important figure in medieval society?

**(5)  
02**

Candidate explains the importance of the knight by referring to evidence such as:

##### **from the source**

- he held land
- he was a mounted warrior
- he carried out administrative duties

##### **from recall**

- they fought for their lord/did forty days' military service
- they built/held castles to control the local countryside
- they did castle guard for their lords
- they ran the manor courts
- landless knights often acted as knights in the households of the nobility/were mercenaries

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

### Question 3

How useful is **Source B** as evidence of Becket's murder?

(4)  
03

Candidate evaluates **Source B** by referring to evidence such as:

- contemporary source by an eyewitness
- the author was a churchman so may be biased/accurate
- the purpose is to describe how Becket died/gain sympathy for him
- the content says he was killed by four knights/received a blow to the head

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

- Edward Grim's arm was cut
- The crown from Becket's head was cut off

[END OF CONTEXT 1]

## SCOTTISH AND BRITISH

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

#### Question 1

Why did the succession of the Maid cause problems for the Scots?

(5)  
02

Candidate explains why the succession of the Maid caused problems for the Scots by referring to evidence such as:

#### from the source

- all of Alexander's children were dead
- she was Alexander's only living descendant
- nobles were not enthusiastic at her succession
- she could not lead an army
- she would need to get a husband

#### from recall

- she was an infant – there would have to be a regency
- nobles might argue and fight about who would rule for her
- she was an infant – she might die
- the Balliols and Bruces both thought they should be next in line to the throne
- King Edward of England wanted to marry her off to his son

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

#### Question 2

Describe the methods used by King Edward to take control of Scotland after the defeat of John Balliol.

(5)  
01

Candidate describes the methods used by King Edward to take over control of Scotland after the defeat of John Balliol by referring to evidence such as:

- John Balliol was taken as a prisoner down to England
- important Scottish nobles were taken to England as prisoners
- hostages were taken to England for other important Scottish nobles
- oaths of homage and fealty were taken from all important Scots
- Edward took all the records of Scotland to England
- Edward took the Stone of Destiny to England (no future Kings of Scotland)
- Edward appointed Englishmen to important positions in government
- Edward made Englishmen Governors of important Scottish castles

**For 5 marks, 5 supported points must be given.**

### Question 3

How useful is **Source B** as evidence about how Robert Bruce became King of Scots?

(4)  
03

Candidate evaluates **Source B** as evidence about how Robert Bruce became King of Scots by referring to evidence such as:

- it was written by Scottish churchmen who had seen what was happening
- it is a primary source written at the time Bruce was making himself King of Scots
- it was written by supporters of Robert Bruce, so it will be biased
- its purpose was to persuade the Pope to accept Bruce as King of Scots
- content such as Scotland did not have a leader/Bruce had a claim through birth

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

- Bruce had used force to defeat John Balliol's supporters
- ignores the murder of John Comyn

[END OF CONTEXT 2]

## SCOTTISH AND BRITISH

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

#### Question 1

How useful is **Source A** as evidence about religious protests which took place in Scotland between 1558–1560?

(4)  
O3

Candidate evaluates **Source A** as evidence about the protests which took place in Scotland between 1558 and 1560 by referring to evidence such as:

- primary source produced during the protests
- it was produced by a group of Protestants and so was part of the protest
- it is accurate because it explains why they protested
- it is biased because it shows the critical attitude of the protestors
- its purpose was to complain about the Catholic Church in Scotland at that time
- comments about content such as: the supposed poverty or humility or religious ideas of the churchmen

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

- the summons wanted the friars to leave their buildings and benefices by Whitsun 1559

#### Question 2

Why did Mary find it difficult to govern Scotland after her return in 1561?

(5)  
O2

Candidate explains why Mary found it difficult to govern Scotland after her return in 1561 by referring to evidence such as:

**from the source**

- she failed to create a balanced government
  - she left a pro-English group in power
  - she left a pro-Protestant group in power
  - she ignored the problems of Scotland
  - her main concern was to rule England
- Only 1 mark if 'she left a pro-English, pro-Protestant group in power'.

**from recall**

- Moray (her half-brother) remained the most important person in her government
- Mary supported the Protestant Church in Scotland although she was a Catholic
- Mary crushed Catholics who hoped to become involved in her government
- Mary remained on good terms with Elizabeth of England

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

### Question 3

Describe the events that led to the execution of Mary Queen of Scots in 1587.

**(5)**  
**01**

Candidate describes events which led up to the execution of Mary Queen of Scots by referring to evidence such as:

- Mary fled from Scotland to England in 1568
- Elizabeth turned Mary into a prisoner in England
- Catholics plotted to kill Elizabeth and to make Mary Queen of England
- Mary had not been in any of these plots but the law was changed to make beneficiaries of plots liable to the death penalty
- Mary did know about the Babington plot
- Mary was put on trial, found guilty and executed

**For 5 marks, 5 supported points must be given.**

[END OF CONTEXT 3]

## SCOTTISH AND BRITISH

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

#### Question 1

How useful is **Source A** as evidence about the relations between James VI and I and the English Parliament?

(4)  
03

Candidate evaluates **Source A** as evidence of the relations between James VI and I and the English Parliament by referring to evidence such as:

- it is a primary source written early in the reign of James VI and I
- it is written by a foreign ambassador and shows little sign of bias
- it is written to explain events to a foreign government
- it illustrates problems faced by James in his dealing with Parliament

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

- only mentions one issue over which James and Parliament disagreed
- only deals with James's first Parliament

#### Question 2

Why were the money-raising methods used by Charles I between 1629 and 1638 unpopular?

(5)  
02

Candidate explains why the money-raising methods of Charles I between 1629 and 1638 were unpopular by referring to evidence such as:

**from the source**

- he used the money he raised to indulge royal tastes
- he pushed his legal rights to the limit
- he revived long forgotten royal revenue raising devices

**from recall**

- Ship Money collected even though the country was not at war
- Hampden case: John Hampden tried and found guilty for refusing to pay ship money
- forest fines charged to people who lived on land that had once been royal forest
- distraint of knighthoods – people fined if they had refused to accept knighthoods
- reappearance of Royal Monopolies eg soap
- Charles extorted loans from wealthy people

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

### Question 3

Describe the crisis of 1640-1642 which led to the outbreak of the Civil War.

(5)  
01

Candidate describes the crisis of 1640-42 which led to the outbreak of the Civil War by referring to evidence such as:

- elections to the Long Parliament led to the formation of an 'anti-court' consensus
- arrest and imprisonment of Laud
- impeachment and execution of Strafford
- Pym's new laws – Triennial Act restricted power of King to call parliaments
- Pym's ten propositions made further restrictions on the King's powers
- the Great Remonstrance split the House of Commons between supporters and opponents of the King
- Irish rebellion strengthened fears of Catholic conspiracy
- five members' coup
- Charles left London
- propaganda war between supporters of King and Parliament
- King and Parliament both attempted to win support of county militias (Parliament issued Militia Ordinance, King issued Commission of Array)
- Pym presented 19 propositions which would reduce Charles's powers to those of a constitutional monarch
- Charles rejected 19 propositions
- Parliament appointed a committee of public safety
- Parliament created army under Earl of Essex
- Charles raised his standard in Nottingham and declared war on Parliament

**For 5 marks, 5 supported points must be given.**

[END OF CONTEXT 4]

## SCOTTISH AND BRITISH

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

### Question 1

Why did some Scots support the Act of Union?

**(5)  
02**

Candidate explains why some Scots supported the Act of Union by referring to evidence such as:

#### **from the source**

- there was propaganda in support of the Union
- the Hanoverian Succession was necessary for the stability of Scotland
- Scotland’s prosperity could be improved by having free trade with England
- they emphasised the importance of trade with England’s colonies

#### **from recall**

- the Queen and her government supported Union
- the existence of Scotland’s institutions (law, church) was guaranteed
- the Scots had been promised the Equivalent
- titles and honours were given to Scots who supported the Union

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

## Question 2

In what ways did the Act of Union change how Scotland was governed?

(5)  
01

Candidate describes how the Act of Union changed how Scotland was governed by referring to evidence such as:

- there had been 155 MPs in the Scottish Parliament
- there were 45 Scottish MPs in the House of Commons
- there had been 160 Scottish Lords
- there were 16 Scottish Lords in the House of Lords
- there was a full range of Government ministers in Scotland
- there was a Scottish Secretary in Westminster
- Scots had made their own laws in Edinburgh
- Westminster made laws for Scotland

**For 5 marks, 5 supported points must be given.**

## Question 3

How useful is **Source B** as evidence about opposition to the Union after 1707?

(4)  
03

Candidate evaluates **Source B** as evidence about opposition to the Union after 1707 by referring to evidence such as:

- it was written just after the Union so it is a primary source
- the author is biased against the Union
- the purpose is to encourage opposition to the Union
- the author comments that Scotland had lost its long fight for independence

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

- it does not mention Jacobite plots to overthrow the Union

[END OF CONTEXT 5]

## SCOTTISH AND BRITISH

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

#### Question 1

What attracted so many Irish people to Scotland between the 1830s and 1930s?

(5)  
01

The candidate describes the attractions which encouraged Irish people to come to Scotland between the 1830s and the 1930s by referring to evidence such as:

- employment was available in Scotland
- wages were higher in Scotland
- housing was available in growing towns and cities
- Scotland was nearby and so easy to get to
- Scotland was cheap to get to for poverty stricken Irish people
- desire to settle where relatives/friends had settled
- posters encouraging Irish to eg mining

**For 5 marks, 5 supported points must be given.**

#### Question 2

How useful is **Source A** as evidence of the reasons for the rivalry between Scots and Irish immigrants in the nineteenth century?

(4)  
03

The candidate evaluates **Source A** as evidence of the reasons for the rivalry between Scots and Irish by referring to evidence such as:

- source is primary from 1849 when Irish immigrants were coming to Scotland
- author was writing for a Scottish newspaper, so possible bias against Irish
- purpose was to comment on how this was affecting Scotland
- tells some reasons for rivalry eg reduction in wages

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

- fails to mention benefits of Irish immigrants eg need for labour

### Question 3

Why did Scots migrate from the Highlands and Islands in the nineteenth century?

(5)  
02

The candidate explains why Scots migrated from the Highlands and Islands in the nineteenth century by referring to evidence such as:

#### from the source

- very few trades to provide employment
- little could be earned in making kelp
- fishing had been poor for a number of years
- did not own land around house

#### from recall

- Highland clearances in early nineteenth century
- potato failure in 1840s
- poverty of Highland tenants
- assisted passage schemes
- better opportunities

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

[END OF CONTEXT 6]

## SCOTTISH AND BRITISH

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

#### Question 1

Describe the problems facing the poor in the early twentieth century.

(5)  
01

The candidate describes the problems faced by the poor in the early twentieth century by referring to evidence such as:

- poverty often led to poor quality housing and disease
- children often malnourished
- education suffered as family needs came first
- elderly and those in great need were forced into poorhouse
- attitude of people was that they had to help themselves
- relied on charities to provide help
- they were paid low wages
- they were tempted to spend money on drink and gambling
- work was difficult to find

**For 5 marks, 5 supported points must be given.**

#### Question 2

How useful is **Source A** as evidence of reactions to the Liberal government's social reforms between 1906 and 1914?

(4)  
03

The candidate evaluates **Source A** as evidence of reactions to the Liberal government's social reforms by referring to evidence such as:

- source is primary from the time of the Liberal reforms/Old Age Pensions Act
- purpose is to show pleasure at the bringing of relief to the elderly
- drawn in popular British magazine which formed opinion
- shows smiles of elderly couple at the news of pensions

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

- other reactions eg opposition of the House of Lords

### Question 3

Why did the Second World War encourage demands for improved social welfare?

**(5)**  
**02**

The candidate explains why the Second World War encouraged demands for improved social welfare by referring to evidence such as:

#### **from the source**

- changes made to welfare during the war – Family Allowances
- people who had suffered were determined to create a better society
- government had taken on a role in helping people
- public expected the government to do more

#### **from recall**

- evacuation had shown the scale of poverty
- food rationing & bombing had brought a greater community spirit
- Beveridge Report had suggested a new way forward
- wartime government had drawn up plans to tackle some of the “five giants”

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

[END OF CONTEXT 7 (a)]

## SCOTTISH AND BRITISH

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

#### Question 1

Describe the changes that took place in industry in the years between 1918 and 1939.

(5)  
01

The candidate describes the changes in industry between 1918 and 1939 by referring to evidence such as:

- 1920s saw the gradual decline of old 'heavy industries'
- shipbuilding in decline in 1920s, revived to some extent in 1930s with rearmament
- serious labour disputes eg General Strike of 1926
- new light engineering industries introduced to produce consumer goods
- the growth of the motor industry
- production line techniques introduced
- more employment opportunities for women in the new industries
- many traditional skills were lost
- increasing industrial unrest

**For 5 marks, 5 supported points must be given.**

#### Question 2

How useful is **Source A** as evidence that the Second World War led to new work experiences for Scottish women?

(4)  
03

The candidate evaluates **Source A** as evidence of new work experiences for women by referring to evidence such as:

- primary source from Second World War written by a landgirl
- author/eyewitness to change in women's employment
- source describes work of landgirls/says she enjoyed the experience
- to inform of working conditions

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

- women were conscripted
- most women worked in munitions industry, shipyards etc

### Question 3

Why were there difficulties in Scotland's education system after 1945?

(5)  
02

Candidate explains why there were difficulties in Scotland's education system after 1945 by referring to evidence such as:

#### from the source

- money was needed to train teachers and build schools
- exam meant a minority went to senior secondary school
- majority attended junior secondary
- system was unfair to many children

#### from recall

- many schools destroyed during the war
- inadequate supply of teachers
- details of 'Qualifying exam' – important decisions taken too early in life
- system favoured middle-class children – went to senior secondary
- working class to junior secondary, inadequately educated
- much of Scotland's talent wasted
- system discriminated against girls

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

[END OF CONTEXT 7 (b)]

## SCOTTISH AND BRITISH

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

#### Question 1

Describe the reactions of the Unionists to the proposals for Home Rule for Ireland in the years up to 1914.

**(5)**  
**O1**

Candidate describes the reactions of Unionists to the proposals for Home Rule for Ireland in the years up to 1914 by referring to evidence such as:

- they wanted to stop the introduction of Home Rule
- prepared to use force to prevent it/any action would be acceptable
- Sept 1911 – huge meeting at Craigavon, home of James Craig
- Anti-Home Rule campaign organised
- prepared to try to take over Ulster if Home Rule Bill was passed
- planned to use any kind of violence/disorder
- Carson's military volunteers
- Curragh mutiny

**For 5 marks 5 supported points must be given.**

#### Question 2

Why did the Easter Rising of 1916 fail?

**(5)**  
**O2**

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

##### **from the source**

- confusion amongst Volunteers/lack of organisation
- only 2000 (out of 10, 000) Volunteers took part
- rebellion hardly spread beyond Dublin
- Post Office taken over after one week's fighting and Volunteers had to surrender

##### **from recall**

- poorly armed Volunteers
- British troops outnumbered Volunteers
- British army used gunboat to fire on rebels

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

### Question 3

How useful is **Source B** as evidence of Irish reaction to the Anglo-Irish Treaty of 1921?

(4)  
03

Candidate evaluates the usefulness of **Source B** as evidence of Irish reaction to the Anglo-Irish Treaty of 1921 by referring to evidence such as:

- primary source, part of speech given in 1921 at time of Treaty
- details some reaction to the Treaty, eg that some believed it wouldn't end centuries of conflict between Great Britain and Ireland
- author is de Valera – President of Sinn Fein – who resigned because of the Treaty
- biased – written by de Valera so is going to be against the Treaty
- its purpose is to persuade people to reject Treaty/be against it

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

- doesn't give us opinion of others such as Michael Collins, who although not entirely happy with Treaty, felt it was a step forward

[END OF CONTEXT 8]

## EUROPEAN AND WORLD

### Context 1: The Norman Conquest 1060-1153

#### Question 1

Describe the features of Norman government which David I introduced into Scotland.

(5)  
01

Candidate describes the Norman features of Scottish government by referring to evidence such as:

- knight service, members of the jury in law courts etc
- sheriffs, who dealt with admin, finance, military affairs and who held court
- government by royal council, who offered support to the King
- creation of burghs, which held markets and fairs
- justices, law officers who also introduced the Jury of Inquest
- royal officials such as the chancellor – who looked after royal records, kept the great seal
- the constable, was the King’s military officer
- the chancellor, looked after all the King’s revenues and collected royal rents etc
- encouraged Normans to settle

**For 5 marks, 5 supported points must be given.**

#### Question 2

Compare **Sources A** and **B** as views of the character of William I.

(4)  
03

The candidate makes an accurate comparison of the sources by referring to evidence such as:

Source A	Source B
The sources disagree fully (1 mark)	
<ul style="list-style-type: none"><li>• secondary source written by a historian</li><li>• possibly more objective</li><li>• refers to William as “Terrible Conqueror”</li><li>• refers to William’s actions “burnt every village and farm”</li></ul>	<ul style="list-style-type: none"><li>• primary source written by contemporary Norman</li><li>• one of William’s supporters</li><li>• refers to William as “honoured and powerful”</li><li>• refers to William as “kind to those good men who loved God”</li></ul>

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

### Question 3

Why did burghs grow during the reign of David I of Scotland?

(5)  
02

Candidate explains why burghs grew during the reign of David I by referring to evidence such as:

#### from the source

- granted rights and privileges
- held markets and fairs
- were exempt from tolls and customs

#### from recall

- burghs gained immunity from royal officials and were eventually given the right to deal with the royal exchequer
- money came into greater use – silver pennies coined
- rights to hold markets and fairs protected by “trade precinct” that prevented any other burghs from holding markets/fairs at the same time in the same area
- merchants and craftsmen from abroad settled in burghs and increased trade
- Scottish burghs exported wool, hides, furs and salted fish and imported leather, spices, pepper and wine
- disputes settled in the Court of Four Burghs (Edinburgh, Berwick, Roxburgh and Stirling)

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

[END OF CONTEXT 1]

## EUROPEAN AND WORLD

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

#### Question 1

Compare **Sources A and B** as views of the discovery of the Holy Lance.

(4)  
03

Candidate makes an accurate comparison of the views in Sources A and B by referring to evidence such as:

Source A	Source B
The views differ (1 mark)	
<ul style="list-style-type: none"><li>• primary source written by an eye witness</li><li>• written by a Crusader</li><li>• implies that Peter's finding of the lance was genuine</li></ul> <p>both sources agree the lance was linked to victory</p>	<ul style="list-style-type: none"><li>• secondary source written over a hundred years after the crusade</li><li>• written by a Muslim</li><li>• implies that Peter's finding of the lance was a fraud</li></ul>

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

#### Question 2

Why were the Crusaders able to capture the city of Antioch?

(5)  
02

Candidate explains why the Crusaders captured Antioch by referring to evidence such as:

##### from the source

- Bohemond sent messengers/spies into the city
- Bohemond offered bribes to a Turkish captain
- Firouz accepted Bohemond's offer
- Firouz promised him three towers

##### from recall

- Muslim garrison weakened by a lengthy siege
- shortage of food and supplies in the city
- Bohemond was able to mount a surprise attack
- attempts to relieve the city by Muslim forces failed

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

### Question 3

Describe the disagreements between Christian leaders during the First Crusade.

**(5)**  
**01**

Candidate describes the disagreements between Christian leaders by referring to evidence such as:

- Emperor Alexius insisted on oaths being taken at Constantinople, many Crusaders did not like this and some refused eg Tancred
- Emperor Alexius did not allow the Crusaders to plunder Nicaea. He also allowed the Muslims to go free from the city
- Emperor Alexius failed to help the Crusaders at Antioch
- Emperor keen to maintain his authority in his Empire
- some Crusader leaders wanted to build up their own states in the East
- Bohemond had fought against Alexius in years before the crusade
- Raymond and Bohemond quarrelled over the future of Antioch
- Bohemond refused to hand over Antioch to Alexius. Oath broken
- quarrels arose over delay in marching on from Antioch to Jerusalem
- Tancred and Baldwin quarrelled over Edessa

**For 5 marks, 5 supported points must be given.**

[END OF CONTEXT 2]

## EUROPEAN AND WORLD

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

#### Question 1

To what extent do **Sources A and B** disagree about England's reasons for becoming involved in the Hundred Years' War?

(4)  
03

Candidate judges the extent of agreement by making an accurate comparison of the two sources by referring to evidence such as:

Source A	Source B
The sources disagree (1 mark)	
<ul style="list-style-type: none"><li>• English kings became involved in war to increase their popularity</li><li>• English fought because they enjoyed battles and slaughter</li><li>• English were envious of their neighbour's wealth</li></ul>	<ul style="list-style-type: none"><li>• English people supported the war against France</li><li>• English fought because they were annoyed at French for stopping Flemish merchants from buying British wool</li><li>• English kings owned land in France</li><li>• Edward III had a claim to the French throne</li></ul>

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

#### Question 2

What were the effects of the Black Death on England?

(5)  
01

Candidate describes the impact of the Black Death on England by referring to evidence such as:

- terror caused by spread of a mysterious disease with no reliable cure
- around one third of the population killed
- entire villages left deserted
- agriculture was severely disrupted
- shortage of labour
- rise in wages
- worsening relations between peasants and landowners

**For 5 marks, 5 supported points must be given.**

### Question 3

Why were the French defeated at Agincourt?

(5)  
02

Candidate explains why the French were defeated at Agincourt by referring to evidence such as:

#### from the source

- strong leadership of Henry V
- English put wooden stakes in the ground to stop the French cavalry
- French made tactical mistake of not attacking the English archers
- effectiveness of English longbows

#### from recall

- divisions in the French command
- battlefield was water logged which made the French cavalry less effective
- French foot soldiers wore heavy armour which made it difficult for them to fight in the mud
- English soldiers were lightly armoured

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

[END OF CONTEXT 3]

## EUROPEAN AND WORLD

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

#### Question 1

Describe the developments in technology which enabled the great voyages of exploration to take place between the 1480s and the 1530s.

**(5)**  
**O1**

The candidate describes developments in technology which enabled the great voyages to take place by referring to evidence such as:

- description of types of ship eg cog, carrack, caravel, nao
- development of lateen sails
- addition of more masts to enable faster speeds
- development of the compass
- ability to calculate latitude using:
  - cross-staff
  - astrolabe
  - quadrant
- development and use of nautical almanacs; use of hour glass/sand glass and log line to try to find longitude

**For 5 marks, 5 supported points must be given.**

#### Question 2

Why did Vasco da Gama's voyage benefit Europeans?

**(5)**  
**O2**

The candidate explains why Vasco da Gama's voyage benefited Europeans by referring to evidence such as:

##### **from the source**

- new sources of supply for spice trade
- costs brought down
- monopoly of Mediterranean merchants broken
- expansion of Europe had begun

##### **from recall**

- new route to India found
- Christianity could be spread
- Empires could be built and expanded

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

**Question 3**

How far do **Sources B and C** agree about the difficulties endured by the crews on Magellan’s voyage around the world?

**(4)**  
**O3**

Candidate judges the extent of agreement by making an accurate comparison of the two sources by referring to evidence such as:

Source B	Source C
The sources agree (1 mark)	
<ul style="list-style-type: none"><li>• three months and 20 days in Pacific</li><li>• ate ox hides and rats</li><li>• rats cost half a ducado and they could not get enough of them</li></ul>	<ul style="list-style-type: none"><li>• seemingly endless crossing of Pacific</li><li>• reduced to eating rats and gnawing leather</li><li>• stay in the Ladrones gave poor and grudging refreshments</li><li>• Magellan killed in a local war in the Philippines</li></ul>

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

[END OF CONTEXT 4]

## EUROPEAN AND WORLD

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

#### Question 1

In what ways did the British Government raise revenue in the American colonies after 1763? **(5)**  
**01**

Candidate describes how the British Government raised revenue after 1763 by referring to evidence such as:

- Navigation Acts – all trade with the colonies had to be in British ships
- The Quartering Act – colonists had to provide housing for the soldiers
- The Revenue Act (the Sugar Act) – cut duty on molasses but they were now more strict in their enforcement
- The Stamp Act – all legal documents, commercial papers, newspapers and pamphlets had to be officially stamped
- Currency Act – clamped down on the colonists printing their own money
- Townshend Duties – taxes on tea, lead, glass, paper and paint
- Board of Customs set up to enforce and supervise trade regulations

**For 5 marks, 5 supported points must be given.**

#### Question 2

How far do Sources A and B agree about the reaction of colonists to British measures introduced in 1774-1775? **(4)**  
**03**

Candidate judges the extent of agreement by making an accurate comparison of the two sources by referring to evidence such as:

Source A	Source B
The sources agree fully (1 mark)	
<ul style="list-style-type: none"><li>• there is no peace</li><li>• our brothers are already on the battlefield</li><li>• give us liberty or death</li></ul>	<ul style="list-style-type: none"><li>• peace is beyond us</li><li>• our enemies have compelled us to take up our arms</li><li>• die as freemen rather than live as slaves</li></ul>

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

### Question 3

Why were the rebels successful in the war with Britain?

(5)  
02

Candidate explains why the rebels were successful by referring to evidence such as:

#### from the source

- the importance of George Washington
- the difficulty of the terrain
- British troops not used to fighting in woods and mountains
- poor quality of British generals

#### from recall

- long lines of supply for the British – the Atlantic
- the French declaring war on the British in 1778
- Britain used outdated military ideas and methods
- the involvement of Spain and Holland in 1779
- Britain lost control of the Atlantic

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

[END OF CONTEXT 5]

## EUROPEAN AND WORLD

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

### Question 1

Describe how the Triangular Trade operated.

(5)  
01

Candidate describes how the Triangular Trade operated by referring to evidence such as:

- ships left British ports loaded with textiles and goods for West Africa
- African Kings captured slaves and held them on the coast ready for sale
- on the African coast goods from Britain were exchanged for slaves
- slaves were then shipped across the Atlantic – The Middle Passage
- in southern states of USA slaves were sold and cotton bought
- in the West Indies slaves were sold and sugar, rum and tobacco were bought
- the goods were brought back to Britain for the Lancashire cotton industry and other goods were sold in Britain

**For 5 marks, 5 supported points must be given.**

### Question 2

Compare the views expressed in **Sources A** and **B** about conditions on board the slave ships. (4)  
03

Candidate makes an accurate comparison of the sources by referring to evidence such as:

Source A	Source B
The views agree (1 mark)	
<ul style="list-style-type: none"><li>• eyewitness is a member of the crew</li><li>• overcome by stench</li><li>• I nearly fainted</li><li>• slaves meals are meagre</li><li>• floor covered with blood and mucus</li></ul>	<ul style="list-style-type: none"><li>• eyewitness is a slave</li><li>• never smelt anything so bad in my life</li><li>• I fainted</li><li>• we were really hungry</li><li>• sickness was brought upon us</li></ul>

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

### Question 3

Why was it difficult for slaves on the plantation to resist slavery?

(5)  
02

Candidate explains why slave resistance on the plantations was difficult by referring to evidence such as:

#### from the source

- the threat of being sold and split from their families
  - rations were reduced
  - there was heavier use of the whip
  - revolts were ruthlessly suppressed
  - laws against slaves were made harsher
- } If run together = 1 mark

#### from recall

- tortures such as thumb screws were used
- slaves could be castrated
- attempted runaways could have half their foot cut off
- heavy iron rings on their ankles made escape difficult

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

[END OF CONTEXT 6]

## EUROPEAN AND WORLD

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

#### Question 1

Why was Louis XVI constantly in debt?

(5)  
02

Candidate explains why Louis XVI was constantly in debt by referring to evidence such as:

#### from the source

- previous spending of Louis XIV and XV
- the King did not carry out tax reforms
- he refused to upset the nobility
- the King had to borrow to make up the shortfall

#### from recall

- the nobles did not pay taxes
- half of tax income was used to pay interest
- France had been involved in an expensive war in America
- Government war loans had to be repaid
- Turgot was a reforming minister of finance
- high spending of Marie Antoinette

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

#### Question 2

Describe the events that led to the “Tennis Court Oath”.

(5)  
01

Candidate describes the events leading to the “Tennis Court Oath” by referring to evidence such as:

- Notaries called for Estates General in 1789
- 3<sup>rd</sup> Estate protested that the ‘old rules’ meant it could be outvoted
- 3<sup>rd</sup> Estate demanded more status/power because it represented a majority of the people
- King doubled the size of the 3<sup>rd</sup> Estate
- 3<sup>rd</sup> Estate declared itself to be the National Assembly
- 3<sup>rd</sup> Estate was locked out of the meeting hall so met in the tennis court
- 3<sup>rd</sup> Estate called for a change in the constitution – marked start of the Revolution

**For 5 marks, 5 supported points must be given.**

**Question 3**

Compare the attitudes to Louis XVI at his trial as expressed in **Sources B** and **C**.

**(4)**  
**03**

Candidate makes an accurate comparison of the sources by referring to evidence such as:

Source B	Source C
The sources agree fully (1 mark)	
<ul style="list-style-type: none"><li>• made by an opponent and therefore possible bias</li><li>• King must be punished as “vital for the welfare of the state”</li><li>• guilty as he had called on foreign forces to punish the people</li><li>• he must be condemned</li></ul>	<ul style="list-style-type: none"><li>• made by an opponent and therefore possible bias</li><li>• King must be punished “to ensure the peacefulness of the people”</li><li>• Louis had intended to crush the people</li><li>• he must die</li></ul>

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

[END OF CONTEXT 7]

## EUROPEAN AND WORLD

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

#### Question 1

To what extent do **Sources A** and **B** agree about the Carbonari?

(4)  
03

Candidate judges the extent of agreement by making an accurate comparison of the two sources by referring to evidence such as:

Source A	Source B
The sources partly agree (1 mark)	
<ul style="list-style-type: none"><li>• they were dedicated to freeing Italy from foreign rule</li><li>• support throughout Italy</li><li>• members prepared to risk their lives</li><li>• lacked organisation and defined aims</li><li>• secret meetings in the woods</li></ul>	<ul style="list-style-type: none"><li>• they planned to overthrow the existing order</li><li>• active in south of Italy</li><li>• they planned armed revolution</li><li>• they did not seem to have clearly defined aims</li><li>• practised strange rituals</li></ul>

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

#### Question 2

Describe the events of 1848-1849 in the Italian States.

(5)  
01

Candidate describes the events of 1848-49 in the Italian States by referring to evidence such as:

- Austrians were driven out of Milan (March 1848)
- revolution in Venice (March 1848)
- King of Sardinia grants constitution (March 1848)
- Pius IX condemns the war against Austria (April 1848)
- Sardinian army defeated at Custoza (July 1848)
- proclamation of Roman Republic (Feb 1849)
- Sardinian Army defeated at Novara (March 1849)
- abdication of Charles Albert (March 1849)
- fall of Roman Republic (July 1849)
- fall of Venetian Republic (August 1849)

**For 5 marks, 5 supported points must be given.**

### Question 3

Why did Cavour support Piedmont's participation in the Crimean War?

**(5)**  
**02**

Candidate explains why Cavour supported Piedmont's participation in the Crimean War by referring to evidence such as:

#### **from the source**

- a chance to improve the reputation of Italians throughout the world
- a chance to show the true qualities of Italians
- a chance to show that Italy can govern herself properly
- victories would do much for Italy's future

#### **from recall**

- Cavour hoped to win support from Britain and France
- Cavour was hoping to gain an ally against Austria
- Piedmont was pressured into participation by Britain and France

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

[END OF CONTEXT 8]

## EUROPEAN AND WORLD

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

#### Question 1

How far do **Sources A** and **B** agree about the Zollverein?

(4)  
03

Candidate judges the extent of agreement by making an accurate comparison of the sources by referring to evidence such as:

Source A	Source B
The sources mainly disagree (1 mark)	
<ul style="list-style-type: none"><li>• Zollverein was not intended to bring about unification</li><li>• states joined for economic benefit</li><li>• Zollverein increased the power and status of Prussia</li></ul>	<ul style="list-style-type: none"><li>• Zollverein was the first step towards a wider political union</li><li>• states joined to escape economic difficulties</li><li>• Prussia was eyed with suspicion</li></ul>

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

#### Question 2

Describe the activities of the Nationalists between 1815 and 1848.

(5)  
01

Candidate describes the activities of the Nationalists between 1815 and 1848 by referring to evidence such as:

- used music and literature to increase awareness
- students held meetings
- travelled into countryside spreading the message
- used leaflets and pamphlets
- burned effigy of Metternich
- killed secret agent Kotzebue in 1819

**For 5 marks, 5 supported points must be given.**

### Question 3

Why did Bismarck make this speech to the Prussian parliament?

(5)  
02

Candidate explains why Bismarck made this speech to the Prussian parliament by referring to evidence such as:

#### from the source

- German states looked to Prussia for its power
- Prussia's weakness was demonstrated in 1848-9
- important issues of the day would not be decided through speeches and votes
- important issues of the day would be decided by iron and blood

#### from recall

- Parliament would not give the king money for army reforms
- Bismarck wanted to enlarge Prussia
- Bismarck wanted to challenge the power of Austria
- Bismarck realised that other powers such as France might oppose the enlargement of Prussia
- Bismarck sought the support of German nationalists in Prussia

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

[END OF CONTEXT 9]

## EUROPEAN AND WORLD

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

#### Question 1

Why did the 1905 Revolution take place?

(5)  
O2

Candidate explains why the 1905 Revolution took place by referring to evidence such as:

#### from the source

- people have become very poor/like beggars
- work has become very hard/people tired
- people are insulted by their treatment/no longer respected
- people no longer feel human but are treated like slaves
- starvation/little food

#### from recall

- cruelty of the Government/use of secret police
- unpopularity of the Tsar
- high unemployment
- stories of officers treating soldiers cruelly during the Russo-Japanese war annoyed the public
- great deal of poverty in the cities and countryside
- defeat in Russo-Japanese war
- deaths on Bloody Sunday

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

#### Question 2

How far do **Sources B** and **C** agree about the problems facing the Russian people during the First World War?

(4)  
O3

Candidate judges the extent of agreement in making an accurate comparison of the sources by referring to evidence such as:

Source B	Source C
The sources agree fully (1 mark)	
<ul style="list-style-type: none"><li>• soldiers ran out of guns, bombs, bullets</li><li>• soldiers started to starve/workers did not have much food</li><li>• workers angry and started to protest and demonstrate</li></ul>	<ul style="list-style-type: none"><li>• army poorly equipped/not every soldier had a gun</li><li>• food shortages for both soldiers and workers</li><li>• strikes and protests spreading throughout the cities/Revolution seemed close</li></ul>

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

### Question 3

Describe the Bolshevik takeover on October/November 1917.

(5)  
01

Candidate describes the Bolshevik takeover in October/November 1917 by referring to evidence such as:

- railway stations/banks/power stations and telephone exchange in Petrograd had all been seized
- soldiers and Red Guards held bridges over the river
- arsenal in St Peter and Paul fortress was captured
- cruiser Aurora (manned by Bolshevik sailors) had guns aimed on the Winter Palace
- guards from the State Bank were sent away
- telephone lines to Winter Palace cut off/barricades but only women and cadets to protect
- Kerensky left city
- ultimatum sent to government – surrender or Aurora would fire
- no reply from government so firing began
- many government troops fled
- Winter Palace taken over – Bolsheviks rushed in, found government and arrested them

**For 5 marks, 5 supported pieces of evidence must be given.**

[END OF CONTEXT 10]

## EUROPEAN AND WORLD

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

#### Question 1

Why was there tension between the old and new immigrants?

(5)  
02

Candidate explains why there was tension between the old and new immigrants by referring to evidence such as:

#### from the source

- older immigrants accused new immigrants of not being able to read or write/had no money
- older immigrants worried that they would lose jobs/homes to the new immigrants
- old immigrants felt too many new immigrants were coming in
- religious differences – older immigrants mainly Protestant, new immigrants Catholic/Jewish

#### from recall

- old immigrants had lived in USA for several generations and many thought they were better than new immigrants
- old immigrants tended to be from northern Europe and new immigrants were often Eastern European/Hispanic/Asian
- language difficulties

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

#### Question 2

What difficulties did the Jim Crow Laws cause Black Americans?

(5)  
01

Candidate describes the difficulties Jim Crow Laws caused Black Americans by referring to evidence such as:

- separate drinking fountains/hospital wards
- separate schools/churches
- Blacks discriminated against in the workplace
- separate entrances – even to go to work
- Blacks and Whites couldn't sit together in canteens etc
- Black barbers could only cut the hair of Blacks
- Blacks were discriminated against in quality of housing

**For 5 marks, 5 supported pieces of evidence must be given.**

**Question 3**

To what extent do **Sources B** and **C** disagree about the success of the Civil Rights' Movement in the 1960s?

**(4)**  
**O3**

Candidate judges the extent of disagreement in making an accurate comparison of the sources by referring to evidence such as:

Source B	Source C
The sources mainly disagree (1 mark)	
<ul style="list-style-type: none"><li>• Civil Rights' Movement under Martin Luther King had some successes</li><li>• many joined in/supported them</li><li>• schools had to be mixed</li><li>• Civil Rights' Act passed – stopped discrimination</li><li>• Voting Rights' Act passed – all Blacks could vote</li></ul>	<ul style="list-style-type: none"><li>• felt non-violence hadn't worked/problems still remained</li><li>• people became impatient with non-violence and joined Malcolm X</li><li>• ghettos a problem for Blacks</li><li>• Blacks were faced with inequality every day</li><li>• many Blacks suffered from poverty</li></ul>

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

[END OF CONTEXT 11]

## EUROPEAN AND WORLD

### Context 12: The Road to War, 1933-1939

#### Question 1

Why did France think that Germany was following an aggressive foreign policy by 1935? **(5)**  
**O2**

Candidate explains why it appeared that Germany was following an aggressive foreign policy by referring to evidence such as:

#### from the source

- Hitler withdrew from the Disarmament Conference
- Germany withdrew from the League of Nations
- Hitler had already tried to take over Austria
- Hitler announced the abandoning of the Treaty of Versailles

#### from recall

- German pact with Poland undermined France's alliance with her
- Hitler announced introduction of conscription
- army to rise to 500,000
- Hitler's foreign policy was set out in Mein Kampf
- Lebensraum suggested aggression
- Germany announced the creation of a German air-force and navy

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

#### Question 2

Compare the views in **Sources B** and **C** about the German reoccupation of the Rhineland. **(4)**  
**O3**

Candidate makes an accurate comparison of the sources by referring to evidence such as:

Source B	Source C
The sources have opposite views (1 mark)	
<ul style="list-style-type: none"><li>• written from a German point of view</li><li>• France is to blame for treaty breaking</li><li>• there is no threat to France – it has Maginot Line</li><li>• Germany and her neighbours are safe</li></ul>	<ul style="list-style-type: none"><li>• written by a British anti-appeaser</li><li>• Germany has torn up treaties</li><li>• Germans will fortify their border – implied threat to France</li><li>• Baltic states, Poland and Czechoslovakia are in danger</li></ul>

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

### Question 3

In what ways was Britain too weak to fight Germany during the 1930s?

**(5)**  
**01**

Candidate describes Britain's weaknesses in the 1930s by referring to evidence such as:

- British armed forces had been run down
- doubt over fairness of Versailles treaty
- German grievances seem justified especially over rearmament and Rhineland
- peace ballot – public opinion was against conflict
- fear of the next war/the bomber-plane
- economic difficulties due to Depression
- gradual approach of German foreign policy
- overestimation of German forces
- lack of reliable allies – France, Dominions

**For 5 marks, 5 supported points must be given.**

[END OF CONTEXT 12]

## EUROPEAN AND WORLD

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

#### Question 1

What were the results of the building of the Berlin Wall?

(5)  
01

Candidate describes the results of the building of the Berlin Wall by referring to evidence such as:

- East Germany was now secure
- the flood of refugees was halted
- it was not a good advert for communism
- some still tried to escape from East Berlin
- more people were killed trying to escape
- the Soviet Union abandoned the attempt of trying to force the western allies out of Berlin
- war was avoided

**For 5 marks, 5 supported points must be given.**

#### Question 2

Why did a crisis develop over Cuba in the early 1960s?

(5)  
02

Candidate explains why a crisis developed over Cuba by referring to evidence such as:

##### from the source

- Khrushchev unable to push US out of West Berlin
- Soviets could not match US in ICBMs
- Khrushchev irritated by Chinese
- Khrushchev desperate to find another area for success – Cuba
- Khrushchev wanted to alter the strategic balance in favour of USSR

##### from recall

- to Khrushchev Kennedy appeared to be inexperienced
- Castro believed the USA was actively trying to overthrow his government
- Soviet missile bases were set up in Cuba – threat to US cities
- Soviet ships were transporting missiles to Cuba – US blockade
- these events were spotted by American spy planes – alarmed hawks in the White House

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

**Question 3**

Compare the views on the war in Vietnam in **Sources B** and **C**.

**(4)**  
**O3**

Candidate makes an accurate comparison of the sources by referring to evidence such as:

Source B	Source C
The views differ (1 mark)	
<ul style="list-style-type: none"><li>• American view by the US President</li><li>• America wants to support the people of South Vietnam</li><li>• want to defend South Vietnamese independence</li></ul>	<ul style="list-style-type: none"><li>• Vietnamese view by the leader of North Vietnam</li><li>• US wants to turn South Vietnam into an American Colony and military base</li><li>• US has unleashed and intensified a war of aggression in South Vietnam</li></ul>

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

[END OF CONTEXT 13]

[END OF MARKING INSTRUCTIONS]