

**2006 History**

**Higher Paper 2**

**Finalised Marking Instructions**

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**2006 History Higher  
Paper 2  
Marking Instructions**

**Introduction**

The detailed marking schemes which follow indicate:

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

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

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

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

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

**OPTION A – MEDIEVAL HISTORY**

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

Question 1: How fully does **Source A** show the tactics used by Harold and William throughout the Battle of Hastings? (6)

The candidate offers an evaluation of **Source A** as evidence of the tactics used at the Battle of Hastings in terms of:

*From Source:* Anglo-Saxon shield wall on top of hill.  
Anglo-Saxons fought on foot.  
Normans fought on horseback.  
Both sides threw spears as javelins.  
Both sides have similar armour.  
The Tapestry shows the well-armed soldiers on both sides ie not commoners.

*From Recall:* Anglo-Saxon armoured soldiers were house-carls and they dismounted and left their horses in the rear. They formed a defensive shield wall with their shields on the top of a hill.  
The Norman knights fought on horseback.  
William used archers to weaken the shield wall.  
Norman infantry charged first and then cavalry but both were repulsed.  
English counter-attacked when Norman cavalry failed to break the shield wall.  
The Norman cavalry feigned a retreat to lure the English into following them.  
Norman cavalry eventually broke the shield wall.

The candidate may select the tactics only or may include them in a description of the battle.

*Marks:*

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

Question 2: How valuable is **Source B** as evidence of William's policy towards the English immediately after the Battle of Hastings? (5)

The candidate evaluates the value of **Source B** as evidence of William's policy towards the English in terms of:

*From Source:* Provenance: The Anglo Saxon chronicle is pro-English. It lists events and gives little explanation.

Content: William promised to rule well.  
He laid on severe taxes.  
He took hostages.  
Odo and William built castles.  
They distressed the wretched folk.  
It got worse.

*From Recall:* William did take hostages to Normandy when he returned there in 1067.  
At first William pardoned people and tried to include Anglo-Saxons in his plans if they were loyal, eg rebel leaders at Exeter were pardoned.  
But rebellions followed and led to the harrying of the North 1069/1070.  
Burning and killing to crush rebellions.  
Castles were built and granted to Norman/French barons.

*Marks:*

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

Question 3: To what extent do **Sources B** and **C** agree about the methods which William used to govern England after the conquest? (5)

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

*From Sources:*

<i>Source B</i>	<i>Source C</i>
William promised to rule well, but he imposed heavy taxes and the people were distressed.	There was injustice and tyranny There were heavy burdens
Took hostages	Some Anglo-Saxon nobles were pardoned, (at least outwardly)
Built castles	Built castles at Warwick and Northampton
Left Odo and William in charge	Gave castles to men with French names  English give weak resistance

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

<i>Marks:</i>	1-2	Selects some evidence from one or both sources but with little attempt to make the required comparison.
	3-4	Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
	5	Selects relevant evidence from both sources thoroughly to inform a developed comparison in terms of the question.

Question 4: To what extent did William destroy Anglo-Saxon society and government?  
Use **Sources B, C and D** and recalled knowledge. (8)

The candidate makes a judgement about the extent to which Anglo-Saxon government and society were destroyed in terms of:

- From Sources:*
- B** Promised to rule well.  
Heavy taxes.  
Took hostages.  
Castles were built and people were distressed.
  - C** Castles built and given to Frenchmen.  
Pardons were given.  
Government was harsh with burdens and injustice.
  - D** William modified legal procedure to let Anglo-Saxons choose ordeal rather than combat.  
He crushed resistance but also tried to resolve areas of difference between Anglo Saxons and Normans.  
The conquest was a disaster for the English aristocracy.

*From Recall:*

Till 1069/1070 William did try to build an Anglo-Norman state but rebellions forced him to change policy.  
Destruction/change: *Society*-New Norman/French landholders replaced Anglo-Saxons.  
*Government*- New castles were built. The feudal system was introduced with military system and control of justice.  
There were new officials in household government: chancellor, chamberlain, constable.  
Sheriffs were appointed.  
Marcher lordships were established.  
A/S survivals/continuity: *Society*-Peasants' lives continued relatively unchanged.  
Agriculture and labour services continued but there were more unfree villeins  
*Government*-Shire reeve continued as the sheriff. The witan still met and writs were still issued as charters.  
Relevant areas of historical debate – change v continuity relating to the conquest;  
The extent to which feudalism, military service in return for land, existed in pre-conquest England.

- Marks:*
- 1-3 Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
  - 4-6 Selects relevant evidence from the source and uses recalled knowledge to inform a basic evaluation in terms of the question.
  - 7-8 Establishes the main points of the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 5: How effectively did Henry I deal with the problems identified in **Source E**? (6)

The candidate makes a judgement in terms of:

*From Source:* The problem of controlling and dealing with Robert of Normandy, Robert Curthose. Difficult political situation in North France and Robert did not look after Normandy and was away on crusade. Henry defeated him in battle 1106.

*From Recall:* Robert of Normandy invaded England in 1101.  
Henry defeated him and invaded Normandy.  
Henry won the battle of Tinchebrai in 1106.  
He imprisoned Robert.  
Henry continued to fight v neighbours of Normandy to protect his lands from their attacks, Count of Anjou, Louis VI king of France, Robert's son William.  
Worked on government of Normandy including the exchequer, destruction of illegal castles, attraction of new vassals.

*Marks:*

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

## SPECIAL TOPIC 2: THE CRUSADES 1096-1204

Question 1: How useful is **Source A** as evidence of barbaric behaviour by the Crusaders? (5)

The candidate evaluates **Source A** as evidence of barbaric behaviour, in terms of:

*From Source:* Provenance: Taken from the manuscript *Les Histoires d’Outremer* written by William of Tyre, Archbishop of Tyre.

William was a deeply religious man, who often acted as an emissary for the king of Jerusalem.

William wrote several histories of the crusades; in many he demonstrated the abilities of Geoffrey of Bouillon. Here it is possible he is demonstrating the fighting prowess of the crusader army. It is unlikely that the purpose is to show the crusaders in a negative way.

Content: The manuscript is clearly showing the use of severed heads as a weapon against the Muslims of Nicea. It is possible this designed to be an early form of biological warfare, hoping to spread disease among the defenders of the city. Also it could be a weapon of terror, designed to install fear into the hearts of the Muslims.

*From Recall:* The use of this type of warfare was not unusual in the Middle Ages. Western Christian armies often used the tactic of spreading disease among defenders. Thus this conduct was a product of the time and not confined to the crusaders.

Candidates may refer to other barbaric atrocities committed by the crusaders not shown in the illumination. These include:

The massacre of innocent Christians during the march to Jerusalem in the first Crusade.

Pogroms against Jews.

Cannibalism at the village of Ma’arrat after the siege of Antioch.

King Richard’s massacre of Muslims at Acre.

*Marks:*

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

Question 2: How fully does **Source B** describe the events of the Battle of Hattin? (6)

The candidate evaluates **Source B's** description of the Battle of Hattin in terms of:

*From Source:* King Guy leads the armies of Jerusalem to save Count Tiberias.  
The army marched through the heat and could find no water.  
The king did not know what to do and asked advice from the Count of Tripoli.  
As the Christians camped Saladin surrounded them with brushwood and dry grass on fire.  
Saladin emptied water into the sand in front of the surrounded Crusaders.

*From Recall:* The Battle took place on 4 July 1187.  
Saladin had been provoked on his attack of Jerusalem by men such as Reynald Chatillon.  
King Guy had been counselled by the Doves to wait out Saladin, as his army would eventually break up and return home.  
The Hawks had persuaded Guy in his council that to leave the Countess of Tripoli besieged would be against the code of chivalry.  
Guy marched his men into a carefully laid trap by Saladin despite the advice of Count Raymond of Tripoli.  
Trapped on the Horns of Hattin the Christian army were suffering from the sun and lack of water.  
Eventually they were forced to attack before they lacked the strength to do so.  
The Christian horses were too weak for a prolonged struggle and their infantry were surrounded by Saladin's horse archers and cut off.  
Count Raymond escaped, but most of the army captured or killed. King Guy was captured, but all the Militant orders were put to death.  
Bishop of Acre was killed and the piece of the true cross was lost to the Muslims.

*Marks:*

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

Question 3: Compare the explanations for the Massacre of Acre in **Sources C** and **D**. (5)

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

*Source C*

*Source D*

Supportive of, even apologetic about, Richard's actions.

More critical in tone towards Richard's actions.

Saladin is not interested in negotiating for the prisoners.

Richard is not interested in negotiating he is in to much of a hurry to get to Jerusalem.

Richard's council decides that Saladin no longer cares for the prisoners and decides to behead them.

Richard takes the first opportunity to kill the Muslims and rid himself of them.

Richard decides to keep some wealthy nobles to ransom.

Describes open scepticism from leaders of the crusade.

2700 prisoners were slain, but there is no mention of who they were.

All the prisoners were butchered.

The crusaders rejoiced at the killing as revenge for murder of Christians

2700 were slain among them women and children.

Does not comment on crusader emotions.

The sources take opposing views, however it should be noted that both sources may be biased towards their respective opinions. The Authorship and purpose of the source should be taken into account; each has a differing reason to present the differing sides to this story.

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

- Marks:*
- 1-2 Selects some evidence from one or both sources but with little attempt to make the required comparison.
  - 3-4 Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
  - 5 Selects relevant evidence from both sources thoroughly to inform a developed comparison in terms of the question.

Question 4: How fully do **Sources B, C and E** describe the crusading ideal? (8)

The candidate makes a judgement on the extent to which **Sources B, C and E** describe the crusading ideal in terms of:

- From Sources:*
- B** The source describes the battle of Hattin.  
King Guy is persuaded to save the city of Tiberius from Saladin and the Muslims.  
Despite the dangers the Crusading army rides to face their enemy.  
The Muslims are depicted as evil and cruel as they spill the water in front of the Christian armies.  
This demonstrates the overall desire of the Christians to defeat the enemies of God and Jesus and protect Jerusalem.
- C** The source shows the fundamental element of the Crusading ideal – The defence of Christianity against the Muslims.  
Saladin is shown to cruelly abandon his men after the fall of Antioch.  
The Religious importance of the crusade is shown with the debate over the true piece of the cross.  
The people celebrate the murder of the Muslims as revenge against the death of Christians.
- E** The source demonstrates the lack of religious motives of some on the crusades.  
Merchants on both sides of the conflict were interested in commerce only.  
Italian participants were interested in only economic opportunism.

*From Recall:*

**Ideal Crusade**  
Church and state cooperate for religious purpose to retake Jerusalem, to kill Muslims who were seen as evil.  
Combination of militarism and piety, an armed pilgrimage.  
Knights and kings should settle disputes and cooperate.  
Religious fervour of crusaders, many examples.  
Jerusalem was captured and ‘saved’ and the Crusader States created.  
Many Muslims were killed: there were many examples of how this is seen as akin to piety.

**Not an Ideal Crusade**  
Non religious motive of crusaders.  
Political arguments between leaders ie Richard and Philip.  
Knights desire to fight with a clear conscience.  
Lands kept and Crusader States erected.

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

Question 5: To what extent do you agree with David Nicolle's view in **Source E** about the economic impact of the Crusades throughout Europe? (6)

The candidate offers an evaluation of the views in **Source E** in terms of:

*From Source:* Limited economic contact between east and west prior to the Crusades. Italians however, had significant contact. Italian involvement in crusades inspired through desire to improve commercial links. Considerable impact in Europe. England, France and Germany raised huge sums of money to pay for the Crusades. Only in Italy was there a significant positive impact.

*From Recall:* Obvious impact in Italian towns developing a strangle hold over the trade with the Middle East, particularly after the Fourth Crusade. Wider range of luxury goods were now available in Western Europe. Increased prosperity in Italy allowed for the finance of the Renaissance. Paying for the Crusade caused economic problems in some countries. King John faced rebellion partly due to economic problems left by his brother Richard. Inflation was common in Europe in 13th century. Crusades stimulated the development of banks and credit. The economic impact on the Byzantine Empire was disastrous as they lost control of the all-important trade routes.

*Marks:*

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

## OPTION B – EARLY MODERN HISTORY

### SPECIAL TOPIC 3: SCOTLAND 1689-1715

Question 1: How far does **Source A** explain why relations between Scotland and England were strained in the period 1689-1705? (7)

The candidate makes a judgement on the extent to which **Source A** explains why relations were strained in terms of:

*From Source:* Act Anent Peace & War – Scottish Parliament would make all future decisions regarding Scotland's involvement in wars.  
The Act of Security outlines the conditions regarding the succession to the Scottish throne.  
Choice of next monarch to be free from English influence.  
Separation of England and Scotland unless free trade with England and her colonies.

*From Recall:* Problems with the succession began with the English Act of Settlement 1701 – Hanoverian succession – assumption that Scotland included.  
Scots had been taken in to the war of the Spanish succession without Parliament being consulted.  
Wine Act allowed trade with France despite the war – angered England.  
English ministers interference in Scottish affairs eg Godolphin.  
The Glencoe Massacre.  
Darien and the failure of the Company of Scotland – Scots interests come 2nd to English foreign policy.  
Scots resented that they had been excluded from trading with the English colonies – Navigation Acts of 1660s.  
Aliens Act 1705 threat of economic sanctions placed on the Scots.

*Marks:*

1-3	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
4-5	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
6-7	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 2: Compare the attitudes towards Union expressed in **Sources B** and **C**. (5)

The candidate offers a comparison of the attitudes in **Sources B** and **C** in terms of:

***Source B***

Is in favour of a federal union.

A federal union will allow each country to retain its own identity and freedoms.

A federal union will protect each country's government, religion, laws and customs.

An incorporating union won't meet the true interests of either country.

***Source C***

Is in favour of an incorporating union.

Difficulties with a federal union when one country is larger than the other.

Federal Union will not guarantee security against foreign invasion.

Questions whether the English will accept a Federal Union.

England should only make concessions on trade for an incorporating union.

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

*Marks:*

1-2	Selects some evidence from one or both sources but with little attempt to make the required comparison.
3-4	Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
5	Selects relevant evidence from both sources thoroughly to inform a developed comparison in terms of the question.

Question 3: How typical is **Source C** of the opinions of Scottish supporters of Union? (5)

The candidate makes a judgement on the extent to which **Source C** was typical of the opinions of supporters of Union in terms of:

*From Source:* Feeling that the English will not accept a federal union.  
Federal union would not provide adequate security against foreign aggression.  
England should not be prepared to open trade to the Scots for less than an incorporating union.

*From Recall:* Most Scots who were in favour of a union argued the advantages of trade, especially access to the English colonies.  
Seton talks about security, which some Scottish supporters of union mentioned although this argument was more typical of English opinion.  
Other Scots supporters of union argued that it would settle the succession on Hanover, thus guaranteeing a Protestant monarchy.  
Seton was one of the Scottish Commissioners – picked by Queen Anne; all apart from one of the Commissioners supported an incorporating union.  
Seton was not very typical of Scots supporters of union, the majority of whom would have preferred a federal union.

*Marks:*

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

Question 4: How fully do **Sources A, C and D** explain the reasons for the passing of the Treaty of Union? (8)

The candidate makes a judgement on the extent to which **Sources A, C and D** explain the reasons for the passing of the Treaty in terms of:

*From Sources:*

- A** Union would resolve the dispute between Scotland and England over the succession.  
Scots are looking for free trade with England and her colonies.
- C** English see Union, as achieving security in return the Scots will be given trade and protection.
- D** Passing an act to guarantee Scots Church remains Presbyterian removed some opposition.  
Promise of compensation for Darien investors from the Equivalent resulted in the New Party supporting the Court and voting for Union.  
Bribery/payment of salary arrears encouraged some to vote for Union.

*From Recall:*

Troops placed on the Scottish border – threat of invasion if Union rejected; some felt it better to accept this Union rather than have one imposed on them by invasion.  
Attraction of protection for peers from imprisonment for debt; union removed any future threat to those who owned lands in England.  
The opposition was divided especially over the succession – Jacobites were against Union but for the Stewarts; others who were against union did not want a Catholic monarch.  
English had feared that if Scotland chose a different monarch (especially Stewarts) then they may ally with France and Scotland would become a back door to invade England.  
Leader of the Country Party – Hamilton had allowed Queen to pick the Scottish Commissioners and later his actions would appear strange for a supposed leader of the opposition.  
New Party or Squadrone Volante had been originally against the Union their votes were crucial in the Union being passed.  
Further examples of the use of bribery to secure votes.

*Marks:*

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

Question 5: How valuable is **Source E** as evidence of immediate problems following the Union? (5)

The candidate evaluates **Source E** as evidence of immediate problems following the Union in terms of:

*From Source:* Provenance: written just after the Treaty was passed by a Scottish member of the Queen's Council.

The purpose of the source was to tell the Earl of Leven of the measures being taken by the Council to deal with the threat of invasion.

Content: It outlines a plan to disarm possible opponents, to secure finances and change the law in order to arrest suspects.

*From Recall:* In 1708 there was an attempted Jacobite invasion – a fleet set out from France with Old Pretender on board.

Exiled Stewart dynasty saw the advantage of invasion when Union so unpopular.

Jacobites said that they would end the Union if Stewarts restored.

Jacobites had become the main focus for anti-union sympathy after the Union was passed.

Government introduced stricter English treason laws, an early example of infringement of the Treaty.

Other examples of issues affecting Scotland (eg Malt Tax).

*Marks:*

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

#### **SPECIAL TOPIC 4: THE ATLANTIC SLAVE TRADE**

Question 1: How typical is the evidence in **Source A** of the arguments used by supporters of the Slave Trade? (6)

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

*From Source:* In Africa the poor farming system can not sustain the population.  
Slave Trade necessary – to move surplus population to more enlightened and less populous countries.  
Provide homes, protection and employment.  
Humane thing to do.

*From Recall:* Economic arguments – need for slaves to sustain the economy of the New World – abolition would destroy West Indian plantations.  
Particular danger to Liverpool and Bristol's economy.  
Abolition would damage trade.  
Decline of manufacturing industry.  
Merchant shipping destroyed – other countries would gain maritime dominance.  
Argument that abolition by Britain would not stop the trade as others would fill the gap.

*Marks:*

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

Question 2: To what extent does the evidence in **Source C** support **Source B**'s assessment of the reasons for opposition to the Slave Trade? (4)

The candidate offers a comparison of **Sources B** and **C** in terms of:

<i>Source B</i>	<i>Source C</i>
Reasons for opposition to the Slave Trade:	Petition from a group of church people, therefore the focus is on the religious arguments.
Economic arguments: freemen work better than slaves; slave labour is the most expensive form of labour.	Not mentioned in the source.
Religious motivation: The Slave Trade was seen as contrary to religion, nature and justice and as incompatible with the will of God.	Slave Trade is a violation of the essential duties of Christianity; if it continues it will bring down the severest judgement of Heaven on the country.
Evangelical Christianity saw slavery as contrary to the law of Christian love.	Christianity promotes love between all people.

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

<i>Marks:</i>	1	Selects some evidence from one or both sources but with little attempt to make the required comparison.
	2-3	Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
	4	Selects relevant evidence from both sources thoroughly to inform a developed comparison in terms of the question.

Question 3: How useful is **Source D** as evidence of the methods used by the abolitionists to promote their cause? (5)

The candidate evaluates **Source D** as evidence of abolitionist methods in terms of:

*From Source:* Provenance: Member of Parliament who is clearly a defender of the Slave Trade. The language in the source shows obvious bias against the abolitionists (eg “teemed with abuse”, “raise a popular prejudice”).

Content: Abolitionists used the press to publish their message.  
Lobbied candidates in the election to extract promises that they would oppose the Slave Trade.  
The Church and Theatre also used for abolitionist propaganda.

*From Recall:* Examples of other methods used by the abolitionists:  
Parliamentary campaign led by Wilberforce.  
Public petitions and subscription lists.  
Lecture tours involving those with experience of slave trade eg John Newton.  
Use of artefacts and illustrations.  
Evidence to Parliamentary Commissions.  
Lecture tours by nonconformist ministers.  
Lobbying of Parliament.

*Marks:*

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

Question 4: How fully do **Sources A, B** and **E** identify the issues in the debate over the Slave Trade? (8)

The candidate makes a judgement on the extent to which **Sources A, B** and **E** identify the issues in the debate over the Slave Trade in terms of:

- From Sources:*
- A** Argument in support of Slave Trade – Africa unable to sustain population.  
Helping Africans by moving them to more enlightened countries.  
Slaves provided with homes, protection and employment.
  - B** Abolitionist arguments.  
Freemen would work better than slaves.  
Slave labour is the most expensive form of labour.  
Slave trade contrary to religion, nature and justice.  
Slavery incompatible with the will of God.  
Slavery contrary to the law of Christian Love.
  - E** Effective moderate political and religious leadership among the abolitionists influenced major figures such as Pitt and Fox.  
Delaying effects of the French Revolution and the war.  
Effective campaigning to influence public opinion.  
Powerful religious convictions.

*From Recall:*

Other grounds for objecting to abolition:  
Economic arguments, especially of the West Indian Planters.  
Abolition would damage trade.  
Decline of manufacturing industry.  
Merchant shipping would be destroyed.  
Argument that abolition by Britain would not stop the trade as others would fill the gap.  
Opponents of abolition identified abolitionists with radicals in the wake of the French Revolution and during the Revolutionary Wars.  
Other grounds for abolition:  
Abolition would force planters to improve conditions for slaves already in the West Indies.  
Slave Trade perpetuated abuses in Africa.  
Examples of the methods used by abolitionists.

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

Question 5: How adequate is the explanation given in **Source E** for the eventual abolition of the Slave Trade in 1807? (7)

The candidate makes a judgement on the adequacy of the explanation in **Source E** for the abolition of the Slave Trade in terms of:

*From Source:* Efficient moderate leadership.  
Campaigning to influence public opinion nation-wide.  
Parliamentary spokespersonship of Wilberforce.  
Work of Granville Sharp and Thomas Clarkson.  
Support of Pitt and Fox made the campaign politically respectable in Parliament.  
Powerful religious convictions.  
Perseverance among a group of dedicated campaigners.

*From Recall:* Further detail of points mentioned in the source.  
Other factors:  
Effects of Napoleonic Wars – about two thirds of trade was abolished as it was seen as harming national interest in time of war.  
Slave trade had become economically unviable – no longer a need for slaves to be imported to the British Colonies.  
World over-supply of sugar – British merchants had difficulties re-exporting it.

*Marks:*

1-3	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
4-5	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
6-7	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

## SPECIAL TOPIC 5: THE AMERICAN REVOLUTION

Question 1: How accurately does **Source A** identify the issues that led to the colonial challenge to British control in America? (7)

The candidate makes a judgement on the accuracy of **Source A's** identification of the issues leading to the colonial challenge in terms of:

*From Source:* Colonial attempts to usurp Britain's lawful authority seen as ridiculous and absurd.  
Colonists do not have the right to govern themselves internally.  
Question of defence – Colonists should contribute to their own defence.  
Question of taxation – Britain has the right to levy taxation.

*From Recall:* Further detail of issues identified in Sources.  
Question of defence: Proclamation Line; Quartering Act; Colonial attitude – did not want British soldiers and would not pay for them.  
Question of taxation: Stamp Act; Repeal; Declaratory Act.  
'No taxation without representation'.  
Townshend's Revenue Act – British attempt to free Governors from control of Locally Elected Assemblies.  
Tea Act and the Boston Tea Party.  
Other issues that led to the colonial challenge.  
Effects of 7 Years' War on Britain: need to raise more revenue.  
Growing political maturity and economic self-sufficiency of the Colonists.  
Navigation Acts; Sugar Act; British attempts to control colonial smuggling.  
Coercive Acts.

*Marks:*

1-3	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
4-5	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
6-7	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 2: Compare the views expressed in **Sources A** and **B** on the question of taxing America. (5)

The candidate offers a comparison of **Sources A** and **B** in terms of:

<i>Source A</i>	<i>Source B</i>
British Government has the right to govern the American Colonies and therefore have the right to establish a method and level of taxation.	Agrees that Britain has the right to tax America, but questions Britain's ability to enforce taxation on America, as it has not been strong enough to enforce previous taxes.
Acceptance of protection implies obedience to Parliament.	Questions the fairness of such taxations; Parliament not well acquainted with the state of the Colonies.
It is absurd that the Colonists will only contribute to their own defence if they choose to do so.	Members of neither House to pay such taxation.

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

<i>Marks:</i>	1-2	Selects some evidence from one or both sources but with little attempt to make the required comparison.
	3-4	Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
	5	Selects relevant evidence from both sources thoroughly to inform a developed comparison in terms of the question.

Question 3: How adequately does **Source C** explain the problems faced by Britain after the outbreak of war in America? (6)

The candidate makes a judgement on the adequacy of the explanation in **Source C** for Britain's problems after the outbreak of war in terms of:

*From Source:* Problems of transportation, communication and supply.  
Lack of sufficient troops.  
Generals and admirals merely competent; too cautious or too aggressive; hesitant.  
Lack of cooperation between army and navy.  
Lack of trust between Generals.

*From Recall:* Detail of geographical problems: distance from home and fighting in enemy territory; all supplies, reinforcements to be shipped from Britain.  
Political divisions at home.  
Lord North not an able war minister.  
Cutbacks in navy before the war.  
No specific objective at which to strike.  
Lines of communication difficult – running eastwards from the coast.  
Morale of British soldiers low – some sympathised with the Colonists.

*Marks:*

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

Question 4: How useful is **Source D** as evidence of the tactics used by colonial troops in the war? (4)

The candidate evaluates **Source D** as evidence of the tactics used by colonial troops in terms of:

*From Source:* Provenance: primary evidence from an eyewitness, a British officer; as it is descriptive of his experience of the colonial tactics, it is likely to be accurate.  
Content: Guerrilla tactics: did not stand and fight but retreated or followed depending on the British movements.

*From Recall:* Experience gained by colonists when fighting Native Americans.  
Colonists used advantage of knowing country well, therefore used this to harass British troops but avoided pitched battles which would have favoured the British regulars.  
British army used to formal European warfare – could not cope with guerrilla tactics.  
Saratoga: such tactics forced eventual surrender of Burgoyne.

*Marks:*

1	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
2-3	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
4	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 5: How fully do **Sources C, D and E** explain the reasons for colonial victory in the war? (8)

The candidate makes a judgement on the extent to which **Sources C, D and E** explain colonial victory in the war in terms of:

*From Sources:* **C** Disadvantages faced by Britain.  
Geographical: problems of transportation, communication and supply.  
Poor commanders in the field.  
Lack of cooperation between army and navy.  
Lack of trust between Generals.

**D** Success of guerrilla tactics – advantage of knowing country well.

**E** Surrender at Yorktown.  
French help.  
Washington cutting off escape by land.  
Navy failed to relieve Cornwallis.  
Loss of control of the sea.

*From Recall:* Further illustrations of points raised in sources.  
Burgoyne at Saratoga – Howe at Philadelphia.  
Colonial advantages – fighting in home territory; sympathy of many of the local people.  
British failure to use the Loyalists effectively.  
Significance of foreign intervention:  
World war against France, Spain and Holland.  
Armed neutrality of the North.  
Leadership of Washington.  
Spirit of the Colonists – fighting for a cause.

*Marks:*

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

## OPTION C – LATER MODERN HISTORY

### SPECIAL TOPIC 6: PATTERNS OF MIGRATION: SCOTLAND 1830s-1930s

Question 1: To what extent does **Source A** reflect Scottish attitudes towards Irish immigrants in the mid-nineteenth century? (6)

The candidate makes a judgment on the extent to which **Source A** reflects Scottish attitudes towards Irish immigrants in terms of:

*From Source:* Reasonably balanced view on Irish immigrants.  
Irish immigrants considered to be a curiosity at first.  
Uses the term 'invaders', which could be seen as disparaging.  
Views them as generally orderly and hardworking in Gorbals at least; also law-abiding.  
Irish immigrants in other areas of the city are less well behaved/orderly.  
Scots 'tolerated' early immigrant- less than welcoming attitude.

*From Recall:* Many Scots viewed Irish immigrants as 'aliens'.  
Protestant immigrants treated slightly more tolerantly.  
Sectarianism in the workplace-job discrimination.  
Negative attitudes of Scots workers to immigrants, seeing the Irish as being responsible for lowering wages, taking jobs from Scots; religious issues between the majority of Scots and majority of Irish.  
Many employers welcomed Irish-needed the workforce.  
More negative attitude towards immigrants in the West, possibly due to sheer weight of numbers, sectarianism.  
Attitudes possibly hardened from mid to end of the 19th Century.

*Marks:*

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

Question 2: How far does the evidence in **Source A** support the views of the historian in **Source B** about the impact of Irish immigration on life in Scotland? (5)

The candidate makes a comparison of the views in Sources A and B in terms of:

<i>Source A</i>	<i>Source B</i>
Source considers the position of Irish immigrants in 1849-a 'snapshot' of the situation.	Immigrants feared and disliked for problems they brought to Scotland. Irish seen as a social disaster for Scotland.
Large number of Irish immigrants (50,000), most of whom were Roman Catholics.	Irish often blamed for the bringing of disease, especially typhus.
Irish caused trouble in some parts of Glasgow, but not in the Gorbals.	Emergence of ghettos filled by immigrants. Some immigrants rejected housing standards of native Scots, so were branded as unhygienic. This resulted from their experiences of the poorer housing conditions in Ireland.
	High representation of Irish in crime statistics, though mainly for minor offences.
Most Irish in the Gorbals were orderly and hard working.	Does not mention any positive features.
Some strains between Scots and Irish suggested by language (eg invaders, tolerated).	Immigrants were often seen as 'sponging' off the state-poor relief. Immigration seen as a social disaster by many Scots.

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

<i>Marks:</i>	1-2	Selects some evidence from one or both sources but with little attempt to make the required comparison.
	3-4	Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
	5	Selects relevant evidence from both sources thoroughly to inform a developed comparison in terms of the question.

Question 3: How useful is **Source C** as evidence of the reasons for Scottish emigration during the period from the 1830s to the 1930s? (5)

The candidate evaluates **Source C** as evidence of the reason for Scottish emigration in terms of:

*From Source:* Provenance: Primary source, extract from ‘Aberdeen Herald’, a newspaper from the north-east of Scotland.  
Possible purpose-highlight the plight of the young agricultural labourers which leads them to emigrate.  
Content: Honest, hardworking farm workers anticipated the time when themselves/ sons would be able to obtain larger farms with hard-earned savings.  
Savings now insufficient to obtain such and workers are now forced to migrate (towns) or emigrate (abroad).  
Only solution to problem appears to be emigration-conditions at home ‘push’ workers to emigrate while conditions abroad ‘pull’/attract workers to go there.

*From Recall* Impact on emigration of the Highland Clearances.  
Decline in fishing industry.  
Work of agents.  
Work of government bodies to assist emigration.  
Letters from relatives already emigrated often encouraged people to have high expectations of prospects abroad (eg North America, Australasia).  
Discovery of gold in USA and Australia.  
Transport revolution, especially steamships, encouraged emigration.  
Effects of Industrial/Agricultural Revolutions encouraged emigration.  
Land grants promised by foreign countries.

*Marks:*

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

Question 4: How typical were the experiences of George Wood (**Source D**) of Scottish emigrants between the 1830s and 1930s? (6)

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

*From Source:* Overall a positive experience by George Wood.  
Family enjoyed good health due to good climate.  
Emigration has been to all family's advantage.  
Master of own property in adopted land, a situation which could not have happened if he remained in Scotland.  
Property easily acquired in adopted land by industrious individuals in new land-ie Canada.

*From Recall:* Areas of Scottish emigration eg Australasia, South Africa, USA, Canada and England.  
Influence of Scots in developing their adopted homelands.  
Scots had marketable skills for adopted lands.  
Fields of success eg religion, banking, farming, medicine, shipbuilding, education.  
Setting up of Highland Societies, Caledonian Clubs, Burns Clubs, Presbyterian Churches, leading to maintenance of Scottish identity overseas.  
Negative side – not all emigrants were successful, some returning penniless and bitter.

*Marks:*

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

Question 5: How successful were immigrant groups in being accepted as part of Scottish society between the 1830s and 1930s?  
Use **Sources A, B and E** and recalled knowledge. (8)

The candidate makes a judgment on the success of immigrant groups in assimilating into Scottish society in terms of:

- From Sources:*
- A** Large scale of Irish immigration to Glasgow.  
Irish caused trouble in some parts of Glasgow, but not in the Gorbals. Irish described as taking over most of the Gorbals.  
Language (“invaders”, “tolerated”) suggests strains.  
Evidence of positive attitude in reference to the Irish in the Gorbals as orderly and hard working.
  - B** Immigrants feared and disliked for problems they brought to Scotland.  
Irish seen as a social disaster for Scotland, being blamed for disease and unhygienic living conditions.  
Lack of integration suggested by references to “ghettoes” with the Irish keeping themselves separate; residential segregation mentioned.  
Irish representation in crime statistics, even if mainly for minor offences.
  - E** Religious problems lasted well into 20th century.  
Problems for Catholics to progress up social and career ladder in certain jobs.  
Difficult for Catholics to obtain employment in shipyards.  
Medical profession discouraged doctors from certain schools to enter some areas of medicine.  
Irish Catholic immigrants found situation difficult.  
Generally, working class immigrants of all faiths found social/career advancement more difficult than those from the middle classes.

*From Recall* Some historians believe assimilation of Irish immigrants is one of Scotland’s achievements, though this view is still controversial. Intermarriage, trade union participation, involvement in World War 1.  
Identification of various immigrant groups to Scotland eg Poles, Jews, Lithuanians, Russians, Italians.  
Issues of assimilation and identity and the extent to which immigrant groups became part of local communities eg economic function in Scottish society (eg mining, catering).  
Other groups were fewer in number than Irish immigrants – led to easier assimilation than Irish immigrants.  
Less of a threat perceived by Scots towards European immigrants facilitated their integration.

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

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

Question 1: How valuable is **Source A** as evidence of the motives of members of the International Brigade during the Spanish Civil War? (5)

The candidate evaluates **Source A** as evidence of the motives of members of the International Brigade during the Spanish Civil War in terms of:

*From Source:* Provenance: written by an eye witness, a member of International Brigade, conveying his final thoughts as death seemed imminent.  
Possible purpose: trying to make his mother understand his reasons for going to Spain and joining the International Brigades.  
Source value lies in its genuine expression of beliefs about the conflict – a contemporary viewpoint from someone believing he was doing ‘the right thing’.  
Content: Spanish people elected a government to make their lives better.  
Origins of the war in attempts by “bullies” to destroy the fledgling democracy.  
Denial of any link with Communism; Communists have only shown people how to defend themselves.  
Hitler and Mussolini the aggressors.

*From Recall* The role of International Brigades as fighting troops on the side of the Republic.  
The war inspired idealists around world to support the Republic.  
Many volunteers did not realise it was a Communist organised organisation.  
Many members of the Brigades genuinely felt they should take a stand against Fascism, especially in response to lack of action from the democratic countries ...  
Brigades eventually withdrawn from Spain.  
Criticism of Brigades as fools duped by Communists.

*Marks:*

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

Question 2: Compare the views about the Spanish Civil war expressed in **Sources A** and **B**. (5)

The candidate compares the views about the Spanish Civil War expressed in **Sources A** and **B** in terms of:

*Source A*

*Source B*

Overall: the sources show opposing political perspectives, particularly about the influence of Communism in the Spanish Civil War.

Primary source written by a participant in the war, perhaps showing a rather naive/idealistic attitude.

Primary source by Churchill, a politician who was not personally involved; Churchill a known anti-Communist.

Believes the Spanish republic was a genuine expression of popular will, seeing the Republic as a “wonderful thing”.

Believes Communists to be at the root of the trouble in Spain; under the Republic, law and order had broken down making life unsafe for people.

Regards the Nationalists as “a group of bullies” trying to “crush and wipe out” the Republic.

Does not refer to the Nationalists.

Rejects identification of the Republic with Communism; claims that the Spanish people are largely unaware of Communism.

Saw the newly elected government as a disguise to cover the advance of Communism or anarchism.

Attempts to claim the Republic was Communist were attempts to mislead; all the Communists had done was to show the people how to fight to protect themselves.

Civil War began with resistance to a Communist attempt to seize power.

Real aggressors were people like Hitler and Mussolini.

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

- Marks:*
- 1-2 Selects some relevant evidence from one or both sources but with little attempt to make the required comparison.
  - 3-4 Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
  - 5 Selects relevant evidence from both sources thoroughly to inform a developed comparison in terms of the question.

Question 3: How far do you agree with **Source C**'s assessment of British foreign policy up to 1937? (6)

The candidate makes a judgement on **Source C**'s assessment of British foreign policy in terms of:

*From Source:* Boxer assesses British foreign policy up to 1937 as 'grim'.

As evidence Boxer cites:

Failure to resist aggression in Abyssinia which gave encouragement to the dictators.  
Britain's failure to take action destroyed the credibility of the League of Nations, but Italy was alienated.

Aggression in Spain was ignored.

Britain accepted Hitler's destruction of the military clauses of the Treaty of Versailles but gained nothing in return.

Policy differences developed between Britain and France about how to handle the dictator, thereby weakening Britain's position.

*From Recall* In support of Boxer:

Britain paid some lip service to disarmament but was not committed to the reality of naval disarmament.

Though Britain was the main pillar of the League, Britain did little to stop Italian aggression in Abyssinia and prevaricated over sanctions.

Partly as a result of Britain's actions, Italy drifted into Germany's orbit.

Britain was instrumental in persuading the French popular front government **not** to take action in Spain.

Britain was a main generator of the Non Intervention Committee when the Spanish Civil War broke out. Britain actively avoided involvement including banning arms sales to the legitimate government of Spain.

Britain's position undermined the legally elected government in Spain.

Britain failed to act when Hitler rearmed in 1935, remilitarised the Rhineland in 1936 or sent military help to the Nationalist (rebel) side.

Certainly the first two broke the military terms of Versailles. Such inaction simply encouraged Hitler.

Britain disagreed with France how best to proceed against Germany.

Britain's naval agreement with Germany can be seen as a reaction to France's proposed alliance with Russia. Once again Hitler and Mussolini saw the weak resolution of the democracies.

Against Boxer:

Britain's priority was to avoid continental involvement and protect the Empire.

As early as 1934 the Chiefs of Staff had identified Hitler as the ultimate potential enemy – so avoid distractions.

British resources too weak to take action.

Government policy was against rearmament at first.

Pressure of domestic spending to relieve depression.

Britain tried to limit and end conflict – possible interpretation of non-intervention and Hoare Laval plan.

Inaction over Rhineland was justified given Britain's belief that the Treaty of Versailles had been too harsh and Hitler was offering incentives such as a 25 year peace promise if he was allowed to remilitarise without opposition.

- Marks:*
- 1-2 Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
  - 3-4 Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
  - 5-6 Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 4: How typical is **Source E** of international reactions to the Munich agreement? (6)

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

*From Source:* It shows German troops marching down a street welcomed by cheering crowds waving Nazi flags and giving straight armed Nazi salutes. This suggests the action of the troops is welcomed.  
It shows Nazi banners and flags flying from buildings suggesting the population welcomed the troops.  
The caption of the source describes the soldiers as ‘liberating troops’ suggesting that before this time the area had not been free.  
The caption also uses the words “Sudetenland restored” suggesting this land had previously been German.

*From Recall:* The context – the Munich settlement and the preceding tensions over the Sudetenland.  
The caption and picture are from an Italian magazine. In 1938 Italy was an ally of Germany therefore the publication was likely to give a slanted pro-Nazi viewpoint.  
Munich was not welcomed by many countries. The source suggests the Munich agreement which led to the troops occupying the Sudetenland was popular and welcomed, however, although Britain and France accepted it and many of the public welcomed the Munich agreement, they did so because it averted war, not because they welcomed the terms of the settlement.  
Many Czechs living in the Sudetenland did not welcome the Nazi occupation. They considered the Germans as invaders.  
On the other hand the Sudeten Germans did welcome Nazi soldiers and the incorporation of the Sudetenland into the Reich. USSR saw Munich as a threat to itself by the western democracies trying to divert Hitler’s attention eastwards

Overall this illustration and the tone and meaning of the associated words are not typical of worldwide reaction to the Munich settlement.

*Marks:*

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

Question 5: How fully do **Sources A, D** and **E** illustrate attitudes towards appeasement during the late 1930s? (8)

The candidate makes a judgement on the extent to which the sources illustrate attitudes towards appeasement in terms of:

- From Sources:*
- A** The writer opposes appeasement and feels only direct action can stop the spread of fascism, described as “The Hitlers and Mussolinis of this world”. He feels support for democracy, resistance to fascism and thereby opposition to appeasement is literally a life and death issue.
- D** Generally supports appeasement.  
Britain must bear some of the responsibility for problems in central Europe. Peace settlement in 1919 the cause of distress in Austria, leading people to go towards Nazism or Communism.  
Future war would be devastating for all sides and would lead to the rise of Communism, so conflict should be avoided.  
There should be negotiations to find an agreed overall settlement of international differences.
- E** Shows the Munich settlement being welcomed by populations, with words like “liberating” suggesting it was righting a previous wrong...  
This is a selective viewpoint from an ally of Hitler. The Italian attitude towards appeasement was that it vindicated the actions of fascist leaders at best or revealed the cowardice of democracies at worst.  
Mussolini had engineered the Munich meeting and in fascist Italy magazines were state controlled so this source puts a positive spin on appeasement, both in terms of images and text.

*From Recall:* Although appeasement had many supporters in Britain feelings towards it were changing.  
In the mid 1930s appeasement was seen as a means of resolving genuine grievances but by the later 1930s appeasement was a way of avoiding, or delaying conflict. It was also seen as a reaction of fear – fear at the possibility of war, and fear at what fascist dictators may do next.  
Candidates may provide a variety of illustrations of initial public support for appeasement (eg Peace Ballot, Fulham by-election, Oxford union debate), and of those who opposed it from its early days (eg Churchill, Low) or later (eg Eden).

Some politicians in Britain and France saw appeasement as a pragmatic response, necessary due to lack of armaments and air defences. Perhaps appeasement might buy time to rearm.

Britain was concerned with Imperial unity and appeasement might maintain that.

Hitler also had some support in the press and upper classes of Britain; seen as a preferable alternative to Communism...

In France, political instability was an issue.

Changing attitudes at and after the time of Munich: much relief that war had been avoided but also increasing belief that Hitler would have to be stopped eventually.

Evolution of public attitudes to appeasement complete after March 1939 when Hitler broke his promises and took Bohemia and Moravia.

- Marks:*
- 1-3 Selects some relevant evidence from the sources and/or recalled knowledge but without making the required evaluation.
  - 4-6 Selects relevant evidence from the sources and uses recalled knowledge to inform a basic evaluation in terms of the question.
  - 7-8 Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

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

Question 1: How valuable is **Source A** as evidence of the growth of discontent in Hungary in 1956? (5)

The candidate evaluates **Source A** as evidence of the growth of unrest in Hungary in terms of;

*From Source:* Provenance: American journalist in Budapest at time of growth of unrest.  
Possible purpose: informing US readers about developments in Hungary.  
Content: Influence of de-Stalinisation program in Russia on Hungary.  
Speaker at Petofi Club criticises party leadership, saying it had lost touch with ordinary party members and with ordinary people.  
Leaders buy clothes and food at special shops and live in expensive villas, while most people live in overcrowded conditions and are short of food.  
Party leadership has to change.

*From Recall:* Hungary's position as satellite state: lack of independence; dominated by USSR; leaders selected by Russians, eg Rakosi, Gero; presence of Soviet troops; compulsory membership of Warsaw Pact.  
Repressive political system in Hungary: one-party state, secret police, censorship, suppression of opposition, lack of freedoms, political control of mass media.  
Economic problems: low industrial output: lack of consumer goods, food shortages, high prices.  
Growth of unrest amongst intellectuals, students and workers: candidates may give examples of such unrest.  
Candidates may also refer to the influence of Khrushchev's "secret speech" denouncing Stalin and to unrest in Poland.

*Marks:*

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

Question 2: How fully does **Source B** explain the reasons for the actions taken by the USSR in Hungary in 1956? (6)

The candidate makes a judgment on how fully **Source B** explains the reasons for the actions taken by the USSR in terms of:

*From Source:* Soviet leadership could not accept politically independent and militarily neutral Hungary.  
Could establish dangerous precedent, possibly leading to collapse of “buffer zone” between USSR and West, if other East European states followed.  
Possible “liberation” of Soviet power in Eastern Europe resulting in “rollback” of Communist power to Russian frontier.  
Caused by explosion of nationalism in Hungary, not American pressure.  
4 November: Russians returned in force; Nagy government replaced by puppet government under Kadar, totally dependent on Soviet troops.

*From Recall:* Details of reform movement in Hungary:  
Role of Imre Nagy: Communist, but leads and supports reform movement.  
Support for multi-party democracy, freedom of speech and the ending of censorship.  
Active challenges to dominant position of Communist party shown by massive demonstrations by students in Budapest and attacks on secret police.  
Support for reformers from elements of the armed forces.  
Decision to leave Warsaw Pact, Soviet-dominated military alliance, and adopt a policy of neutrality.  
Pressure for economic reform: reduce state control and allow greater elements of free enterprise.  
Khrushchev’s own position: under pressure from hard-line Communists in Moscow to take action; also from the Chinese.  
Serious loss of prestige for USSR, particularly in Third World countries, if Hungary seen to abandon Communism.

*Marks:*

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

Question 3: To what extent do the views expressed in **Source C** explain American concerns and actions over Cuba in 1962? (6)

The candidate makes a judgment on the extent to which the views in **Source C** explain American concerns and actions over Cuba in terms of:

*From Source:* American view: Missiles in Cuba must be removed for 3 reasons;

- (1) Psychological impact of missiles would be damaging politically; USA could not accept communist state in Western hemisphere with nuclear weapons as this would impact on perceptions of the relative standings of USA and USSR.
- (2) Missiles strengthen USSR's strike capability and reduce warning time.
- (3) Might encourage Russians to take other chances and risk nuclear war.

*From Recall:* Background factors: initial US hostility towards Castro and his regime. Attempt to topple Castro at the Bay of Pigs, 1961, led to failure and humiliation for USA and for Kennedy, so gave an incentive for Kennedy to avoid a further failure once missile sites are discovered.

Missiles are medium range ballistic missiles: large areas of USA within range; regarded as definite threat to US security.

Mid-term elections due in USA in November; Kennedy facing challenges from political opponents.

US actions over Cuba: various alternatives considered, including air strikes and invasion; Kennedy's decision to go for a blockade by US fleet gave the USSR time to consider its position, and work towards a solution.

Confrontation with USSR as Soviet ships approached US blockade line; risk of nuclear war; extensive mobilisation of forces by both sides.

Eventual resolution of crisis: USSR withdrew missiles; USA agrees not to invade Cuba; also, removal of (obsolescent) US missiles from Turkey.

- Marks:*
- |     |  |
|-----|--|
| 1-2 | Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.             |
| 3-4 | Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.         |
| 5-6 | Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question. |

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

The candidate compares the evidence in **Sources D** and **E** in terms of:

**Source D**  
Memorandum by Rusk and McNamara, members of the administration and advisers to the President.

Situation in South Vietnam deteriorating; requires US attention.

Loss of South Vietnam to Communism means loss of 20 million people from free world to Communist bloc; Rest of South East Asia likely to move closer to communism.

USA should commit itself to preventing this.

Support government of South Vietnam to win war against communist guerrillas.

**Source E**  
Speech by Senator Mansfield.

If present level of US support for South Vietnam does not succeed, then only alternative is massive US commitment of military forces in war against guerrillas.

Mansfield is strongly against this; should make it clear to South Vietnamese that, while USA will help, they have main responsibility for war; their future is at stake, not America's.

If this is ignored, then US faces high cost in lives and resources by being drawn into a war it cannot win.

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

*Marks:*

1-2	Selects some evidence from one or both sources but with little attempt to make the required comparison.
3-4	Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
5	Selects relevant evidence from both sources thoroughly to inform a developed comparison in terms of the question.

Question 5: How adequately do **Sources B, C and D** explain the reasons for tensions between the Superpowers up to the mid-1960s? (8)

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

- From Sources:*
- B** USSR cannot accept politically independent and militarily neutral Hungary. Risk of precedent for other eastern European states, leading to a serious risk of collapse of Soviet “buffer zone” in E.Europe due to upsurge of nationalism in Hungary; communist power could be pushed back to Russian frontier.  
USSR restored control by force: Nagy government replaced by puppet government led by Kadar, who was dependent on Soviet troops.
  - C** USA determined that missiles in Cuba should be removed.  
Psychological impact of missiles would cause political damage: a communist state with nuclear weapons in Western Hemisphere was not acceptable to USA; impact on perceptions of relative strengths of superpowers.  
Missiles strengthen Soviet strike capability and cut down warning time.  
Russians may be encouraged to take other chances and risk nuclear war.
  - D** Situation in South Vietnam requires US attention.  
Loss of South Vietnam means transfer of 20 million people to communist bloc.  
Serious risk that rest of south east Asia would move closer to communism.  
USA should commit itself to preventing fall of South Vietnam to communism; may be necessary to attack North Vietnam.

*From Recall:* Reasons for tension between the Superpowers: candidates may illustrate this by referring to specific issues and incidents and the tensions developing from them:  
Soviet takeover of Eastern Europe after WW2: establishment of satellite states, under Soviet domination; compulsory membership of military and economic alliances.  
Spread of communism in Asia: China 1949; Korean War, 1950-53.  
US concerns at communism as a world problem, as shown during the McCarthy period in the USA in the early 1950s.  
Formation of NATO and the Warsaw Pact as rival military alliances; use of propaganda in attempts to extend influence, particularly in the Third World; espionage as evidence of growing distrust.  
Nuclear arms race: competition over development of nuclear weapons and delivery systems (long-range bombers, missile technology, ICBMs, submarine-launched missiles by early 1960s).  
Candidates may refer to specific crises which raised tension further:  
Berlin crisis of 1948-49.  
Berlin Crisis, 1961.  
Cuban Missiles Crisis, 1962: risk of nuclear war; major confrontation between USA and USSR.  
Fear of communist expansion in Asia: Domino Theory; US concerns at spread of communist influence; early stages of US involvement in Vietnam; first large-scale commitment of ground forces in 1965.

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

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

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

The candidate evaluates **Source A** as evidence of Irish attitudes towards support for Britain in terms of.

*From Source:* Provenance: Redmond, as leader of Irish party in Parliament, was urging support for Britain.  
Content: For the first time, Ireland feels that Irish and British interests are the same; Britain has kept faith with Ireland so Irishmen will help Britain in war.  
Redmond has made many speeches promising that, once Ireland's rights are accepted, Ireland will become strongest in defence of Empire.  
Redmond personally dishonoured if he does not urge his countrymen that it is their duty and honour to fight alongside Britain.

*From Recall:* Irish Party led by Redmond had large majority support in southern Ireland in 1914; the party supported British war effort; Redmond's speeches urging Irishmen to enlist reflected the majority view of southern Irish opinion.  
Large sections of Irish press supported war.  
Candidates may also refer to strong support for Britain from Ulster Unionists led by Carson, Craig as evidence of loyalist opinion.  
Opposition to support for Britain from, at the time, minority nationalist Irish opinion; Sinn Féin, especially Arthur Griffith but also Pádraig Pearse and James Connolly, who regarded the war as nothing to do with Ireland.

*Marks:*

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

Question 2: Compare the attitudes in **Sources A** and **B** on Irish support for Britain in the First World War. (5)

The candidate compares the attitudes in **Sources A** and **B** on Irish support for Britain in the First World War, in terms of:

*Source A*

*Source B*

Speech by Redmond, the majority leader.

Article by Republican Arthur Griffith.

British and Irish interests are now the same. Britain has kept faith with Ireland; Irishmen will support Britain in war.

Ireland is not at war with Germany; Ireland has no quarrel with any continental power; two European powers are at war with Britain, who controls Ireland; no European power is waging war against Irish people.

Redmond has made many speeches promising that, once Irish rights were accepted, Ireland would help defend the British Empire.

Redmond has offered Britain the services of Irish Volunteers to “defend Ireland”, but defending what, and against whom?

Redmond would feel personally dishonoured if he did not say that it is Irishmen’s duty and honour to fight in the war.

The duty of Irish people is not in doubt; Irish Nationalists’ only duty is to stand for Ireland’s interests, regardless of the interests of any other country, including Britain and Germany.

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

*Marks:*

1-2	Selects some evidence from one or both sources but with little attempt to make the required comparison.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic comparison in terms of the question.
5	Selects relevant evidence from both sources thoroughly to inform a developed comparison in terms of the question.

Question 3: How fully does **Source C** illustrate Irish reactions to the Easter Rising? (6)

The candidate makes a judgment on how fully **Source C** illustrates Irish reactions to the Easter Rising in terms of:

*From Source:* Most leaders of Rising are dead or captured.  
This represents the end of a criminal adventure by men who were confident of victory and of support from European allies.  
Only support from “gallant allies” was an Irish renegade (Casement).  
Ireland has been saved from shame and ruin and the Empire from serious danger; politicians failed, but the British army won the day.  
Treason must be rooted out of Ireland; violence and bloodshed must be ended, so that any repetition is impossible for generations to come.

*From Recall:* Majority of Irish population were strongly hostile to Easter Rising.  
Easter Rising the work of small groups, with little mass support; Pearse, Connolly.  
Absence of popular support for Rising; majority opinion still supporting Redmond and Irish Parliamentary Party.  
Strong criticism of Rising by Irish political leaders, churchmen, and by sections of the press.  
Anger amongst people of Dublin at violence and destruction in city centre.  
Strong hostility shown by Dubliners towards rebels after their surrender.  
Ulster Unionists were very hostile to the Easter Rising.

Candidates may refer to shift in opinion in Ireland, following the executions of leaders of Rising, with the rebels increasingly regarded as heroes and martyrs.

*Marks:*

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

Question 4: To what extent does **Source D** explain the effects of the Easter Rising on Ireland up to 1921? (6)

The candidate evaluates the effects of the Easter Rising as outlined in **Source D** in terms of:

*From Source:* Rising initially unpopular; British should have regarded this as priceless asset. This squandered by internment policy; innocent men and women in camps beside dedicated revolutionaries; led to indoctrination; full consequences only seen in later years. Public hostility also squandered by policy towards Rising's leaders; tried by secret courts martial; executions over 10 days. Led to growth of feelings of compassion for leaders, and anger against authorities; replaced original condemnation of Rising.

*From Recall:* Changes in public opinion in Southern Ireland; growth of sympathy for leaders of Rising was shown in political developments. Irish Party began to lose support; the growing swing towards Sinn Féin was seen in by-elections in 1917 (this intensified by attempt to introduce conscription to Ireland). Election of 1918: triumph for Sinn Féin; collapse of Irish Party which had difficulty in finding candidates. Formation of Dail Eireann (Irish Parliament) in Dublin; Sinn Féin MPs refusal to attend Westminster Parliament; proclamation of Republic; ink identified with Easter Rising. Outbreak of Anglo-Irish War: serious violence between IRA and British forces (RIC, regular troops, also the Auxiliaries and the Black and Tans).

*Marks:*

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

Question 5: Why was it so difficult to achieve a peaceful settlement in Ireland in the period after 1914?

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

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

- From Sources:*
- B** Arthur Griffith, writing in a Sinn Féin newspaper. Ireland is not at war with Germany and has no quarrel with any continental country. Britain at war with Germany; Redmond has offered Irish Volunteers to “defend Ireland”, but defending what and against whom? Irish Nationalists’ duty is clear: to stand for Ireland’s interests, regardless of interests of Britain, Germany, or any other country.
- D** British should have used unpopularity of Rising as priceless asset. This has been squandered by the policy of internment: putting innocent men and women in camps alongside revolutionaries led to indoctrination and to consequences in the years ahead. Policy towards Rising’s leaders also squandered asset of public hostility and led to the growth of compassion for the victims and anger against the authorities.
- E** Anglo-Irish war: dirty war between hard men and gangsters, men who were incapable of adjusting to peace-time conditions after Great War. Nature of war: spies, informers, executions, murders; guilt linked to family or religion; widespread intimidation of ordinary people. Neither side could win. British gradually moved towards a truce, which was agreed 11 July, 1921 and which opened way for peace negotiations.

*From Recall:* Home Rule postponed for duration of war; a factor in weakening of Irish Party, and in growth of hostility towards Britain. Minority opposition groups in Southern Ireland led by Pearse, Connolly were hostile towards cooperation with Britain as followed by Redmond and Irish Party. Easter Rising: Proclamation of Irish Republic; Rising initially very unpopular with Irish people, but British repression led to major change of opinions. 1917 big swing of support towards Sinn Féin, heightened by British policy of attempting to extend conscription to Ireland. 1918 election triumph for Sinn Féin; creation of Dail Eireann. Anglo-Irish War: tactics of IRA with Michael Collins as leader; policy of attacks on British security system; murders of police officers, magistrates, British intelligence personnel. British response: regular troops supported by Black and Tans and Auxiliaries; serious level of killings and brutalities on both sides. The Treaty, 1921: creation of Irish Free State led to a serious split in Sinn Féin and IRA over failure to achieve creation of Irish Republic, and acceptance of Partition in the creation of Northern Ireland. Irish Civil War: greater levels of violence than in Anglo-Irish War; bitter struggle between pro- and anti-Treaty forces; eventual defeat of Anti-Treaty forces. Legacy of these divisions decades later in the Civil Rights movement in Ulster and a new cycle of violence.

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

[END OF MARKING INSTRUCTIONS]