



2007 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".

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

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

SCOTTISH AND BRITISH

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

1. Describe the duties of a medieval baron.

3
01

Candidate describes the duties of a baron by referring to evidence such as:

From the source:

- barons promised to be loyal
- barons provided knights for their king
- barons paid higher taxes
- barons protected the peasants who lived on their land.

From recall:

- barons were important members of the feudal system and it was their duty to provide land for peasants
- barons were often members of the king's council and offered advice on how to govern the country
- some barons were also sheriffs and collected taxes and fines for the king.

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 legal reforms introduced by Henry II?

4
03

Candidate evaluates the source by referring to evidence such as:

- contemporary/primary source written at the time
- the author was Henry himself
- purpose: to ensure that the law was the same throughout England/to stop corruption
- the source says that no man except the king should hold a court/robbers, thieves, murderers to be tried by ordeal of water.

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

- Justices in Eyre were introduced to ensure the law was carried out
- juries were introduced to name the person suspected to have committed the crime.

3. Why was the Church important in medieval society?

4
02

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

From the source:

- the Church's teachings helped people go to heaven
- the Church was a centre of comfort and healing
- the Church provided the only form of education in a village
- the priest kept some of the crops in case of a famine.

From recall:

- the Church baptised, married and buried people
- the Church decided people's holidays, taken from "holy days"
- the Church decided whom people could marry; Canon Law
- the Church had great political power and could excommunicate kings.

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

4. Describe how Becket behaved after he became Archbishop.

4
01

Candidate describes how Becket behaved by referring to evidence such as:

From the source:

- Becket stopped wearing fashionable clothes
- resigned as chancellor
- Becket defended the Church against Henry
- Becket fled to France.

From recall:

- argued over what should happen to clergymen who committed crimes/Benefit of the clergy
- Becket refused to sign the Constitutions of Clarendon which would reduce the Church's power
- Becket complained to the pope about Henry, which he was not allowed to do
- Becket ex-communicated the Archbishop of York and sacked all the bishops involved with the coronation of Henry's son.

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

SCOTTISH AND BRITISH

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

1. Why were there problems when the Maid of Norway became Queen?

4
02

Candidate explains why there were problems when the Maid of Norway became Queen by referring to evidence such as:

From the source:

- the nobles expected a warrior to lead them
- they would have to find a husband for the Maid
- a Scottish husband could cause jealousy among other nobles
- a foreign ruler might make Scotland part of a foreign country.

From recall:

- the Maid of Norway was a child
- the Maid of Norway might die
- there would be a long period of minority
- there were other males who thought they should rule instead eg Bruce.

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

2. Describe what happened at the battle of Stirling Bridge.

4
01

Candidate describes what happened at the battle of Stirling Bridge by referring to evidence such as:

From the source:

- the English did not use the ford
- the English used Stirling Bridge to cross the river
- Murray and Wallace waited until enough English had crossed the bridge
- the Scots cut the English army in two.

From recall:

- some English soldiers had crossed the bridge but they were recalled
- de Warenne and Cressingham had slept in so the battle was delayed
- English soldiers had no room to manoeuvre
- English archers were frightened to fire across the river
- most of the English on the Scots' side of the river were killed.

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 how Edward treated Bruce's supporters? 4
03

Candidate evaluates the source as evidence about how Edward treated Bruce's supporters by referring to evidence such as:

- primary source written at the time
- these were King Edward's orders so they show what King Edward did/accurate because King Edward gave the orders
- purpose: to order the punishment of the Earl of Atholl
- the source says Atholl's lands were to be devastated as an example to others.

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

- other supporters were treated as severely eg Bruce's brothers were executed, the Countess of Buchan was put in a cage.

4. Describe how Bruce treated his enemies in Scotland. 3
01

Candidate describes how Bruce treated his enemies in Scotland by referring to evidence such as:

From the source:

- Bruce fought/defeated them in battle
- Bruce destroyed their land
- Bruce forced them to flee.

From recall:

- Bruce harried Galloway in the same way as Buchan
- Bruce captured and destroyed their castles
- Bruce gave their lands to other Scottish nobles
- Bruce was generous to those nobles who changed sides and accepted him as King.

Maximum of 2 marks out of 3 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. Describe what happened during “the Rough Wooing”.

4
01

Candidate describes what happened during “the Rough Wooing” by referring to evidence such as:

From the source:

- Edinburgh, Holyrood and Leith were burned
- seven monasteries were destroyed
- 240 villages and towns were destroyed
- Cardinal Beaton was murdered.

From recall:

- the Scots were defeated at the Battle of Pinkie
- English garrisons were set up in Scottish towns
- the English spread Protestantism
- Mary was sent to France for safety.

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

2. Describe the events which led to Scotland becoming a Protestant country in 1560.

3
01

Candidate describes events which led to Scotland becoming a Protestant country in 1560 by referring to evidence such as:

From the source:

- Mary of Guise began to punish Protestants
- Protestants put up “Beggars’ Summons” on church doors
- Protestant nobles gathered at Perth
- both sides called for foreign help (Catholic French and Protestant English).

From recall:

- Mary burned Protestants like Walter Myln
- John Knox returned to Scotland
- there were riots in Perth and other Scottish towns
- French and English soldiers confronted each other
- Mary of Guise died
- Protestants seized control of Scotland and made it a Protestant country.

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

3. Why was Queen Elizabeth of England suspicious of Mary, Queen of Scots?

4
02

Candidate explains why Queen Elizabeth was suspicious of Mary, Queen of Scots by referring to evidence such as:

From the source:

- Mary was married to the King of France
- Catholic France and Spain were opposed to Elizabeth
- Scotland could be used as a base to attack Elizabeth
- Mary did not accept Elizabeth as the true Queen of England
- Mary, Queen of Scots called herself Queen of England.

From recall:

- Some English Catholics did not accept Protestant Elizabeth as their Queen
- Mary was Elizabeth's closest living relation and was her heir
- Mary might try to have Elizabeth murdered.

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 about the power of the General Assembly of the Church of Scotland in 1578?

4
03

Candidate evaluates the source as evidence about the power of the General Assembly of the Church of Scotland in 1578 by referring to evidence such as:

- primary source written at the time
- produced by the General Assembly which was the source of authority in the Kirk
- possible bias – the Kirk was claiming its own right to be independent
- purpose: to emphasise the Kirk's independence from the crown
- the source says the Kirk could decide the time and place of its own meetings/ everyone had to obey the Kirk's decisions without any right of appeal.

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

- King James did not like the Kirk's claim to be independent
- the Second Book of Discipline was not accepted as law.

SCOTTISH AND BRITISH

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

1. How useful is **Source A** as evidence about the appointment of Commissioners to discuss a Union with England? **4**
O3

Candidate evaluates the source as evidence about the appointment of Commissioners to discuss a Union with England by referring to evidence such as:

- primary source written at the time
- it was written by a Scottish government minister/eye witness
- the author supported this idea – so the source could be biased
- purpose: to report what happened in the Scottish Parliament
- the source says that the Scots were divided about appointing commissioners/
Hamilton proposed Queen Anne should choose commissioners.

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

- people suspected that Hamilton had been bribed to change his mind.

2. In what ways did some Scots show their opposition to Union with England? **4**
O1

Candidate describes the ways by which some Scots showed their opposition to Union with England by referring to evidence such as:

From the source:

- they sent petitions to the Parliament
- the General Assembly stated that it was unacceptable
- burghs wrote in to complain about it
- Jacobites opposed it violently.

From recall:

- there were riots in the streets of Edinburgh
- copies of the Articles of Union were burned
- the homes of prominent supporters of the Union were attacked by mobs.

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

3. What did Queen Anne's government do to persuade Scots to support the Act of Union? 3
01

Candidate describes what Queen Anne's government did to persuade Scots to support the Act of Union by referring to evidence such as:

From the source:

- officials would receive their back-pay only if they supported the Union
- £20,000 was used as bribes
- people were promised jobs.

From recall:

- titles were given to prominent nobles
- the Equivalent was used to win support
- troops were gathered in northern England and Ireland
- agents were sent to Scotland to win over support eg Defoe.

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

4. Why did many Scots turn against the Union by 1715? 4
02

Candidate explains why many Scots turned against the Union by 1715 by referring to evidence such as:

From the source:

- the attitude of English politicians that they had bought Scotland
- the failure to reward Scotland for its efforts in the wars against France
- new taxes harmed Scotland's linen and timber trades
- English competition put some Scots out of business.

From recall:

- the Scottish Privy Council was abolished in 1708
- Scottish legal cases were judged by the House of Lords
- the Toleration Act upset the Church of Scotland eg patronage was restored
- the introduction of customs officials to collect taxes upset the Scots.

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

SCOTTISH AND BRITISH

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

1. Describe conditions in Ireland in the nineteenth century which made people leave. **4**

01

The candidate describes conditions in Ireland which made people leave by referring to evidence such as:

From the source:

- those who could not pay increased rent were moved off the land
- farms were divided up into ever smaller parts
- people were evicted to allow landowners to use modern methods on the land
- Ireland lacked industries to provide jobs.

From recall:

- housing conditions were extremely poor
- potato famine in 1840s
- overpopulation.

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 importance of the Catholic Church to Irish immigrants in Scotland? **4**

03

The candidate evaluates the source as evidence of the importance of the Catholic Church to Irish immigrants in Scotland by referring to evidence such as:

From the source:

- primary source from the time
- factory inspector report so trustworthy
- purpose: to explain importance of priests to immigrant Irish population
- the source says they constantly work amongst their congregation/know the sick.

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

- helped them to write letters home
- provided education for children.

3. Why did many Highlanders emigrate in the nineteenth century?

4
O2

The candidate explains why many Highlanders emigrated in the nineteenth century by referring to evidence such as:

From the source:

- soil in the Highlands was not very deep or fertile
- growing food was difficult because of ground conditions
- potato blight resulted in people starving
- people were evicted to allow landowners to avoid paying taxes to help the poor.

From recall:

- Highland clearances to make way for sheep
- poverty
- collapse of kelp industry
- pull factors.

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

4. Describe the contribution of Scots immigrants to their new countries.

3
O1

The candidate describes the contribution of Scots immigrants to their new countries by referring to evidence such as:

From the source:

- Scots worked in industry
- Scots were involved in the professions
- Scots were involved in trade
- some Scots built up banks and finance companies to develop country.

From recall:

- Scots were heavily involved in education
- some Scots were involved in politics in new countries eg as Prime Minister of Canada
- some Scots made fortunes which they used to benefit people eg Carnegie.

Maximum of 2 out of 3 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. What did Rowntree discover about poverty in Britain?

4
01

The candidate describes what Rowntree discovered about poverty in Britain by referring to evidence such as:

From the source:

- discovered great poverty in York
- poverty not just a problem in London/poverty was widespread
- one third of population of towns lived in poverty
- found there were two types of poverty.

From recall:

- primary poverty – people who could not live on their earnings
- secondary poverty – spent money in a wasteful way
- put a figure on amount of money a worker needed to live on – 21s 8d.

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

2. What benefits did the Old Age Pensions Act of 1908 bring to the elderly?

3
01

The candidate describes the benefits that the Old Age Pensions Act of 1908 brought to the elderly by referring to evidence such as:

From the source:

- transformed life for elderly
- no longer worried about money/felt rich
- they were independent for life.

From recall:

- pension paid to those over 70
- 5s paid to a single person
- 7/6 to a married couple
- removed the threat of the workhouse.

Maximum of 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 poverty in Britain during the Second World War? **4**
O3

The candidate evaluates the source as evidence of poverty in Britain during the Second World War by referring to evidence such as:

From the source:

- primary source from the time
- newspaper article reporting people's comments
- purpose: to complain about condition of evacuees
- the source gives details of conditions of evacuees eg they were filthy.

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

- only refers to evacuees from a limited area – Glasgow
- no comment on clothing.

4. Why were there problems with the Labour welfare reforms after 1945? **4**
O2

The candidate explains why there were problems with the Labour welfare reforms after 1945 by referring to evidence such as:

From the source:

- many people were needed to administer National Insurance scheme
- many hospitals were too old/unsuitable for modern health care
- many of the houses built were temporary.

From recall:

- not everyone was covered by National Insurance
- the health service was a victim of its own success – so many used it that it became too expensive
- lack of teachers/schools.

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

SCOTTISH AND BRITISH

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

1. Describe the actions of women campaigning for the right to vote.

4
01

The candidate describes the actions of women campaigning for the right to vote by referring to evidence such as:

From the source:

- fire damage causing £10,000 damage
- museums were targets
- King's portrait damaged
- Prime Minister assaulted.

From recall:

- peaceful campaigning – petitions, demonstrations, leaflets
- militant actions such as chaining to railings, bomb in Downing Street, burning letter boxes, assaulting policemen
- suffragettes were prepared to go to prison
- suffragettes went on hunger strike.

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

2. What were the most popular leisure activities of Scots in the 1930s?

3
01

The candidate describes the most popular leisure activities of Scots by referring to evidence such as:

From the source:

- radio was the favourite pastime
- cinema was very popular
- spectator sports were very popular.

From recall:

- theatres/music halls were popular
- dance halls were popular
- people participated in outdoor pursuits like cycling, hillwalking, athletic clubs, golf.

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

3. How useful is **Source C** as evidence about education in the 1930s? 4
O3

Candidate evaluates the source as evidence about education in the 1930s by referring to evidence such as:

From the source:

- primary source written at the time
- author had first hand experience of education at the time
- purpose: to show that education was very strict
- the source tells us that a rap on the knuckles was administered as help.

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

- does not mention the subjects taught.

4. Why did the people of Scotland welcome the discovery of North Sea oil? 4
O2

The candidate explains why the Scots welcomed the discovery of North Sea oil by referring to evidence such as:

From the source:

- oil industry provided employment
- young people did not have to move away
- wages rose
- shops were doing well.

From recall:

- jobs provided in building rigs and ships
- building of oil refineries
- increased tax revenues paid for more services such as schools and hospitals.

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. How useful is **Source A** as evidence of opposition to the Home Rule Bill of 1912? 4
O3

The candidate evaluates Source A as evidence of opposition to the Home Rule Bill by referring to evidence such as:

From the source:

- primary source, produced at the time
- produced by Ulster Unionist Party, biased in favour of Unionist view on Home Rule/against Home Rule
- purpose: to encourage support for Unionist cause/incite resistance
- detail of postcard eg “We won’t have Home Rule”.

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

- no mention of encouraging violent opposition/extent of opposition.

2. Why did the Easter Rising fail? 4
O2

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

From the source:

- a shipment of 20,000 rifles was lost
- British army blockaded Dublin Castle
- Republicans were isolated inside the city
- rebels were outnumbered 20 to 1.

From recall:

- no support from public in Dublin
- British brought in reinforcements from England
- British army cut the city in two, isolating the rebels
- artillery used by British army
- gunboat Helga fired from the river Liffey
- rebels suffered large number of casualties.

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

3. Describe the tactics used by both sides in the Anglo-Irish War.

4
01

The candidate describes the tactics used in the Anglo-Irish War by referring to evidence such as:

From the source:

- IRA ambushed and killed policemen
- spy network set up by the IRA
- Black and Tans burnt Catholic homes
- Cork city attacked/centre destroyed.

From recall:

IRA

- “The Squad” was set up to assassinate informers
- IRA wore plain clothes/no uniform and hid in countryside
- telephone poles cut/lines of communication destroyed.

Black and Tans

- stop and search tactics used to arrest IRA suspects
- many prisoners shot whilst trying to “escape”
- Catholic businesses destroyed.

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

4. Describe the events that led to a civil war in Ireland.

3
01

Candidate describes the events that led to a civil war by referring to evidence such as:

From the source:

- Dail accepted treaty/De Valera resigned
- anti-treaty IRA kidnapped a Free State general
- MP for North Down murdered
- Four Courts were attacked by Free State army.

From recall:

- treaty failed to deliver an independent all-Ireland Republic
- De Valera organised anti-treaty forces
- anti-treaty forces took over the Four Courts/refused to leave
- anti-treaty forces refused to obey the provisional government
- general election secured treaty; anti-treaty forces unhappy.

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 knights at the Battle of Hastings? **4**
O3

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

- primary source produced near the time
- Norman in origin therefore possibly biased
- purpose: to show what happened at Hastings/celebrate the Norman victory
- shows knights chasing infantry.

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

- no evidence of knights' role early in the fighting.

2. What happened during the Northern Rebellion against William I in 1069? **4**
O1

The candidate describes what happened during the Northern Rebellion against William I in 1069 by referring to evidence such as:

From the source:

- Norman Earl of Northumbria burned to death at Durham
- Yorkshire and entire North rebelled
- a Danish Viking fleet helped the rebels
- the rebels captured York castle.

From recall:

- William marched north to deal with the rebels
- he defeated the rebels at Stafford
- William recaptured York castle
- William bought off the Danes
- William began the Harrying of the North.

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

3. In what ways was Scotland affected by the Norman Conquest of England?

3
01

The candidate describes the ways in which Scotland was affected by the Norman Conquest of England by referring to evidence such as:

From the source:

- English rulers played increasingly important roles in Scottish affairs
- Norman influences were felt especially in the Lowlands
- David I's early life was spent in England under Norman influence.

From recall:

- the English Saxon princess Margaret fled to Scotland
- Margaret married the Scottish king
- David I copied many Norman methods of Government.

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

4. Why was David I's reign important for Scotland?

4
02

The candidate explains why David I's reign was important for Scotland by referring to evidence such as:

From the source:

- a national system of justice based on sheriffs was set up
- foreign trade was encouraged
- a standard system of weights and measures was introduced
- Scotland's first coinage was produced.

From recall:

- royal burghs were set up
- new bishoprics were established
- a royal feudal army was created
- efficient government by Royal Council was introduced.

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 people go on the First Crusade?

4
O2

The candidate explains why people went on Crusade by referring to evidence such as:

From the source:

- Crusade was a chance of a better life
- harvest failure and famine meant peasants wanted to leave their homes
- some nobles were eager to gain land/riches
- knights wanted to fight for the church/use military skills against Muslims.

From recall:

- Crusaders believed that their sins would be forgiven if they went on Crusade
- many peasants/knights were deeply religious and wanted to regain Jerusalem eg Raymond of Toulouse
- some knights went because they were representing their family eg Hugh of Vermandois represented the French royal family
- peasants were encouraged to go on Crusade by preachers like Peter the Hermit.

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 actions of the People's Crusade in Germany?

4
O3

Candidate evaluates the usefulness of the source as evidence of the actions of the People's Crusade in Germany by referring to evidence such as:

- contemporary/primary source written at the time
- the author was an eyewitness
- purpose: to show how brutal the Crusaders were
- the source says that the Crusaders killed women and children of every age.

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

- Crusaders attempted to convert the Jews to Christianity.

3. Describe the capture of Antioch by the First Crusade. 3
01

Candidate describes the capture of Antioch by referring to evidence such as:

From the source:

- Crusaders used ladders to get in to the city
- Crusaders captured a tower
- Crusaders killed the defenders of the city.

From recall:

- Bohemond bribed a Muslim, Firouz, to let the Crusaders in to the city
- attempts by Muslim armies to rescue Antioch failed as the Muslims did not work together
- the Holy Lance was discovered and encouraged the Crusaders to attack Kerbogha
- Kerbogha was defeated in battle as most of his men fled.

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

4. Describe the behaviour of the Crusaders after the capture of Jerusalem. 4
02

Candidate describes the behaviour of the Crusaders at Jerusalem by referring to evidence such as:

From the source:

- Crusaders seized goods from houses and temples
- Crusaders killed everyone they met
- Crusaders searched bodies for riches
- Crusaders burned bodies.

From recall:

- the Crusaders murdered men, women and children
- they burnt down synagogues and killed the Jewish population inside
- those Muslims who surrendered and were promised protection were later killed
- Muslim shrines destroyed
- city filled with corpses
- massacre never forgotten or forgiven by Muslim communities.

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

EUROPEAN AND WORLD

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

1. Describe the English victory at Poitiers.

4
01

Candidate describes the English victory at Poitiers by referring to evidence such as:

From the source:

- the battle began with a French cavalry charge
- French knights were devastated by a shower of arrows
- French infantry launched a fierce attack
- Black Prince's reserve encircled French flank and rear
- King John was captured as his army fled.

From recall:

- French cavalry were caught on marshy ground
- Orleans' infantry panicked and left the field
- Edward's army won despite being heavily outnumbered.

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

2. Why did the Peasants' Revolt take place?

4
02

Candidate explains the outbreak of the Peasants' Revolt by referring to evidence such as:

From the source:

- the wars in France led to higher taxes
- taxation fell most heavily on the poor
- speeches of John Ball
- the announcement of the Poll Tax.

From recall:

- continued existence of feudal system
- effects of the Statute of Labourers – reduced income of peasants
- Richard II only 14 years old – perceived as a weak king
- actions of Wat Tyler in Kent.

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

3. How useful is **Source C** as evidence about the tactics of the English army at the Battle of Agincourt? **4**
03

Candidate evaluates the usefulness of the source as evidence about the tactics of the English army at Agincourt by referring to evidence such as:

- primary source from the 15th century
- taken from English chronicle so may be biased
- purpose: of the picture is to illustrate what happened at Agincourt
- the source illustrates the use of long bow/cavalry.

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

- does not show English defences eg wooden stakes.

4. What were the results of the Treaty of Troyes? **3**
01

Candidate describes the results of the Treaty of Troyes by referring to evidence such as:

- the crown of France would pass to Henry V when Charles died
- Henry would act as regent to Charles VI.
- France would be ruled by Henry's heirs.

From recall:

- Charles VI declared the Dauphin to be illegitimate/Charles VI repudiated his son as his heir
- the Dauphin refused to be bound by the treaty and continued to fight the English.

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

EUROPEAN AND WORLD

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

1. What advantages helped Portugal make voyages of exploration in the late fifteenth and early sixteenth centuries? 4
O1

The candidate describes what advantages helped Portugal make voyages of discovery in the late fifteenth and early sixteenth centuries by referring to evidence such as:

From the source:

- good geographical position
- hundreds of miles of Atlantic coast
- favourable winds and currents
- long-established united country.

From recall:

- Prince Henry the Navigator was keen to sponsor voyages
- navigational college at Sagres trained Portuguese navigators
- Portuguese sailors had good maps
- the Portuguese had developed good ships such as the caravel.

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

2. How useful is **Source B** as evidence of the voyage of Bartholemew Diaz? 4
O3

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

- primary source from the time
- produced by Diaz himself
- purpose: to mark Diaz's achievement of reaching the East African Coast
- the source says Diaz had discovered new lands.

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

- no mention of size/route of the expedition.

3. Why was Columbus well prepared to undertake his first great voyage of exploration?

4
02

Candidate explains why Columbus was well prepared to undertake his first voyage of exploration by referring to evidence such as:

From the source:

- he was at sea from an early age
- he had knowledge of Portuguese discoveries
- he was familiar with Portuguese navigational methods
- he had learned of lands to the West.

From recall:

- he was provided with charts by the Italian Toscanelli
- he received the backing of Ferdinand and Isabella of Spain
- he was provided with Spanish crews
- two of his ships were caravels.

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

4. Describe what Spain gained from the conquest of the New World.

3
01

Candidate describes what Spain gained from the conquest of the New World by referring to evidence such as:

From the source:

- precious stones
- fine embroidered cloaks and beautiful feathers
- vegetables like potatoes were taken to Europe.

From recall:

- gold and silver mines were discovered in the New World
- Christian converts were made
- some of the native peoples were enslaved.

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

EUROPEAN AND WORLD

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

1. How useful is **Source A** as evidence of Britain's desire to keep full control over the American colonies? **4**
O3

Candidate evaluates the source as evidence of Britain's desire to keep full control of the American colonies by referring to evidence such as:

- primary source taken from the time
- passed by the British Parliament
- purpose: to state the British position
- the source says crown and parliament should have full powers over colonies and Americans.

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

- does not mention other acts eg Quartering Act.

2. What happened at the Battle of Bunker Hill in 1775? **4**
O1

Candidate describes what happened at Bunker Hill by referring to evidence such as:

From the source:

- American forces gathered on Bunker Hill and Breed's Hill
- they were attacked by General Howe's forces
- it was a British victory
- it was at a terrible cost.

From recall:

- Howe sent his heavily laden troops forward in a direct attack
- British forces charged up the hill three times
- the British forces lost one thousand men
- the main battle was really on Breed's Hill.

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

3. Why did the American colonists issue the Declaration of Independence?

4
02

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

From the source:

- the mood among the American colonists opposing Britain had changed
- the fighting had caused much anger
- more Americans disliked the steps taken by the British Parliament
- the writings of Tom Paine persuaded many.

From recall:

- many newspapers in America openly demanded independence
- colonists who did not want to go as far as independence failed to win over the British government
- colonists rejected North's plans
- Congress had begun to organise a government for the thirteen colonies.

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

4. What problems faced the British at Yorktown?

3
01

Candidate describes the problems facing the British at Yorktown by referring to evidence such as:

From the source:

- the British army was small and the enemy forces were large
- Clinton refused to send help
- Britain lost control of the sea.

From recall:

- the very hot weather made the building of proper defences very difficult
- the British fleet failed to drive away the French ships
- Cornwallis was trapped.

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

EUROPEAN AND WORLD

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

1. What were the effects of the slave trade on British ports?

4
01

Candidate describes the effects of the slave trade on British ports by referring to evidence such as:

From the source:

- by 1757 there were many slaver companies (176 slavers in Liverpool)
- brought in a yearly profit to Liverpool of a quarter of a million pounds
- provided many jobs such as dockers and sailors
- grew into successful, booming cities.

From recall:

- banking industry developed in these ports
- luxurious estates were built by wealthy merchants in these ports
- sugar refineries developed in these ports
- made it possible to develop new lines of trade
- many of the merchants from these ports rose to positions of power and influence.

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 conditions for slaves on the Middle Passage?

4
03

Candidate evaluates the source as evidence of conditions for slaves on the Middle Passage by referring to evidence such as:

- primary source taken from the time
- drawn by an abolitionist therefore issue of accuracy/possible bias
- purpose: to show the cruelty involved/to help with the campaign for abolition
- source says every space was filled.

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

- cruelty of the crew toward the slaves.

3. Describe the contribution made by Olaudah Equiano towards abolition of the slave trade. 3
01

The candidate describes the contribution made by Olaudah Equiano towards abolition by referring to evidence such as:

From the source:

- first hand knowledge of being a slave
- was determined to fight slavery in every way he could
- wrote a book about his life.

From recall:

- travelled extensively about the country speaking against slavery
- the only account to be written by an African telling his experiences as a slave
- his book was a best seller and changed the minds of many about the slave trade.

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

4. Why was the slave trade abolished in 1807? 4
02

Candidate explains why the slave trade was abolished in 1807 by referring to evidence such as:

From the source:

- an awakening of interest in Christianity which bitterly opposed slavery
- anti-slavery societies sprang up and helped to free black slaves brought to Britain
- Britain's trading interests had also changed.

From recall:

- the work of particular individuals – Wilberforce, Clarkson and Sharp
- the success of former slaves eg Olaudah Equiano
- economic reasons – Britain no longer needed the slave trade eg British India could produce goods like sugar cheaper
- British naval victory at Trafalgar was a key factor
- the abolitionists had supporters in Parliament.

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

EUROPEAN AND WORLD

CONTEXT 7: CITIZENS! THE FRENCH REVOLUTION, 1789 – 1794

1. Describe the new ideas that spread in France at the time of the Revolution.

4
01

Candidate describes the new ideas that spread in France at the time of the Revolution by referring to evidence such as:

From the source:

- it was unfair to tax people who could not vote
- all classes in society should be equal
- the Church should pay taxes
- a republic was better than a monarchy.

From recall:

- all men are born equal
- governments should represent the people
- the people were the most important part of the state.

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

2. In what ways did French peasants try to take control of the countryside during the Revolution?

3
01

Candidate describes how French peasants tried to take control of the countryside by referring to evidence such as:

From the source:

- peasants attacked and burned the property of the nobles
- some nobles were killed when they fought back
- churches were also attacked.

From recall

- peasants refused to pay their taxes
- documents listing feudal dues were destroyed
- some nobles' lands were taken over by peasants.

Maximum of 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 why war broke out in 1792? 4
O3

Candidate evaluates the usefulness of the source as evidence of why war broke out in 1792 by referring to evidence such as:

From the source:

- primary source from the time
- the author led the war on France
- purpose: to explain why other countries are attacking France
- the source says they want to restore royal authority in France.

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

- Marie Antoinette was the Emperor's sister.

4. Why did Robespierre fall from power in 1794? 4
O2

Candidate explains why Robespierre fell from power by referring to evidence such as:

From the source:

- Robespierre made a threatening speech
- many politicians plotted against him
- French victories meant that the Terror was no longer necessary
- his opponents gained control of the Convention.

From recall:

- people were allowed to criticise him in the Convention
- he was arrested
- the Paris mob no longer gave him enough support to come back to power.

Maximum of 3 out of 4 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. How useful is **Source A** as evidence about the leadership of Tsar Nicholas II?

4
03

Candidate evaluates the usefulness of the source as evidence about the leadership of Nicholas II by referring to evidence such as:

- primary source written at the time
- written by the Tsar's sister so could be biased
- written to give a personal description of the Tsar/defend the Tsar
- says that the Tsar did not understand government matters.

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

- does not describe negative aspects of Tsar's leadership eg his cruelty.

2. What problems did the Dumas face in bringing about reforms in Russia after 1905?

3
01

Candidate describes the problems faced by the Dumas in bringing about reforms in Russia by referring to evidence such as:

From the source:

- Duma could not pass laws
- Duma could not control spending on important matters
- Tsar could dissolve the Duma.

From recall:

- Tsar was an autocrat
- ministers were not responsible to the Duma
- later Dumas were dominated by nobility who were loyal to the Tsar.

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

3. Describe the difficulties facing the Russian army by 1917.

4
01

Candidate describes the difficulties facing the Russian army by 1917 by referring to evidence such as:

From the source:

- the army lacked wagons
- the army lacked basic supplies
- thousands of men were wounded
- lack of medical attention.

From recall:

- soldiers were short of guns and ammunition
- soldiers were badly trained
- leadership of the army was poor.

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

4. Why were the Bolsheviks able to seize power in October 1917?

4
02

Candidate explains why the Bolsheviks were able to seize power in October 1917 by referring to evidence such as:

From the source:

- the government ministers were only guarded by a weak force
- they were outnumbered by the Bolsheviks
- a massive attack was launched using machine guns and armoured cars
- the guns of the cruiser Aurora were used.

From recall:

- Trotsky had planned the attack carefully
- key points in Petrograd were seized
- the Petrograd Soviets backed the Bolsheviks.

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. In what ways did the Jim Crow laws affect black Americans?

3
01

Candidate describes how the Jim Crow laws affected black Americans by referring to evidence such as:

From the source:

- laws to segregate black Americans from white Americans
- led to separate schools and hospitals
- led to separate areas on buses and trains.

From recall:

- segregated housing
- led to separate restaurants
- reference to separate but equal.

Maximum of 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 activities of the Ku Klux Klan in the 1920s?

4
03

Candidate evaluates the source as evidence of the activities of the Ku Klux Klan in the 1920s by referring to evidence such as:

- primary source from the time
- newspaper article may be exaggerated
- purpose: to describe a lynching
- source gives details of events, eg white crowd dancing round fire.

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

- Klan intimidation
- burning of Fiery Cross.

3. Why was the case of “Brown versus the Topeka Board of Education” important?

4
O2

Candidate explains why the case of “Brown v the Topeka Board of Education” was important by referring to evidence such as:

From the source:

- NAACP helped take case to court
- Supreme Court said it was illegal to segregate schools on racial grounds
- schools provided by Topeka Board of Education were not equal
- schools should be desegregated as soon as possible.

From recall:

- Linda Brown had to travel past better white schools
- the black school she attended was not as well equipped as white schools
- the case led to the confrontation of Little Rock, Arkansas, and federal intervention.

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

4. What happened when black Americans went on Freedom Rides?

4
O1

Candidate describes what happened when black Americans went on Freedom Rides by referring to evidence such as:

From the source:

- the black Americans travelled on buses to find out if bus stations were being desegregated
- whites attacked buses in Birmingham
- one Freedom Rider was paralysed
- President protected protestors with police escorts.

From recall:

- white students joined in the protest
- they gained considerable media attention
- the bus stations were desegregated.

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

EUROPEAN AND WORLD

CONTEXT 10: THE ROAD TO WAR, 1933 – 1939

1. Describe Hitler's view of the German race. 4
O1

Candidate describes Hitler's racial views by referring to evidence such as:

From the source:

- the Germans had created the greatest art and science
- Germans produced wealth and order
- Germans were superior to Jews who lived off the work of others.

From recall:

- the Germans were the Master Race
- they were entitled to living space (Lebensraum)
- they were entitled to enslave other races.

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 British public opinion on the Anschluss? 4
O3

Candidate evaluates the usefulness of the source as evidence about British public opinion on the Anschluss by referring to evidence such as:

- primary source from the time
- a British newspaper, possible bias
- purpose: to criticise Anschluss/sway public opinion
- the source states that Austria was brutally invaded/that most countries condemned the Anschluss.

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

- Germany was appeased over the Anschluss.

3. Why was the Munich Settlement an advantage to Hitler?

4
02

Candidate explains why the Munich Settlement was an advantage to Hitler by referring to evidence such as:

From the source:

- Czechoslovakia was forced to give in to Germany
- France's alliances with Romania and Yugoslavia were shattered
- France's security was weakened
- Hitler was even more popular with his people.

From recall:

- Germany got the Sudetenland
- Britain and France had shown they were unwilling to fight
- Germany did not have to fight a war against Czechoslovakia's strong defences
- Germany was in a much stronger position to move east.

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

4. What were Germany's complaints about Poland?

3
01

Candidate describes Germany's complaints by referring to evidence such as:

From the source:

- the Polish Corridor separated Germany and East Prussia
- Poland refused to allow a railway to be built between Germany and East Prussia
- Danzig, though German in population, was given to Poland to use.

From recall:

- Germany had lost land to Poland at its creation
- Poland contained millions of Germans
- claims that Germans living in Poland were mistreated.

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

EUROPEAN AND WORLD

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

1. What was the role of NATO during the Cold War?

4
01

Candidate describes the role of NATO in the Cold War by referring to evidence such as:

From the source:

- to deal with the Soviet threat
- it is a military alliance of America, Canada and a number of European powers
- each member agreed an ‘attack’ on any member was an attack on itself.

From recall:

- increased its membership in the 1950s
- made former enemies into allies eg Germany and Italy
- showed the importance of American power
- helped keep the peace in Europe throughout the Cold War.

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

2. Why did Khrushchev place Russian missiles on Cuba?

4
02

Candidate explains why Khrushchev placed Russian missiles on Cuba by referring to evidence such as:

From the source:

- American missiles in Turkey scared the Russians
- Soviet missiles in Cuba would be able to strike directly at the USA
- this will cause fear in the USA
- having (Russian) missiles in Cuba was no different from the USA having missiles in Turkey.

From recall

- Cuba was a stronghold very close to the USA missiles could threaten most American cities
- Khrushchev was enjoying the USA’s embarrassment over events in Cuba
- Cuba was a Soviet ally right on America’s doorstep.

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

3. What was the “Domino Theory”?

3
01

Candidate describes the Domino Theory by referring to evidence such as:

From the source:

- USA believed that the governments of South East Asia were unsteadily balanced between communism and capitalism
- if South Vietnam toppled the rest would follow
- Americans feared it would spread easily from one country to another.

From recall:

- Asia had already begun to fall to communism
- USA couldn't afford to let any more fall
- if South Vietnam fell to the communists then Laos and Cambodia would be next
- if this happened a new Superpower bloc might ally with USSR and defeat USA.

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 Soviet Union's need for détente?

4
03

Candidate evaluates the source as evidence of the Soviet Union's need for détente by referring to evidence such as:

- primary source from the time
- important Soviet scientist who was well informed
- propose to warn the Soviet leadership of the growing economic difficulties
- the source says the Soviet Union were not only lagging behind but growing more slowly.

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

- fear of possible alliance between USA and China.

[END OF MARKING INSTRUCTIONS]