

2006 History

Intermediate 1

Finalised Marking Instructions

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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".

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

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

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

SCOTTISH AND BRITISH

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

1. What was the role of a priest in medieval society?

4
01

Candidate describes the role of a priest in medieval society by referring to evidence such as:

From the source:

- cared for the people in his parish
- baptised newborn babies
- buried the dead
- gave one-third of their income to the parish poor.

From recall:

- married members of the parish
- educated children from the village
- offered prayers for the sick
- heard confession of sins.

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

2. Why did people go on pilgrimages?

4
02

Candidate explains the reasons for going on a pilgrimage by referring to evidence such as:

From the source:

- Christian duty to go on a pilgrimage
- paid to make the trip for someone else
- to visit famous Christian places
- some went as penance for a sin committed.

From recall:

- to offer prayers for the sick
- to offer thanksgiving
- to visit relics which they believed had religious powers.

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

3. In what ways did Henry II reduce the power of the barons when he became king in 1154? 3
01

Candidate describes the way Henry dealt with the barons by referring to evidence such as:

From the source:

- he knocked down illegal castles
- he forced out barons' hired soldiers
- he appointed royal officials
- he used force to persuade the barons to obey him
- he reclaimed lost royal lands.

From recall:

- introduced Justices in Eyre
- prevented barons from becoming sheriffs
- introduced new laws like the Assize of Clarendon
- introduced new land laws like the Novel Disseisin
- placed his sons in charge of key areas in France.

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

4. How useful is **Source D** as evidence of Archbishop Becket's murder? 4
03

Candidate evaluates Source D as evidence of Becket's murder by referring to evidence such as:

- author was an eyewitness but could be biased as he was Becket's friend
- primary source written at the time
- to show the bravery of Becket
- content: Becket refused to leave, was struck on the head.

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

- the crown of Becket's head was sliced off by one of the knights.

**SCOTTISH AND BRITISH
CONTEXT 2: WALLACE, BRUCE
AND THE WARS OF INDEPENDENCE, 1286 – 1328**

1. Describe the Succession problem after the death of Alexander III.

**3
01**

Candidate describes the Succession problem after the death of Alexander III by referring to evidence such as:

From the source:

- they had a female ruler
- Robert Bruce had a strong claim to the throne
- John Balliol also had a strong claim to the throne.

From recall:

- the Maid of Norway was a child
- she was from Norway
- there were other claimants
- Balliol and Bruce might start a war about who would be king.

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

2. Describe what happened in Scotland after John Balliol was defeated at Dunbar.

**4
01**

Candidate describes what happened in Scotland after John Balliol was defeated at Dunbar by referring to evidence such as:

From the source:

- Edward marched through Scotland in triumph
- Edward took the Stone of Destiny to London
- the Great Seal of Scotland was to be broken up
- all the records of Scotland were taken away.

From recall:

- English officials were appointed to govern Scotland
- John Balliol was forced to surrender
- John Balliol was stripped of his kingship
- John Balliol was sent to England as a prisoner
- Scottish nobles had to do homage and fealty to Edward (Ragman Roll).

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

3. How useful is **Source C** as evidence about what happened when Bruce met Comyn at Dumfries? 4
O3

Candidate evaluates Source C as evidence about what happened when Bruce met Comyn by referring to evidence such as:

- it was written at the time so it is a primary source
- it is English and so it is probably biased against Bruce (use of biased language)
- it is written possibly to describe events *or* possibly to blacken Bruce's character
- it tells about the meeting between the two men at Dumfries.

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

- Comyn was finally killed by the altar in the church.

4. Why did Robert Bruce win the Battle of Bannockburn? 4
O2

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

From the source:

- the English were surprised by Bruce's tactics
- the English were trapped by marshy and impassable ground
- their huge numbers hampered the English army
- the Scots spearmen were well-trained.

From recall:

- the English were demoralised by the events of the day before
- the English were not able to use their cavalry properly
- the English bowmen were defeated and scattered by the Scots
- the "sma' folk" made the English panic and run away.

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

**SCOTTISH AND BRITISH
CONTEXT 3: MARY, QUEEN OF SCOTS
AND THE SCOTTISH REFORMATION, 1540 – 1587**

1. Why did the Scots break the Treaty of Greenwich in 1544?

**4
O2**

Candidate explains why the Scots broke the Treaty of Greenwich in 1544 by referring to evidence such as:

From the source:

- Henry VIII seized Scottish shipping
- Henry VIII demanded control of Queen Mary
- Henry VIII demanded control of Scottish castles south of the Forth
- Henry VIII wanted control of Scotland.

From recall:

- Mary of Guise was against her daughter marrying Henry's son
- Scottish supporters of France were against the marriage of Mary to Henry's son
- Scots gained French support.

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

2. How useful is **Source B** as evidence about the upbringing of Mary Queen of Scots?

**4
O3**

Candidate evaluates Source B as evidence about the upbringing of Mary Queen of Scots by referring to evidence such as:

From the source:

- it was written much later, so it is a secondary source
- it should be reliable because a historian should have researched it
- its purpose is to show she had a sheltered childhood
- says she was surrounded by flattery and did not know what the world was really like.

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

- she was brought up in France.

3. Describe the events surrounding the death of Darnley.

3
01

Candidate describes the events surrounding the death of Darnley by referring to evidence such as:

From the source:

- there was an explosion two hours after midnight
- the King's lodging house had been blown up from its foundations
- the King's body was found in the garden three hours later.

From recall:

- the house was called Kirk o' Fields
- Darnley had only recently returned to Edinburgh
- Mary had left the house a short time earlier to go to a wedding
- Darnley had been suffocated.

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

4. What happened to Mary after she escaped from Loch Leven Castle?

4
01

Candidate describes what happened to Mary after she escaped from Loch Leven Castle by referring to evidence such as:

From the source:

- she gathered an army at Hamilton
- she was defeated at Langside
- she lost courage
- she fled to England.

From recall:

- Mary was made a prisoner by Queen Elizabeth
- she was kept a prisoner for 19 years
- Mary was finally executed by Queen Elizabeth.

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

**SCOTTISH AND BRITISH
CONTEXT 4: “ANE END OF ANE AULD SANG”:
SCOTLAND AND THE TREATY OF UNIONS, 1690s – 1715**

1. Describe the difficulties facing the Scots when they tried to set up a colony at Darien. 4
O1

Candidate describes the difficulties facing the Scots when they tried to set up a colony at Darien by referring to evidence such as:

From the source:

- they had difficulty raising money
- they suffered from the bad climate
- they had problems from the Spanish
- there was opposition from King William.

From recall:

- they had to raise all the money in Scotland
- the colony had to be abandoned partly because of the bad climate
- the Spanish attacked the colony – and finally forced the Scots out
- the English gave the Scottish colonists no help
- the Scots took the wrong things to trade
- the venture had to be abandoned.

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

2. Why did Queen Anne want the Scottish and English Parliaments to unite? 4
O2

Candidate explains why Queen Anne wanted the Scottish and English Parliaments to unite by referring to evidence such as:

From the source:

- her English government ministers thought it would solve their problems
- it would guarantee the Hanoverian Succession
- it would stop the French encouraging a Jacobite rebellion in Scotland
- it would end squabbles between the Scottish and English governments.

From recall:

- Queen Anne did not have a natural heir after her last child died
- Queen Anne and her ministers found it difficult to control Scotland’s Parliament
- the Scots objected to “English influence” over what happened in Scotland
- the Scots objected to losing trade because of England’s wars and were creating trouble for Queen Anne’s government.

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

3. Describe the changes brought about by the Act of Union. 3
01

Candidate describes the changes brought about by the Act of Union by referring to evidence such as:

From the source:

- Scotland would have 16 peers
- Scotland would have 45 MPs
- new money was introduced.

From recall:

- Excise Duty was imposed in Scotland
- Customs duties were imposed in Scotland
- Scottish had to use sterling
- Scottish weights and measures were changed.

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

4. How useful is **Source D** as evidence of Scottish opinion about the Union just after it was passed? 4
03

Candidate evaluates Source D as evidence of Scottish opinion about the Union just after it was passed by referring to evidence such as:

From the source:

- it was written at the time – it is primary
- it was written by an English spy – so it could be biased
- author was an eye-witness – he should know what he is writing about
- its purpose is to report Scottish attitudes
- it tells that: Scotland has lost its Parliament and Edinburgh its gentry taxes have been imposed and the Union has affected business.

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

- some Scots began to support the Jacobites because they disliked the Union.

**SCOTTISH AND BRITISH
CONTEXT 5: IMMIGRANTS AND EXILES
SCOTLAND, 1830s – 1930s**

1. How useful is **Source A** as evidence of the reasons the Irish came to Scotland in the nineteenth century?

**4
03**

The candidate evaluates Source A as evidence of the reasons the Irish came to Scotland in the nineteenth century by referring to evidence such as:

From the source:

- source is primary, from the time
- Catholic priest likely to know why Irish Catholics came
- purpose to explain why Irish had come to Aberdeen
- says Irish came because of opportunity of gaining jobs.

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

- Irish came because Scotland was close by and cheap to reach.

2. In what ways did the Catholic Church in Scotland help Irish immigrants?

**4
01**

The candidate describes how the Catholic Church in Scotland helped Irish immigrants by referring to evidence such as:

From the source:

- religion provided them with their only security
- they found help and comfort in religion
- priest would help with problems
- could meet their fellow Irishmen.

From recall:

- priests could write letters, get them jobs, houses
- church encouraged a range of social activities
- could continue to worship in the way they knew.

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

3. What conditions in the Highlands led people to emigrate? 3
01

The candidate describes conditions in the Highlands which led people to emigrate by referring to evidence such as:

From the source:

- Highland soil and weather were poor
- crofters lived on tiny scraps of land
- had been employed burning kelp but this was replaced by chemicals.

From recall:

- potato famine in 1840s
- land being cleared for sheep or deer.

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

4. Why did Scots emigrants find life difficult? 4
02

The candidate explains why Scots emigrants found life difficult by referring to evidence such as:

From the source:

- Newfoundland was a wild country
- people were mostly Irish
- interior was unexplored
- people thought the interior was inhabited by savages and wolves.

From recall:

- they often had very little money
- they missed family in Scotland
- sometimes no work was available.

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

**SCOTTISH AND BRITISH
CONTEXT 6(a): FROM THE CRADLE TO THE GRAVE?
SOCIAL WELFARE IN BRITAIN, 1890s – 1951**

1. Describe the problems of the poor around 1900.

**4
O1**

The candidate describes the problems of the poor around 1900 by referring to evidence such as:

From the source:

- existence of slums
- people of short stature and beer sodden
- miles of squalor
- children so poor they ate rotten fruit.

From recall:

- often unemployed
- unable to access medical treatment
- comment on slums/squalor referring to overcrowding, dampness.

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

2. Why did people complain about the Liberal reforms of 1906 – 1914?

**4
O2**

The candidate explains why people complained about the Liberal reforms of 1906 – 1914 by referring to evidence such as:

From the source:

- unemployment insurance applied only to certain trades
- health insurance only for insured worker, not family
- medical provision limited
- secondary education only for small number of poor.

From recall:

- old age pensions only for those over 70
- free school meals not compulsory.

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

3. In what ways did the Second World War change attitudes to poverty in Britain? 3
01

The candidate describes the way the Second World War changed attitudes to poverty in Britain by referring to evidence such as:

From the source:

- rich and poor mixed
- brought awareness of levels of poverty people thought had disappeared
- bombing affected both rich and poor.

From recall:

- rationing provided for greater fairness and equality
- people determined that shared hardship should lead to better social conditions
- Beveridge Report suggested that the “five giants” should be dealt with.

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

4. How useful is **Source D** as evidence of improvements to housing after 1945? 4
03

The candidate evaluates **Source D** as evidence of improvements to housing after 1945 with reference to evidence such as:

From the source:

- source is primary, from the time
- from a government report, so accurate detail
- purpose is to report on progress in East Kilbride
- content tells of the number of houses built in 1948 and to be built in 1949.

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

- only deals with East Kilbride
- no indication of problems the government had in building houses.

**SCOTTISH AND BRITISH
CONTEXT 6(b): CAMPAIGNING FOR CHANGE:
SOCIAL CHANGE IN SCOTLAND, 1900s – 1979**

1. How useful is **Source A** as evidence of the important part played by women during World War One?

**4
03**

The candidate evaluates Source A as evidence of the important part played by women by referring to evidence such as:

From the source:

- primary source from the time
- to express pride in women's contribution during the war
- source content lists diversity of jobs done by women
- it is possible that Punch is poking fun at women doing men's work.

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

- munitions was the single biggest employer of women
- war could not have been won without women's contribution.

2. Describe the changes in the lives of women in the years between 1918 and 1939.

**3
01**

Candidate describes the changes in the lives of women by referring to evidence such as:

From the source:

- working class girls no longer wanted to be servants
- working class girls looked for factory work
- middle class girls no longer stayed at home until marriage
- middle class girls worked as secretaries; nurses; teachers.

From recall:

- women were more accepted in the workplace after contribution in World War One
- many women smoked in public
- many young women enjoyed greater freedoms in fashion and leisure
- women given equal voting rights as men in 1928.

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

3. Why were the 1920s and 1930s a difficult time for workers in the heavy industries? 4
O2

Candidate explains why the 1920s and 1930s were a difficult time for workers in the heavy industries by referring to evidence such as:

From the source:

- foreign competition in shipbuilding
- high unemployment in coalmining
- steel production cut back
- very high unemployment in single industry areas.

From recall:

- Japan and USA replaced Britain as biggest shipbuilders
- new industries located in areas away from heavy industries
- electricity started to replace coal
- many workers suffered long-term unemployment.

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

4. What problems were there in secondary education in the period after the Second World War? 4
O1

Candidate describes the problems in secondary education in the period after the Second World War by referring to evidence such as:

From the source:

- most children went to junior secondary schools
- they left with no qualifications
- the decision about which school they went to was made too early
- much of Scotland's talent was ignored.

From recall:

- qualifying exam sat at age twelve
- senior secondary schools mainly for middle class
- many school buildings damaged during the war/lack of money
- shortage of teachers.

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

**SCOTTISH AND BRITISH
CONTEXT 7: A TIME OF TROUBLES:
IRELAND, 1900 – 1923**

1. Describe the reactions of the Unionists to the Home Rule Bill of 1912.

**4
O1**

Candidate describes the reactions of the Unionists by referring to evidence such as:

From the source:

- Ulster Covenant signed
- demonstrations held
- Ulster Volunteer Force formed
- UVF carried out drills and was armed.

From recall:

- gun running in Larne
- support of Conservative politicians, eg Andrew Bonar Law
- attempts to delay the Bill, eg Home-Rule campaign
- Curragh Mutiny, army refused to march on Unionists
- Covenant signed in blood.

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

2. How useful is **Source B** as evidence of the events of Bloody Sunday, 1920?

**4
O3**

Candidate evaluates Source B as evidence of the events of Bloody Sunday by referring to evidence such as:

From the source:

- primary source – written at the time
- taken from a British press release so possibility of bias
- purpose was to cover up the incident at Croke Park
- source says shots fired in warning caused a stampede.

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

- does not state that the British officers opened fire on civilian public.

3. Why did the British find it difficult to defeat the IRA in the Anglo-Irish war?

4
02

The candidate explains why the British government found it difficult to defeat the IRA in the Anglo-Irish war by referring to evidence such as:

From the source:

- IRA didn't wear uniform and were difficult to identify
- IRA had support in the countryside
- IRA only attacked small groups of police
- the Black and Tans response turned people against them.

From recall:

- successful use of guerrilla tactics made it difficult for the British to fight
- excellent military leadership from the likes of Collins, spy network and organised assassins
- political credibility of Republicans through Dail Eireann.

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

4. Describe the terms of the Anglo-Irish Treaty signed in 1921.

3
01

Candidate describes the terms of the 1921 Anglo-Irish Treaty by referring to evidence such as:

From the source:

- Ireland to be called the Irish Free State
- free to make their own laws
- Ireland to remain part of the British Empire
- members of the Irish Free State to swear oath to king.

From recall:

- Ireland to have same legal status as Canada and other members of the Commonwealth
- the British king to be represented in Ireland by a Governor-General
- Royal Navy to use three Irish ports to help in the defence of Britain and Ireland
- Britain was to look after the defence of Ireland's coasts for five years
- Boundary Commission to be set up
- Council of Ireland to be set up if Northern Ireland decided to join the Irish Free State.

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

EUROPEAN AND WORLD
CONTEXT 1: THE NORMAN CONQUEST, 1060 – 1153

1. How useful is **Source A** as evidence of the importance of castles in controlling England? **4**
03

The candidate evaluates Source A as evidence of the importance of castles in controlling England by referring to evidence such as:

- primary source written at the time/secondary source written after William's reign
- author English therefore possibly biased
- written to show the role of castles in controlling England
- says castles greatly weakened the English.

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

- castles were bases of Norman administrative power.

2. Describe William I's treatment of the English people during his reign. **4**
01

The candidate describes William I's treatment of the English people by referring to evidence such as:

From the source:

- William caused the English great suffering
- passed Forest Laws to oppress the poor
- much gold and silver was taken from the people.

From recall:

- brutally repressed opposition, eg his Harrying of the North
- imposed heavy taxes
- castles controlled the English at local level.

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

3. In what ways did David I help to make Scotland richer?

3
01

The candidate describes how David I helped to make Scotland richer by referring to evidence such as:

From the source:

- setting up of two royal mints
- creation of a standard system of weights and measures
- creation of royal burghs.

From recall:

- David encouraged foreign trade
- David brought in foreign workers such as Flemish weavers
- burghs were allowed to trade free of tolls and taxes.

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

4. Why did the influence of the Normans increase in Scotland during the reign of David I?

4
02

The candidate explains why the influence of the Normans increased in Scotland during the reign of David I by referring to evidence such as:

From the source:

- David brought Norman friends like the Bruces to Scotland
- a Norman feudal system of land ownership was introduced into the Lowlands
- David's barons were largely Anglo-Normans
- French monks set up monasteries in Scotland.

From recall:

- because he spent time in England he knew the Normans could threaten invasion
- many of David's new Scottish bishops were Normans
- David's Royal Council had many Norman members
- David used Norman officials such as sheriffs and justices in Scotland.

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

**EUROPEAN AND WORLD
CONTEXT 2: THE CROSS AND THE CRESCENT:
THE FIRST CRUSADE, 1095 – 1125**

1. Why did Pope Urban II call the First Crusade?

**4
O2**

The candidate explains why Pope Urban II called the First Crusade by referring to evidence such as:

From the source:

- Alexius asked the Pope for extra soldiers
- the Pope wanted to help Christian brothers in the East
- the Pope wanted to recapture churches and holy places
- the Pope wanted to stop knights fighting in the West.

From recall:

- to recapture Jerusalem
- to re-open the trade and pilgrimage routes
- to heal the Schism between the Eastern and Western Churches
- the Pope wanted to increase his power.

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

2. Describe the difficulties of the relationship between Emperor Alexius and the crusaders.

**3
O1**

Candidate describes the difficulties of the relationship between Alexius and the Crusaders by referring to evidence such as:

From the source:

- Alexius did not trust the Crusaders
- believed that the Crusaders wanted to take Constantinople
- Alexius insisted on an oath of loyalty
- the Crusaders were unhappy with their treatment.

From recall:

- some Crusaders refused to take the oath, eg Tancred
- Bohemond and Baldwin did not keep their oaths and stole land from Alexius
- the Crusaders were angry Alexius did not come to help them at Antioch
- the Crusaders were unhappy Alexius freed the Muslims at Nicaea.

A maximum of 2 out of 3 for answers which refer only to recall or only to the source.

3. What methods did the Crusaders use to besiege Muslim cities like Nicaea?

4
01

The candidate describes the methods used by the Crusaders to besiege cities like Nicaea by referring to evidence such as:

From the source:

- use of catapults
- use of battering rams
- mined under the city
- blockaded the city/lake.

From recall:

- siege towers used to climb over walls, eg at Jerusalem
- use of bribery, eg at Antioch
- other siege weapons used including trebuchets
- use of ladders to scale walls.

A maximum of 3 out of 4 for answers which refer only to recall or only to the source.

4. How useful is **Source D** as evidence of the problems faced by the Crusaders on their march to Jerusalem?

4
03

The candidate evaluates Source D as evidence of the problems faced by the Crusaders on their march to Jerusalem by referring to evidence such as:

From the source:

- primary source written at the time
- author was an eyewitness
- purpose to show the problems faced by the Crusaders
- says Crusaders were cold and hungry and resorted to cannibalism.

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

- fails to mention that the army was much smaller as many knights had stayed at Antioch.

**EUROPEAN AND WORLD
CONTEXT 3: WAR, DEATH AND REVOLT
IN MEDIEVAL EUROPE, 1328 – 1436**

1. Describe the defeat of the French army at Crecy.

**4
01**

Candidate describes the defeat of the French army at Crecy by referring to evidence such as:

From the source:

- Philip ordered his crossbowmen forward
- sun shone in the eyes of the French crossbowmen
- English archers unleashed a shower of arrows
- French crossbowmen turned and retreated in panic.

From recall:

- King Philip ordered his knights to run down the retreating crossbowmen
- French knights were cut down by English archers
- English footsoldiers advanced to finish off the French.

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

2. How useful is **Source B** as evidence about the effects of the Black Death?

**4
03**

Candidate evaluates Source B as evidence about the effects of the Black Death by referring to evidence such as:

From the source:

- source is primary, from the time
- Swiss artist – Black Death affected most of Europe
- purpose of the source is to illustrate the effects of the Black Death
- source shows symptoms of the plague (buboes).

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

- does not indicate other symptoms
- does not illustrate extent of the disaster, eg numbers killed.

3. What were the main terms of the peace treaty between England and France in 1360? 3
01

Candidate describes the main terms of the peace treaty between England and France in 1360 by referring to such evidence as:

From the source:

- King John was to be released on the payment of ransom
- ransom was fixed at three million gold crowns
- Edward was recognised as sovereign of Limousin, Gascony, Calais etc
- Edward renounced his claim to the French throne.

From recall:

- treaty to be known as the Treaty of Bretigny
- John to be released after payment of six hundred thousand crowns
- treaty ratified at Calais in October 1360
- under the treaty France was forced to end her alliance with Scotland

A maximum of 2 out of 3 for answers which refer only to recall or only to the source.

4. Why did France win the Hundred Years' War? 4
02

Candidate explains French victory in the Hundred Years' War by referring to evidence such as:

From the source:

- French avoided big battles where they were exposed to longbow
- death of Henry V
- French were rallied by Joan of Arc
- French were able to clear the English out of most of France.

From recall:

- Joan of Arc's victories at Orleans and Patay
- use of cannon reduced the effectiveness of longbow.

A maximum of 3 out of 4 for answers which refer only to recall or only to the source.

**EUROPEAN AND WORLD
CONTEXT 4: NEW WORLDS:
EUROPE IN THE AGE OF EXPANSION, 1480s – 1530s**

1. Why were sailors able to make voyages of discovery at this time?

**4
O2**

The candidate explains why sailors were able to make voyages of discovery at this time by referring to evidence such as:

From the source:

- development of better ships such as the caravel
- triangular sails made ships easier to sail on the open sea
- men became skilled at making maps
- they could keep a record of their voyages.

From recall:

- better compasses
- use of instruments such as the astrolabe, quadrant or cross-staff to find latitude
- use of log and line method to calculate a ship's speed/longitude
- willingness of rulers/rich people to finance voyages.

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

2. What benefits did Columbus claim his voyage would bring to the King and Queen of Spain?

**4
O1**

The candidate describes what Columbus claimed he would bring to the King and Queen of Spain by referring to evidence such as:

From the source:

- much gold
- all the spices they want
- a large cargo of cotton
- much glory and honour for Spain.

From recall:

- many slaves
- a new route to the East
- many peoples to make Christian.

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

3. What were the main results of Magellan's voyage?

3
01

The candidate describes the main results of Magellan's voyage by referring to evidence such as:

From the source:

- a cargo of spices was brought back to Spain
- the voyage gave much information about the world
- many improved maps and charts were made.

From recall:

- a trade war broke out between Spain and Portugal in the East
- the voyage confirmed the world was round
- the Spanish eventually signed over their rights in the Spice Islands to Portugal
- Magellan's route was too difficult for use as a regular trade route.

A maximum of 2 out of 3 marks for answers which refer only to recall or only to the source.

4. How useful is **Source D** as evidence of how the Spaniards treated the people of the New World?

4
03

The candidate evaluates Source D as evidence of how the Spaniards treated the people of the New World by referring to evidence such as:

From the source:

- primary source written at the time
- author was an eyewitness therefore well-informed/accurate
- to describe the Spanish treatment of the native Indians
- gives details of the dead in the city after its capture.

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

- no mention of Spanish alliances with some tribes.

**EUROPEAN AND WORLD
CONTEXT 5: TEA AND FREEDOM:
THE AMERICAN REVOLUTION, 1763 – 1783**

1. What actions did the British government take to raise money from the colonists? **3
01**

Candidate describes the actions taken by the British government by referring to evidence such as:

From the source:

- the colonists were heavily taxed
- the Sugar Act and the Stamp Act were introduced
- the Townsend Duties were introduced.

From recall:

- the Quartering Act – saved money by billeting soldiers with the colonists
- the Currency Act – clamped down on the colonists printing their own money
- Navigation Acts – only British ships
- Board of Customs set up.

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

2. How useful is **Source B** as evidence of the problems faced by the British army in America? **4
03**

Candidate evaluates Source B as evidence of the problems faced by the British army by referring to evidence such as:

From the source:

- primary source taken from the time
- eyewitness account possibly well-informed/biased
- to warn the British government
- comment on content – small armies can't afford such losses.

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

- British suffered a thousand men killed or wounded
- British troops abandoned Boston.

3. What problems did George Washington have commanding the colonial forces?

4
01

Candidate describes the problems facing George Washington by referring to such evidence such as:

From the source:

- many officers were without training
- always short of artillery and cavalry
- men often did not like to serve away from their home territory
- did not want to serve any longer than a few months.

From recall:

- he was always short of money to pay his men and supplies
- many states did not want to see their own men march too far away
- discipline was poor
- a lack of engineers
- most of the gunpowder had to be imported.

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

4. Why did Canada remain part of the British Empire?

4
02

Candidate explains why Canada remained part of the British Empire by referring to evidence such as:

From the source:

- merchants believed their best interest lay with Britain
- feared the loss of British support
- feared being open to American competition
- French Canadians preferred the British.

From recall:

- Indian peoples there tended to prefer the British
- Catholicism was tolerated by the British in Canada
- Guy Carleton was a capable governor. He successfully defended Canada against American attacks.

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

**EUROPEAN AND WORLD
CONTEXT 6: “THIS ACCURSED TRADE”:
THE BRITISH SLAVE TRADE AND ITS ABOLITION, 1770 – 1807**

1. Describe the work of the slaves on the plantations.

**4
01**

Candidate describes the work of the slaves by referring to evidence such as:

From the source:

- slaves were divided into three gangs
- the first was heavy work – planting, hoeing and cutting the cane
- the second was lighter work – weeding the cane
- the third group collected green food for the pigs.

From recall:

- at harvest time they worked 18 hours a day
- they worked to the orders of a white overseer
- they worked in the sugar mill where the sugar was produced
- worked on tobacco and cotton plantations
- house servants.

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

2. In what ways did slaves resist their masters on the plantations?

**3
01**

Candidate describes the ways of resistance of the slaves by referring to evidence such as:

From the source:

- worked slowly and inefficiently
- broke tools
- released animals
- pretended to be ill
- acted stupid.

From recall:

- run away
- burning down property
- rebellion.

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

3. How useful is **Source C** as evidence of the difficulties in abolishing the slave trade? **4**
O3

Candidate evaluates Source C as evidence of the difficulties in abolishing the slave trade by referring to evidence such as:

From the source:

- primary source taken from the time
- author an MP in favour of the trade/possible bias
- to defend the trade
- comment on content – the trade serves many benefits – outweighs the bad things.

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

- benefits to cities like Liverpool and Bristol.

4. Why did some people want to abolish the slave trade? **4**
O2

Candidate explains why some people wanted to abolish the slave trade by referring to evidence such as:

From the source:

- because of the brutalities
- the slave trade was inefficient
- wanted to make life better for the slaves.

From recall:

- revival of religious feeling at this time
- slaves were no longer needed in Britain's new industries
- slaves were no longer needed in the Caribbean
- found to be against the laws of Britain.

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

**EUROPEAN AND WORLD
CONTEXT 7: CITIZENS!
THE FRENCH REVOLUTION, 1789 – 1794**

1. Why were French peasants discontented before the revolution?

**4
O2**

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

From the source:

- they had to work on the landlord's fields several days a year
- they had to pay to use the landlord's mill
- they had to hand over part of their harvest to the church
- nobles were allowed to hunt on peasants' farms.

From recall:

- peasants were unhappy with taxation (taille, gabelle, paulette)
- peasants resented nobles' exemption from most taxes
- peasants obliged to work on road repairs (corvee)
- peasants could be conscripted into the army.

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

2. How useful is **Source B** as evidence of the popularity of Louis XVI?

**4
O3**

Candidate evaluates Source B as evidence of the popularity of Louis XVI by referring to evidence such as:

From the source:

- primary source from the time
- the author may be writing an official poem – possible bias
- to praise the king
- the source tells us that the king is father of the people.

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

- others in France criticised the king.

3. Describe the Women's March on Versailles in 1789.

4
01

Candidate describes the Women's March on Versailles by referring to evidence such as:

From the source:

- the women came from the poor areas of Paris
- they were demanding bread
- the king met with the women and ordered bread to be shared out
- women invaded the queen's chamber.

From recall:

- the women had broken into the town hall (Hotel de Ville) to seize weapons
- the women were armed with pikes, muskets and cannon
- some men disguised as women joined the march
- they massacred some of the soldiers trying to protect the king
- the Royal Family was forced to return with them to Paris.

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

4. Describe the execution of Louis XVI.

3
01

Candidate describes the execution of Louis XVI by referring to evidence such as:

From the source:

- the king's hands were tied
- the execution took place in the morning
- the executioner showed the king's head to the crowd
- the crowd gave support for the execution.

From recall:

- the king was brought to his execution by carriage
- drum-roll prevented Louis speaking to the crowd
- Louis forgave those who were executing him
- his body was destroyed with quick-lime.

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

**EUROPEAN AND WORLD
CONTEXT 8: THE RED FLAG:
LENIN AND THE RUSSIAN REVOLUTION, 1894 – 1924**

1. Describe the hardships faced by the national minorities living in Russia.

**3
01**

Candidate describes the hardships faced by the national minorities living in Russia by referring to evidence such as:

From the source:

- they did not share same rights as other Russians
- they did not have control over education of their own children
- they could not get jobs working for the government
- they were forced to worship under the Orthodox religion.

From recall:

- they were forced to speak Russian
- they were forced to abandon national customs
- they were ruled by Russian officials
- persecution of Jews.

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

2. Describe the events of the 1905 Revolution.

**4
01**

Candidate describes the events of the 1905 Revolution by referring to evidence such as:

From the source:

- peasants organised rent strikes
- peasants launched attacks on the big estates
- refused to obey orders
- mutinies in the armed forces spread
- unrest in the Black Sea fleet.

From recall:

- factory workers went on strike
- events of Bloody Sunday
- crew of battleship Potemkin mutinied.

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

3. How useful is **Source C** as evidence about the relationship between Rasputin and the royal family?

4
O3

Candidate evaluates Source C as evidence about the relationship between Rasputin and the royal family by referring to evidence such as:

From the source:

- primary source written at the time
- written by an important member of the royal family
- written to persuade Tsar to heed Rasputin's advice
- source shows Rasputin's influence over the Tsarina.

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

- does not show Tsar's attitude to Rasputin.

4. Why did the Communists win the Civil War?

4
O2

Candidate explains why the Communists won the Civil War by referring to evidence such as:

From the source:

- Red Army was well organised
- France and Britain pulled out of the war after the end of World War One
- Czechs handed over Admiral Kolchak
- White forces were pushed back one by one.

From recall:

- Communists controlled main cities
- factory workers supported Communists
- Communists controlled transport system
- leadership of Lenin and Trotsky.

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

**EUROPEAN AND WORLD
CONTEXT 9: FREE AT LAST?
RACE RELATIONS IN THE USA, 1918 – 1968**

1. Why were many Americans against immigration in the 1920s?

**4
O2**

The candidate explains why many Americans were against immigration in the 1920s by referring to evidence such as:

From the source:

- feared revolutionary ideas would be spread by immigrants
- frightened communism would spread
- dislike of poor immigrants from southern Europe
- dislike of illiterate immigrants.

From recall:

- worry that immigrants might take jobs
- fear that immigrants would put pressure on scarce housing
- belief that immigrants committed serious crime.

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

2. Describe the Montgomery bus boycott.

**4
O1**

The candidate describes the Montgomery bus boycott by referring to evidence such as:

From the source:

- Rosa Parks refused to give up her seat to a white passenger
- Rosa Parks was arrested
- Black people boycotted the buses
- boycott lasted more than a year.

From recall:

- Martin Luther King emerged as a leader
- majority of bus users in Montgomery were black
- reduced the bus company's profits
- boycott was successful in ending discrimination on buses
- use of car pools.

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

3. How useful is **Source C** as evidence of the beliefs of Malcolm X in the 1960s? 4
03

The candidate evaluates Source C as evidence of the beliefs of Malcolm X by referring to evidence such as:

From the source:

- primary source produced at the time
- by Malcolm X himself
- to criticise the views of Martin Luther King
- content – peaceful action/turning the other cheek disarmed the Negro.

Maximum one mark for commenting on content omission such as:

- wanted a Black nation
- Malcolm X was willing to use violence to achieve his aims.

4. In what ways were black people disappointed by the 1964 Civil Rights Act? 3
01

The candidate describes ways in which black people were disappointed by the 1964 Civil Rights Act by referring to evidence such as:

From the source:

- Act did not solve discrimination in housing
- did not give black people a fair and free vote
- did not end fear and discrimination.

From recall:

- Ku Klux Klan still used terror tactics against Blacks
- police often helped to continue discrimination
- difficulties in obtaining well-paid jobs/promotion.

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

**EUROPEAN AND WORLD
CONTEXT 10: THE ROAD TO WAR, 1933 – 1939**

1. Why did Germany want to expand her territory between 1933 and 1939?

**4
O2**

Candidate explains why Germany wanted to expand her territory by referring to evidence such as:

From the source:

- German population is growing
- German territory has been restricted
- Germany must have a constant supply of food
- Germany must have access to raw materials.

From recall:

- Hitler wanted to regain territory lost by Versailles Treaty
- Austria should be annexed to Germany
- belief that the Germans needed Lebensraum in the east
- German minorities had a right to belong to Germany, eg Sudeten Germans.

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

2. What had been done to strengthen Germany by 1937?

**4
O1**

Candidate describes what had been done to strengthen Germany by 1937 by referring to evidence such as:

From the source:

- Germany had thirty six infantry divisions
- Germany had been building tanks secretly
- there were three tank divisions
- there were three million men available for duty.

From recall:

- conscription had been introduced
- Germany had created a large air force
- Anglo-German naval agreement allowed Germany more warships and submarines
- the Rhineland had been remilitarised.

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

3. Describe the meeting that took place at Munich in September 1938.

3
01

Candidate describes the meeting that took place at Munich by referring to evidence such as:

From the source:

- little negotiation took place in Munich
- Britain and France agreed that Germany occupy the Sudetenland
- the rest of Czechoslovakia would be protected by the four powers.

From recall:

- Chamberlain had flown over to meet with Hitler
- Czechoslovakia and Russia were not invited to Munich
- Germany was to get the Sudetenland within ten days
- Chamberlain got Hitler to agree that there would be no war in Europe.

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

4. How useful is **Source D** as evidence of the reasons Britain went to war against Germany in September 1939?

4
03

The candidate evaluates Source D as evidence of the reasons Britain went to war against Germany by referring to evidence such as:

From the source:

- primary source from the time
- authorship is Chamberlain, the Prime Minister who made the decision
- to explain why Britain is going to war
- states that Germany was sent a final note demanding she withdraw from Poland.

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

- Britain's guarantee to Poland
- failure of appeasement.

**EUROPEAN AND WORLD
CONTEXT 11: IN THE SHADOW OF THE BOMB:
THE COLD WAR, 1945 – 1985**

1. What was the reaction of the USSR to the formation of NATO?

**4
01**

Candidate describes the Soviet reaction to the formation of NATO by referring to evidence such as:

From the source:

- USSR condemned NATO
- claimed it was not defensive
- an offensive alliance against USSR
- the West was preparing for war.

From recall:

- they saw it as an attempt to encircle the Soviet Union
- they created their own alliance system: the Warsaw Pact.

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

2. How useful is **Source B** as evidence about the dangers of the arms race?

**4
03**

Candidate evaluates Source B as evidence about the dangers of the arms race by referring to evidence such as:

From the source:

- primary source from the time
- American President who had some responsibility for the threat
- to warn the American public of the dangers
- possible bias – American viewpoint
- possibility of nuclear war.

Maximum one mark for commenting on content omission such as:

- no mention of the dangers to the Russian people
- no mention of the American stockpile of weapons.

3. Why did the Soviets build the Berlin Wall?

4
02

Candidate explains why the Soviet Union built the Berlin Wall by referring to evidence such as:

From the source:

- discourage spies
- to prevent agents being sent into East Germany
- to stop sabotage
- to stop riots and demonstrations.

From recall:

- 20 000 were escaping through Berlin a month
- many of the young and skilled workers were escaping
- created a serious shortage of workers in East Germany.

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

4. What tactics did the Vietcong use against the American forces?

3
01

Candidate describes the tactics used by the Vietcong by referring to evidence such as:

From the source:

- never in open battle
- hit and run tactics
- did most of their fighting at night.

From recall:

- tactics known as guerrilla warfare
- had secret jungle hide-out they retreated to
- knew how best to use the jungles.

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

[END OF MARKING INSTRUCTIONS]