



**2008 History**

**Intermediate 2**

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

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

Straight copying: maximum of 1 mark.

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

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

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

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

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

### Source Comparison Questions

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

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

- (b) If a candidate gives an overall view

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

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

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

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

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

- (e) If a candidate gives a collapsed comparison

eg both speak of landlords taking away people's homes = 1 mark

- (f) If a candidate does not give a judgement and then only gives collapsed comparisons = maximum of 1 mark

## **History Intermediate 2**

### **SCOTTISH AND BRITISH**

#### **PART 1 THE SHORT ESSAY**

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

##### **Question 1**

Explain why the Church was important in the Middle Ages.

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

The candidate explains why the Church was important in the Middle Ages by referring to evidence such as:

- provided centres of worship for communities
- provided spiritual help for parishioners
- Church provided guidelines on how people should live their lives
- Church provided services eg baptism, marriage, last rites
- Church trained local boys for a career in the priesthood
- Church kept one third of its tithe/crops to give to the parish in times of need
- canon law impacted on people's lives eg whom you could marry, holidays
- Church had political power, it could excommunicate a king or place a country under interdict
- Church had great economic power; it owned land and made a profit from this.

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

## SCOTTISH AND BRITISH

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

#### Question 2

Explain why there was a succession problem in Scotland between 1286 and 1292.

(8)  
O1 & O2

The candidate explains why there was a succession problem in Scotland between 1286 and 1292 by referring to evidence such as:

- Alexander III's sons had all died before him
- Alexander's heir was an infant girl (the Maid of Norway)
- some did not think a female could rule
- the Maid of Norway died on her way to Scotland
- many men thought that they should be the next ruler of Scotland, eg thirteen competitors
- Bruce and Balliol thought they had a better claim to the throne than the others
- there was a danger of a civil war in Scotland.

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

## SCOTTISH AND BRITISH

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

#### Question 3

Explain why her marriage to Darnley caused problems for Mary, Queen of Scots.

(8)  
O1 & O2

The candidate explains why her marriage to Darnley caused problems for Mary Queen of Scots by referring to evidence such as:

- the Scottish nobles disliked Darnley
- many of Mary's ministers left her government because of Darnley (Chaseabout)
- Queen Elizabeth did not approve of the marriage
- Darnley did not help Mary to rule Scotland
- Darnley humiliated Mary by his bad behaviour
- Darnley was involved in the murder of Riccio
- Darnley left Mary and threatened to leave Scotland
- Darnley demanded to be made king (given the Crown Matrimonial)
- Mary was blamed for the murder of Darnley
- Darnley's murder led to her captivity and abdication.

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

## SCOTTISH AND BRITISH

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

#### Question 4

Explain why Charles I declared war on Parliament in 1642.

(8)  
O1 & O2

The candidate explains the reasons why Charles I declared war on Parliament by referring to evidence such as:

- religious disagreements with Parliament eg Puritans versus High Anglicans
- disagreements with Parliament over money eg wars, forced loans, customs duties
- constitutional disagreements with Parliament about his authority
- failure of the Short Parliament 1640
- arrest and imprisonment of Laud angered king
- impeachment and execution of Strafford in 1641 angered king
- Pym's Triennial Act 1641 restricted power of king
- nineteen Propositions 1642 rejected by Charles I
- grand Remonstrance divided Parliament.

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

## SCOTTISH AND BRITISH

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

### Question 5

Explain why some Scots thought a Union with England would make Scotland richer.

**(8)**

**O1 & O2**

The candidate explains why some Scots thought a Union with England would make Scotland richer by referring to evidence such as:

- Scots would gain entry to England’s colonies
- Scots would gain entry to England’s markets
- English capital would benefit Scottish industry
- rivalry between English and Scottish trading companies would end (eg Company of Scotland and East India Company)
- rivalry between the Scottish and English governments would end
- Scotland would benefit from peace treaties at the end of wars
- Scots would gain compensation for Darien
- Scots would gain business opportunities in London.

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

## SCOTTISH AND BRITISH

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

#### Question 6

Explain why many Scots resented immigrants from Ireland in the nineteenth century.

(8)

O1 & O2

The candidate explains why many Scots resented immigrants from Ireland in the nineteenth century by referring to evidence such as:

- Scots complained the Irish took their jobs
- cost of housing increased – competition for housing
- religious differences – Irish immigrants were mainly Catholic
- Irish immigrants did not mix – stayed in their own communities
- many Irish were poor – considered inferior
- complaints about behaviour – drunkenness, violence
- blamed Irish for weakening traditional Scottish standards
- employers preferred Irish – Irish depressed wages; were used as strike breakers.

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

## **SCOTTISH AND BRITISH**

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

#### **Question 7 (a)**

Explain why the Labour welfare reforms after 1945 were successful in meeting the needs of the people.

**(8)**

**O1 & O2**

The candidate explains why the Labour welfare reforms after 1945 were successful in meeting the needs of the people by referring to evidence such as:

- National Insurance Act gave benefits from cradle to grave
- National Insurance Act provided for the worst off in society
- there was free health care for all with National Health Service
- Government continued war government's education policy eg secondary education for all, leaving age 15
- attempted massive house building scheme
- shortage of materials meant housing targets not met
- by 1951 charges had been introduced for some health services.

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

## **SCOTTISH AND BRITISH**

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

#### **Question 7(b)**

Explain why many Scottish women were able to lead better lives in the period 1918-1939. **(8)**  
**O1 & O2**

The candidate explains why many Scottish women were able to lead better lives in the period 1918-1939 by referring to evidence such as:

- impact of the war in changing attitudes to women
- women were given the right to vote and could now participate in politics
- women could now become MP's and campaign for fairer laws for women
- women had greater access to professions such as law, medicine and civil service
- their legal status improved as women got the same rights as men in divorce proceedings
- widows' pensions gave women greater financial security
- young women had a greater degree of personal freedom in leisure eg the Flappers of the 1920s, dance halls, cinema
- working class girls had more job opportunities eg in light industry and office work
- improved contraceptive advice often led to women avoiding 'constant pregnancy'
- labour saving devices made housework easier/increased leisure time for middle class women.

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

## SCOTTISH AND BRITISH

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

#### Question 8

Explain why the Easter Rising of 1916 failed.

(8)  
O1 & O2

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

- the rebels did not have enough guns/ammunition
- the rebels were not well organised
- only 1500 armed men took part, few of the leaders were trained soldiers
- the general public were puzzled by events and indifferent to them
- the plan to capture the centre of Dublin and Dublin Castle failed
- the British Army was able to cut the city in half
- the British Army threw a military cordon around the city
- reinforcements brought in from England, easily outnumbered the rebels
- the British Army brought in artillery and a gunboat, Helga
- the rebels surrendered after a week: leaders were executed.

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

## **EUROPEAN AND WORLD**

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

#### **Question 9**

Explain why Anglo-Saxon opposition to William was ineffective after 1066.

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

The candidate explains why Anglo-Saxon opposition to William was ineffective after 1066 by referring to evidence such as:

- Anglo-Saxons lacked a native king
- lack of leadership because most Anglo-Saxon nobles died at Hastings
- Anglo-Saxon opposition lacked unity
- Anglo-Saxon opposition was weak/scattered
- William's ruthlessness in crushing rebels eg harrying of the North
- Norman military strength especially knights
- Normans replaced Saxons in key positions eg among the clergy.

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

## EUROPEAN AND WORLD

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

#### Question 10

Explain why the First Crusade was able to achieve its aims.

(8)  
O1 & O2

The candidate explains why the First Crusade was able to achieve its aims by referring to evidence such as:

- Crusaders had effective leaders in Bohemond of Taranto and Raymond of Toulouse who were experienced knights
- Crusaders were motivated by the crusading ideal eg visions at Antioch and Jerusalem, discovery of the Holy Lance
- Crusaders were helped by emperor Alexius eg provided the knights with supplies at Constantinople/gave the Crusaders' boats at Nicaea/supplied a regiment of soldiers
- Crusaders used effective tactics to defeat the Muslims eg bribery at Antioch, siege towers used at Jerusalem
- Crusaders helped by Muslim disunity. This was evident at Nicaea, Antioch and Jerusalem
- Crusaders achieved their aim and recaptured Jerusalem
- after the capture of Jerusalem, the Crusaders were aided by the knights Templars and built castles to protect the land they had taken
- trade routes were established with the Italian ports to provide supplies.

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

## **EUROPEAN AND WORLD**

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

#### **Question 11**

Explain why the French were eventually successful in the Hundred Years' War.

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

The candidate explains why the French were eventually successful in the Hundred Years' War by referring to evidence such as:

- improved tactics eg avoiding large pitched battles
- death of Henry V meant that the English had lost a great military leader
- succession of the infant Henry VI
- Joan of Arc raised the siege of Orleans
- defeat of English forces at Patay
- Charles VII was crowned king of France at Rheims
- Charles made peace with the Burgundians at Arras
- English armies were forced out of Normandy and Guyenne.

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

## **EUROPEAN AND WORLD**

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

#### **Question 12**

Explain why developments in technology were important in encouraging voyages of exploration.

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

The candidate explains why developments in technology were important in encouraging voyages of exploration by referring to evidence such as:

- new types of ships were developed eg carrack and caravel
- longer and faster voyages were possible because of improvements in ship design eg lateen sails
- sailors were able to find position/direction eg quadrants, compass, cross-staff
- sailors were able to calculate their speed eg log-lines, hourglass
- ships could carry more men and goods
- improvements in cartography made it easier to find their way home.

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

## **EUROPEAN AND WORLD**

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

#### **Question 13**

Explain why some American colonists remained loyal to Britain.

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

The candidate explains why some American colonists remained loyal to Britain by referring to evidence such as:

- fear of some of the revolutionary ideas spreading
- the monarchy was important
- religious prejudices against New England
- merchants feared damage to their trade
- feared the breakdown of law and order
- loyalists were mainly conservative and feared change
- they believed in the importance of the Empire
- individuals like Flora MacDonald used fellow Scots to support the King
- some sought to win favour with the British Government.

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

## EUROPEAN AND WORLD

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

### Question 14

Explain why many people were in favour of the Slave Trade in the eighteenth century.

**(8)  
O1 & O2**

The candidate explains why many people were in favour of the Slave Trade in the eighteenth century by referring to evidence such as:

- huge fortunes were made by merchants/ship-owners/planters
- many people gained their livelihood from the trade
- banks and finance expanded as a result of the trade and many grew rich
- British sailors were kept in work by the slave trade
- industry developed/Manchester grew into large city of mills making cloth from slave grown cotton
- canals and railways were built as a result of money coming from the trade
- growth of major ports and cities/Liverpool, Bristol and London.

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

## EUROPEAN AND WORLD

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

#### Question 15

Explain why France became a republic in 1792.

(8)  
O1 & O2

The candidate explains why France became a republic in 1792 by referring to evidence such as:

- the king came under suspicion after the attempt to escape from Paris – flight to Varennes
- the war with Austria and Prussia made the monarchy unpopular
- Marie Antoinette was suspected of encouraging invasion
- political clubs calling for a republic became more popular – Jacobins, under Robespierre, and Cordeliers
- political clubs organised petitions to remove the monarchy
- Republicanism was popular among the sans-culottes
- the Brunswick Manifesto made the monarchy even more unpopular
- the storming of the Tuileries showed popular contempt for the monarchy
- the newly elected Convention proclaimed the French Republic in August 1792.

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

## EUROPEAN AND WORLD

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

#### Question 16

Explain why Italy became a unified country by 1870.

(8)  
O1 & O2

The candidate explains why Italy became a unified country by 1870 by referring to evidence such as:

- Cavour's pact with France (Plombieres) gained support from the French army in the war against Austria
- defeats of Austrian army at Magenta and Solferino
- the Austrians were driven out of Lombardy
- plebiscites in the duchies supported unification
- Garibaldi's leadership in the campaign in Sicily and Naples
- Garibaldi's ability to attract support of peasants in the south
- support from Britain for Garibaldi's landing in Naples
- meeting at Teano united north and south
- French evacuation of Rome in 1870.

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

## EUROPEAN AND WORLD

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

#### Question 17

Explain why Prussia succeeded in uniting Germany by 1871.

(8)  
O1 & O2

The candidate explains why Prussia succeeded in uniting Germany by 1871 by referring to evidence such as:

- restructuring of army following reforms
- economic strength of Prussia
- annexation of Schleswig-Holstein in 1862
- disputes over Schleswig-Holstein gave Prussia an opportunity to wage war on Austria
- Austria was excluded as a result of the Austro-Prussian war
- North German Confederation was formed
- Prussia treated Austria leniently to keep on friendly terms
- Bismarck's diplomacy eg Ems Telegram
- Franco-Prussian war united South German states.

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

## **EUROPEAN AND WORLD**

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

#### **Question 18**

Explain why there was discontent among Russian industrial workers in the years leading up to 1914.

**(8)**

**O1 & O2**

The candidate explains why there was discontent among Russian industrial workers in the years leading up to 1914 by referring to evidence such as:

- harsh conditions in factories eg long hours of work, dangerous machinery
- harsh living conditions eg barracks or slum housing
- no rights – eg no right to form unions
- protests were harshly dealt with – eg Bloody Sunday
- lived in cities where they could see the better standards of living enjoyed by upper classes
- opposition parties and Soviets stirred up discontent among industrial workers
- many were peasants who had been forced to leave the land.

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

## **EUROPEAN AND WORLD**

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

#### **Question 19**

Explain why the Ku Klux Klan was feared in the 1920s and 1930s.

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

The candidate explains why the Ku Klux Klan was feared in the 1920s and 1930s by referring to evidence such as:

- Klan campaigned against immigrant groups such as Jews, Catholics and Black Americans
- Klan was a secret terrorist organisation – members wore robes and masks
- Klan burned large crosses on hillsides to frighten people
- they kidnapped, whipped, mutilated people if they did not do what the Klan wanted
- Klan lynched many Black Americans
- important members of the community such as police, judges and politicians were members of Klan
- ability to hold marches in cities such as Washington implied a powerful organisation.

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

## EUROPEAN AND WORLD

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

#### Question 20

Explain why Britain allowed Germany to ignore the Treaty of Versailles during the 1930s.

(8)  
O1 & O2

The candidate explains why Britain allowed Germany to ignore the Treaty of Versailles during the 1930s by referring to evidence such as:

- there was a reassessment of Versailles – British opinion felt it had been too harsh
- Britain accepted German rearmament as justified for defence especially as France had not disarmed
- the Rhineland reoccupation was accepted as fair – “only going into his own back garden”
- Anschluss was regarded as natural as it seemed to be what the Austrians wanted
- Chamberlain believed that Hitler’s demands were limited and that Hitler could be negotiated with
- there was a strong pacifist movement in Britain and war was unpopular – “The bomber will always get through”
- Chiefs of Staff warned government that Britain’s forces were unprepared
- Britain had no reliable allies – Empire unwilling, USA neutral and France unstable
- war in Europe would open the door to communism.

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

## **EUROPEAN AND WORLD**

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

#### **Question 21**

Explain why a Cold War developed after the Second World War.

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

The candidate explains why a Cold War developed after the Second World War by referring to evidence such as:

- the only thing that kept them together was over – the Second World War
- disagreements at Potsdam eg over Poland
- the Americans had developed the atomic bomb
- Soviet troops were occupying most of Eastern Europe
- Truman, the new American President was more anti-communist than Roosevelt
- an arms race developed
- different ideas – capitalism versus communism.

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

[END OF PART 1: THE SHORT ESSAY]

## SCOTTISH AND BRITISH

### PART 2 HISTORICAL STUDY

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

##### Question 1

Why was Henry II forced to increase his power when he became king in 1154?

(5)  
02

The candidate explains why Henry II was forced to increase his power when he became king by referring to evidence such as:

##### from the source

- castles had been built without permission
- barons had increased their power/king's authority had been reduced
- sheriffs decided the laws in their own areas
- sheriffs were corrupt/could not be trusted

##### from recall

- barons had private armies/hired mercenaries
- barons were stealing land from their weaker neighbours and increasing their power
- barons were keeping the fines collected from criminals, instead of giving them to the king.

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

##### Question 2

Describe the role of a knight in medieval society.

(5)  
01

The candidate describes the role of a knight in medieval society by referring to evidence such as:

- they were an important part of a feudal army
- they were part of the feudal system and gave part of their land to peasants
- they were used in local government/members of a jury
- they protected the weak, young and old in society
- they fought for the Church against non-Christians eg crusade
- their behaviour made them role models for the rest of society
- they performed services such as castle-guard for their land.

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

**Question 3**

How far do **Sources B** and **C** agree about the quarrel between Henry II and Archbishop Becket?

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

The candidate compares the sources by referring to evidence such as:

<b>Source B</b>	<b>Source C</b>
The sources agree fully	
<ul style="list-style-type: none"><li>• Becket refused to allow the clergy to be tried in the king's court.</li><li>• Only God could judge the clergy.</li><li>• Henry felt betrayed by Becket's defence of the Church.</li><li>• Henry threatened Becket.</li></ul>	<ul style="list-style-type: none"><li>• Becket would not agree to the clergy being tried in the king's court.</li><li>• King had no authority to judge clergymen.</li><li>• Henry expected Becket to support him and not the Church.</li><li>• Henry threatened and bullied Becket.</li></ul>

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

[END OF CONTEXT 1]

**SCOTTISH AND BRITISH**

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

**Question 1**

1 Describe what happened when Edward I attacked Berwick in 1296.

**(5)  
01**

The candidate describes what happened when Edward I attacked Berwick in 1296 by referring to evidence such as:

- Balliol built a new fence round Berwick
- Balliol moved men from Fife into Berwick to reinforce it
- Edward surrounded the town by land and sea
- Edward demanded a surrender within three days
- the people of Berwick mocked King Edward
- Edward’s ships sailed into the harbour to be attacked and burned
- Edward’s men stormed over the walls
- everyone in Berwick was killed.

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

**Question 2**

How far do **Sources A** and **B** agree about what happened when Bruce and the Red Comyn met at Greyfriars Kirk in 1306?

**(4)  
03**

The candidate compares the sources by referring to evidence such as:

<b>Source A</b>	<b>Source B</b>
The sources largely agree	
<ul style="list-style-type: none"><li>• Bruce accused Comyn of betraying him.</li><li>• Comyn denied this.</li><li>• Bruce hit Comyn with a sword.</li><li>• Some evil folk told Bruce that Comyn would live.</li><li>• Bruce ordered Comyn’s death beside the high altar.</li></ul>	<ul style="list-style-type: none"><li>• Bruce accused Comyn of telling Edward about him.</li><li>• Comyn said this was a lie.</li><li>• Comyn was stabbed.</li><li>• He (Comyn) said he thought he would live.</li><li>• His enemies hit him again beside the altar.</li></ul>

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

### Question 3

Why did the Scots win the Battle of Bannockburn?

(5)  
02

The candidate explains why the Scots were able to win at the Battle of Bannockburn by referring to evidence such as:

#### from the source

- the English had no room to move/the English were surrounded by marshes and streams
- Bruce took advantage of the English mistake
- the English leaders struggled to organise their men for an attack
- the English lost confidence in Edward II

#### from recall

- the English had been arguing among themselves
- the English cavalry could not charge
- the English bowmen were defeated by the Scots
- many English were trapped by the ditches by the Pelstream and Bannock burns.

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

[END OF CONTEXT 2]

## SCOTTISH AND BRITISH

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

#### Question 1

Describe the events which forced Mary, Queen of Scots to leave Scotland in 1548.

(5)  
O1

The candidate describes the events which forced Mary, Queen of Scots to leave Scotland in 1548 by referring to evidence such as:

- the English wanted Mary to marry Edward, son of Henry VIII
- the Scots broke the treaty of Greenwich and did not send Mary to England
- English armies invaded Scotland
- the English destroyed Scottish towns and cities
- the English defeated the Scots at the Battle of Pinkie
- there were fears that Mary would be captured by the English and taken to England
- the Scots and French agreed that Mary was to marry the Dauphin.

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

#### Question 2

Why did many Scots dislike Riccio?

(5)  
O2

The candidate explains why many Scots disliked Riccio by referring to evidence such as:

#### from the source

- Darnley blamed Riccio for Mary's refusal to make him king
- Darnley was jealous of his friendship with Mary
- Riccio was a low born Italian
- some people thought Riccio was a secret agent of the Pope

#### from recall

- Riccio was dressing up like a nobleman and acting like a noble
- Riccio was rude to the Scottish nobles
- Riccio made the Scottish nobles plead for appointments with Mary
- some people thought Riccio was having a love affair with Mary.

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

**Question 3**

How far do **Sources B** and **C** agree about what happened to Mary after her capture at Carberry in 1567?

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

The candidate compares **Sources B** and **C** by referring to evidence such as:

<b>Source B</b>	<b>Source C</b>
The sources fully agree	
<ul style="list-style-type: none"><li>• Two very wicked men were her guards.</li><li>• People shouted “Burn her! Drown her!”.</li><li>• Shouted abuse calling her a murderer.</li><li>• The Queen was weeping.</li></ul>	<ul style="list-style-type: none"><li>• Two evil young thugs were to guard her.</li><li>• People shouted “Burn her! Drown her!”.</li><li>• They insulted her.</li><li>• The Queen allowed tears to pour down her face.</li></ul>

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

[END OF CONTEXT 3]

**SCOTTISH AND BRITISH**

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

**Question 1**

How far do **Sources A** and **B** agree about the attitude of the Stuarts to Scotland?

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

Source A	Source B
The sources mainly disagree/do not agree much	
<ul style="list-style-type: none"> <li>• Stuarts lost interest in Scotland/only cared about Scotland when they needed men and money.</li> <li>• Stuarts only concerned with England which was richer and more powerful.</li> <li>• Scotland was governed like a distant province.</li> <li>• <b>But agree</b> they were glad to escape from a country with its troublesome Presbyterians.</li> </ul>	<ul style="list-style-type: none"> <li>• The Stuarts remained vitally interested in Scottish affairs.</li> <li>• Not true to say that Scotland was neglected because England was richer/Scotland and England were much closer in size and wealth.</li> <li>• Scotland was their original power base.</li> <li>• They saw the Presbyterians as a threat to their authority.</li> </ul>

**Question 2**

Why was James VI and I unpopular with Parliament between 1603 and 1625?

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

The candidate explains why James VI and I was unpopular with Parliament between 1603 and 1625 by referring to evidence such as:

**from the source**

- gave money and power to his favourites at court
- spent lavishly eg coronation cost £20,000
- raised taxes without consent of Parliament
- Parliament’s anger over monopolies

**from recall**

- King James believed in the Divine Rights of Kings
- Impositions and the ‘Bates Case’ 1606
- failure of the ‘Great Contract’ 1610
- failure of the ‘Addled’ Parliament
- debates with Parliament over war with Spain 1621.

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

### **Question 3**

Describe the ways the Scots opposed Charles I over religion between 1637 and 1640.

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

The candidate describes the ways the Scots opposed Charles I over religion by referring to evidence such as:

- Scots resented having Bishops placed over them
- they refused to accept the new Prayer Book 1637
- Scots' riots took place eg St Giles Riot
- the National Covenant 1638 rejected the canons
- Covenanters took over Government of Scotland
- the Scots raised an army and invaded England.

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

[END OF CONTEXT 4]

## SCOTTISH AND BRITISH

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

#### Question 1

Describe the events leading up to the execution of Captain Green of the Worcester in 1705.

(5)  
01

The candidate describes the events leading up to the execution of Captain Green of the Worcester in 1705 by referring to evidence such as:

- the English had seized the Annandale, the last of the Company of Scotland’s ships
- the Speedy Return failed to return
- the Scots seized the Worcester and accused its crew of piracy against the Speedy Return
- the Scots found Captain Green and two of his crew guilty and sentenced them to death
- Queen Anne wanted the Scottish government to reprieve Green and his crew
- the Edinburgh mob rioted at the news
- the Scottish government allowed the execution to happen.

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

#### Question 2

Why did Queen Anne want a Union between England and Scotland?

(5)  
02

The candidate explains why Queen Anne wanted a Union between England and Scotland by referring to evidence such as:

##### from the source

- governing Scotland from Westminster was difficult
- Union would secure the Protestant Succession/avoid arguments about the succession
- Union would create a more powerful state
- Union would protect England from any French threat/prevent the revival of the Auld Alliance

##### from recall

- the Jacobites would find it more difficult to place a Jacobite monarch on the throne
- the Jacobites could separate Scotland from England
- Scotland and England had been at loggerheads eg Act of Security, Wine Act, Act anent War and Peace.

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

**Question 3**

How far do **Sources B** and **C** agree about the reasons for Scottish anger after the Union?

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

<b>Source B</b>	<b>Source C</b>
The sources mainly agree	
<ul style="list-style-type: none"><li>• Scots were soon disillusioned because the Union did not bring immediate prosperity.</li><li>• Appeared to many Scots that politicians in London had the power to re-write the Treaty.</li><li>• Church of Scotland was outraged when patronage was reintroduced.</li><li>• Many were angry the Malt Tax broke the treaty.</li></ul>	<ul style="list-style-type: none"><li>• Some soon became disappointed matters were unchanged.</li><li>• Significant changes were made which they thought broke the terms of the Treaty of Union.</li><li>• Church Patronage angered Church of Scotland ministers.</li><li>• They were unhappy at the introduction of the Malt Tax which would have had serious consequences.</li></ul>

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

[END OF CONTEXT 5]

**SCOTTISH AND BRITISH**

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

**Question 1**

How far do **Sources A** and **B** agree about the reasons for Irish immigration to Scotland?

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

Source A	Source B
The sources fully agree	
<ul style="list-style-type: none"> <li>• Potato famine led to sharp increase in immigration.</li> <li>• Landlords evicted those who could not pay their rent.</li> <li>• Transport costs were cheap.</li> <li>• Wages in the west of Scotland were higher than those in Ireland.</li> </ul>	<ul style="list-style-type: none"> <li>• Potato crops destroyed by blight led many to leave.</li> <li>• Many landlords used the crisis to take away people’s homes.</li> <li>• Plenty of ships, so cost was cheap.</li> <li>• Higher wages in Scotland were attractive.</li> </ul>

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

**Question 2**

In what ways were Scots encouraged to emigrate between the 1830s and 1930s?

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

The candidate describes the ways Scots were encouraged to emigrate between the 1830s and 1930s by referring to evidence such as:

- advertisements extolled virtues of life overseas
- colonial governments appointed agents to tour giving talks
- landowners, especially in Highlands, were willing to help with costs
- charities such as Barnardos, Quarriers and the YMCA assisted with passage
- Government gave help after First World War to reduce level of unemployment
- 1922 Emigrant Settlement Act – money for travel, training and land purchase
- letters sent home told of better life abroad
- successful emigrants paid relatives’ fares.

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

### Question 3

Why did many Scots emigrants, like Andrew Carnegie, become successful abroad?

(5)  
02

The candidate explains why many Scots emigrants, like Andrew Carnegie, became successful abroad by referring to evidence such as:

#### from the source

- prospered because of energy and ability
- set up new branches like the Company's sleeping car service
- had great financial skills
- invested in businesses successfully
- sold businesses for large sums of money

#### from recall

- Scots were imaginative and came up with new ideas
- Scots were often relatively well educated
- Scots brought skills in farming, banking, mining
- Scots were willing to venture into interior
- Scots had a reputation for hard work.

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

[END OF CONTEXT 6]

**SCOTTISH AND BRITISH**

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

**Question 1**

How far do **Sources A** and **B** agree about the causes of poverty in the early twentieth century? **(4)**  
**O3**

Source A	Source B
The sources fully agree	
<ul style="list-style-type: none"> <li>• Man’s earnings were not enough to support himself and family.</li> <li>• Men not able to obtain employment for economic reasons.</li> <li>• Men could not work due to sickness.</li> <li>• Bad habits, such as drinking and gambling caused problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Two-thirds were poor because of low pay or irregular earnings.</li> <li>• There was increasing unemployment.</li> <li>• A quarter were poor because of illness.</li> <li>• Only about one-tenth were poor because of personal failings such as drunkenness or gambling.</li> </ul>

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

**Question 2**

Describe the social reforms of the Liberal government between 1906 and 1914. **(5)**  
**O1**

The candidate describes the social reforms of the Liberal government between 1906 and 1914 by referring to evidence such as:

- provision of school meals 1906 provided free meals for poor children
- free medical inspections in schools were introduced in 1907
- old age pensions were given to over 70s in 1908
- labour exchanges helped the unemployed find work
- National Insurance Act 1911 gave sick pay
- National Insurance Act gave support to a limited number of trades when they were unemployed.

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

### Question 3

Why did the Second World War lead people to expect improvements in social welfare?

(5)  
02

The candidate explains why the Second World War led people to expect improvements in social welfare by referring to evidence such as:

#### from the source

- Government ensured everyone had a fair share
- Ministry of Food ensured nation's health and safe food supply
- free medical treatment was provided for bomb victims
- the public expected the Government to do more for them

#### from recall

- recognition of scale of poverty because of evacuation
- bombing destroyed large amounts of housing
- provision of milk, cod liver oil and orange juice to mothers
- price of milk/school meals were subsidised – free food to children who needed it.

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

[END OF CONTEXT 7 (a)]

**SCOTTISH AND BRITISH**

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

**Question 1**

Describe the methods used by women to campaign for the vote in the period 1900 to 1914. **(5)**  
**01**

The candidate describes the methods used by women to campaign for the vote by referring to evidence such as:

- NUWSS led a campaign of peaceful methods
- suffragists attempted to win the support of men to support the cause
- they held marches and demonstrations to publicise their cause
- they sent letters and petitions to the government to ask for the vote
- WSPU formed in 1903 – suffragettes took more radical action
- details of early activities such as heckling and vandalism
- details of more extreme activities such as arson attacks
- hunger strikes and ‘Cat and Mouse’ strategy.

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

**Question 2**

How far do **Sources A** and **B** agree about cinema entertainment in the 1930s? **(4)**  
**03**

The candidate evaluates the sources by referring to evidence such as:

Source A	Source B
The sources mainly agree	
<ul style="list-style-type: none"> <li>• Cost – 2 jam jars amounted to one penny.</li> <li>• Films were violent.</li> <li>• Seating was plain wooden seats.</li> <li>• It was basic and in poor condition.</li> </ul>	<ul style="list-style-type: none"> <li>• Cost was a penny.</li> <li>• Plenty of fighting in films.</li> <li>• Seating was benches/some theatres had individual seats.</li> <li>• It was a fleapit.</li> </ul>

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

### Question 3

Why did Scotland's industries find it difficult to compete with other countries after 1945?

(5)  
02

The candidate explains why Scotland's industries found it difficult to compete by referring to evidence such as:

#### from the source

- the railway network was out of date and road building too slow
- factory buildings needed modernising
- there was a shortage of skilled workers
- there was not enough scientific and technical training to compete abroad

#### from recall

- new production techniques were not being introduced
- lack of investment in industry
- management was often very amateurish
- bad labour relations – strikes in many industries, such as shipyards.

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

[END OF CONTEXT 7 (b)]

**SCOTTISH AND BRITISH**

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

**Question 1**

How far do **Sources A** and **B** agree about whether or not the Irish should fight in the First World War?

**(4)  
03**

The candidate compares the sources by referring to evidence such as:

<b>Source A</b>	<b>Source B</b>
The sources completely disagree/do not agree at all	
<ul style="list-style-type: none"> <li>• It's in Ireland's interests to go to war/it is your duty to fight against Germany.</li> <li>• It is not time for rebellion.</li> <li>• By helping Britain we help ourselves.</li> <li>• It is brave and courageous to volunteer for war.</li> </ul>	<ul style="list-style-type: none"> <li>• Our interests lie in an independent Ireland/ your duty is to fight for Ireland not for an empire we do not want to belong to.</li> <li>• Now is the moment for rebellion.</li> <li>• We gain nothing by helping the British fight this war.</li> <li>• It is foolish and misguided to volunteer for war.</li> </ul>

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

**Question 2**

Describe the actions taken by both sides in the Anglo-Irish War, 1919-1921.

**(5)  
01**

The candidate describes the actions of both sides in the Anglo-Irish War by referring to evidence such as:

- IRA used guerrilla tactics, attacking small groups of police or soldiers
- IRA wore no uniform and so could disappear into the countryside and act like ordinary civilians
- spy network was used to pass on information to the IRA
- IRA carried out assassinations of key members of British government/army
- Black and Tans used stop and search tactics
- Black and Tans arrested suspects
- Black and Tans burnt Catholic homes/areas eg centre of Cork.

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

### Question 3

Why did some Irish nationalists refuse to accept the 1921 Treaty?

(5)  
02

The candidate explains why some Irish nationalists refused to accept the 1921 Treaty by referring to evidence such as:

#### from the source

- De Valera encouraged people to reject the Treaty
- British were still in Ireland/not driven out
- anti-treaty forces believed Ulster should not be partitioned
- De Valera objected to the oath of allegiance to the king

#### from recall

- sacrifices by IRA men and their families would have been in vain
- they demanded complete independence
- they did not trust the British to keep their promises
- they were not aware how near they were to being defeated by the British.

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

[END OF PART 2 – SCOTTISH AND BRITISH]

## EUROPEAN AND WORLD

### PART 3 HISTORICAL STUDY

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

##### Question 1

What advantages did William have over his enemies at the Battle of Hastings?

(5)  
01

The candidate describes the advantages that William had over his enemies at Hastings by referring to evidence such as:

- advantage of surprise
- Normans fought on horseback
- Norman tactics were better eg feigned retreat
- Norman soldiers were fresher than Saxons who were tired from long march
- Norman archers were able to weaken the enemy
- Norman weapons were superior eg large shield and lance of the knights
- Saxons had already suffered casualties at Stamford Bridge.

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

##### Question 2

Why was David I influenced by Norman England?

(5)  
02

The candidate explains why David I was influenced by Norman England by referring to evidence such as:

##### from the source

- David agreed that his father had accepted William as overlord
- he married an Anglo-Norman
- he had estates in England
- he saw how the Anglo-Norman king was able to keep a tight grip over his kingdom

##### from recall

- David had spent 17 years in Norman England before becoming king
- he was brother-in-law of the English King
- he had a close friendship with many Anglo-Norman families
- he could use the feudal system to increase royal control.

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

### Question 3

How useful is **Source B** as evidence of the importance of the Bruce lords of Annandale?

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

The candidate evaluates **Source B** as evidence of the importance of the Bruce lords of Annandale by referring to evidence such as:

- primary source taken from the time when Bruce was given his lands in Scotland
- source was written in the name of the Scottish King
- the charter was granted to create the lordship of Annandale
- source shows what the lordship of Annandale included/Bruce had to provide knights for the king's army.

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

- the Bruces were now tenants-in-chief
- the Bruces acted as the king's representatives in Annandale.

[END OF CONTEXT 1]

## EUROPEAN AND WORLD

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

#### Question 1

How useful is **Source A** as evidence of the popularity of Peter the Hermit?

(4)  
03

The candidate evaluates the usefulness of **Source A** as evidence of the popularity of Peter the Hermit by referring to evidence such as:

- contemporary/primary source written during the time of the First Crusade or secondary source based on interviews
- author lived in France/observed/recorded these events
- written to show the popularity of Peter the Hermit
- says that Peter the Hermit was held in high regard/was seen as being holy.

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

- Peter's popularity and authority declined once the Crusaders reached the east.

#### Question 2

What problems did the Crusaders face on their journey from Europe to Jerusalem?

(5)  
01

The candidate describes the problems faced by the Crusaders on their journey from Europe to Jerusalem by referring to evidence such as:

- the peasants were not well prepared and did not bring enough money or food
- the peasants were attacked before they reached Constantinople because they had stolen food/many peasants were killed
- Peter the Hermit was a weak military leader/the peasants were easily defeated on several occasions eg Nis
- the knights did not have the material/supplies needed to build siege machines eg timber
- the weather caused the peasants and knights problems; many died from dehydration/ others were swept away by flash floods
- the peasants and knights argued among themselves, they did not always work together eg Antioch, Jerusalem
- many knights became dispirited. They left the Crusade eg Stephen of Blois/Crusaders were out numbered eg Antioch.

### Question 3

Why did the First Crusade find Jerusalem difficult to capture?

(5)  
02

The candidate explains why the First Crusade found it difficult to capture Jerusalem by referring to evidence such as:

#### from the source

- Jerusalem had massive walls and flanking towers
- those inside had prepared well for an attack
- they used drainage systems to reduce the possibility of disease
- they had water cisterns to provide a good supply of water

#### from recall

- spring/wells had been poisoned to stop Crusaders getting water
- the north and south-east sides of the city were built on slopes and were difficult to surround
- it had a large citadel – David's towers which coordinated the defence of the city
- all Christians had been expelled from the city, preventing treachery
- there was a lack of material; wood had to be shipped in from Europe.

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

[END OF CONTEXT 2]

## EUROPEAN AND WORLD

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

#### Question 1

Describe the campaigns of the Black Prince in France.

(5)  
01

The candidate describes the campaigns of the Black Prince in France by referring to evidence such as:

- commanded part of the English army and fought bravely at Crecy when 16 years old
- led English forces to victory at Poitiers despite being outnumbered
- captured King John II at Poitiers
- made good use of the longbow
- encouraged his soldiers to rape and pillage
- he was given control of Aquitaine in 1362
- ordered the slaughter of 3, 000 civilians at Limoges in 1370.

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

#### Question 2

Why did the French peasants revolt in 1358?

(5)  
02

The candidate explains why the French peasants revolted in 1358 by referring to evidence such as:

##### from the source

- France had suffered a humiliating defeat in 1358 (Poitiers)
- English forces pillaged the countryside
- French nobles demanded heavier payment of feudal dues
- the Dauphin ordered peasants to refortify castles

##### from recall

- French nobles were blamed for the series of defeats by English
- nobles were blamed for failure to protect the peasants
- weakness of the French government at the time.

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

### Question 3

How useful is **Source B** as evidence of the aims of the Peasants' Revolt of 1381?

(4)  
03

The candidate evaluates **Source B** as evidence of the aims of the Peasants' Revolt by referring to evidence such as:

- primary source written at the time of the Peasants' Revolt
- author is a monk and is opposed to John Ball and the Peasants' Revolt
- source written to condemn aims of revolt
- source says that John Ball's aims were to get rid of lords, archbishops etc.

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

- other important aims of the revolt eg disrupt taxation.

[END OF CONTEXT 3]

## EUROPEAN AND WORLD

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

#### Question 1

Why did European countries want to explore overseas between 1480 and 1540?

(5)  
02

The candidate explains why European countries wanted to explore overseas by referring to evidence such as:

#### from the source

- to increase their wealth through trade
- to discover new fishing grounds
- to search for spices to preserve the meat they ate
- to avoid customs duties/taxes

#### from recall

- to spread Christianity
- competition between Spain and Portugal
- desire for increased knowledge about the world
- searching for slaves.

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

#### Question 2

How useful is **Source B** as evidence of the effects of Portugal's exploration of Africa?

(4)  
03

The candidate evaluates the usefulness of **Source B** about the effects of Portugal's exploration of Africa by referring to evidence such as:

- primary source from the time of Portuguese explorations
- letter from an African King who is an eye-witness
- to complain about Portuguese activities
- tells of the capture of African people.

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

- reference to positive effects eg peaceful trading.

### Question 3

Describe the methods used by the Spanish Conquistadors to defeat either the **Aztecs** or the **Incas**.

(5)  
01

The candidate describes the methods used by the Spanish Conquistadors to defeat either the Aztecs or the Incas by referring to evidence such as:

- Cortez/Pizarro used few soldiers: 600/180
- made alliances with enemies of Aztecs/Incas
- had better weapons eg guns, steel swords
- Spanish Conquistadors used horses
- Spanish used element of surprise
- Spanish captured leaders of Aztec/Inca states
- Spanish metal armour
- Spanish took advantage of superstitious beliefs of Aztecs/Incas.

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

[END OF CONTEXT 4]

## EUROPEAN AND WORLD

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

#### Question 1

Describe the complaints of the American colonists against British rule.

(5)  
01

The candidate describes the complaints of the American colonists against British rule by referring to evidence such as:

- Britain had insisted on keeping troops in America after the French war
- the British had wanted the Americans to pay for their own defence/the Quartering Act meant they had to billet British soldiers
- Grenville had introduced measures after the war to raise revenue eg the Sugar Act and the Stamp Duty Act
- Britain was taxing the colonists without giving them representation
- the British had attempted to prevent the Americans moving west
- Britain had wanted to control her Empire more firmly
- George III was a tyrant (with expansion) eg ruling from 3000 miles away, who did not understand the colonists etc.

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

#### Question 2

How useful is **Source A** as evidence of the poor condition of Washington’s Continental Army at the start of the War of Independence?

(4)  
03

The candidate evaluates the usefulness of **Source A** as evidence of the poor condition of Washington’s Continental Army by referring to evidence such as:

- primary source from the time when the colonial troops fought the British
- author was a surgeon in Washington’s army who would know the condition of the troops
- to highlight the suffering of the army
- they suffered poor food and vomiting, starving and freezing.

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

- generally served only a few months
- Washington still turned them into an effective fighting force.

### Question 3

Why did the British lose the war with the American colonists?

(5)  
02

The candidate explains the reasons why the British lost the war with the American colonists by referring to evidence such as:

#### from the source

- Britain had no clear military strategy
- they had supply and communication problems
- Washington held his army together and maintained morale
- British Parliament was not united behind the war

#### from recall

- the French alliance strengthened the colonists
- the involvement of Spain and Holland in 1779
- Britain lost control of the Atlantic
- British troops were not used to fighting in woods and mountains
- poor quality of British generals.

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

[END OF CONTEXT 5]

## EUROPEAN AND WORLD

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

#### Question 1

How useful is **Source A** as evidence of the treatment of Africans when they were first captured?

(4)  
03

The candidate evaluates the usefulness of **Source A** as evidence of the treatment of Africans when they were first captured by referring to evidence such as:

- primary source from the time of the slave trade
- author was an explorer and therefore an eyewitness, unlikely to be biased
- to show the cruelty toward captured Africans
- describes slaves being chained together.

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

- kidnapped from their homelands

#### Question 2

Describe what happened to slaves at the end of the Middle Passage.

(5)  
01

The candidate describes what happened to slaves at the end of the Middle Passage by referring to evidence such as:

- slaves were made to look as healthy as they could
- they were fed well for a number of days before
- slaves were shaved
- older slaves had their grey hair dyed
- they were washed in fresh water
- their skin was rubbed with palm oil or beeswax to make it shine
- older slaves or sick ones were often left aside, ‘refuse’ slaves, to die
- slaves were auctioned off to plantation owners.

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

### Question 3

Why was the slave trade abolished in 1807?

(5)  
02

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

#### from the source

- Quakers launched a public campaign
- Methodists and Baptists supported the campaign
- slavery seemed offensive after the French Revolution when more people talked of liberty
- British manufacturers promoted the idea of free labour

#### from recall

- the nation was bombarded with tracts and pamphlets about the cruelty of the trade
- movement was helped by the increase in those who could read and write
- petitions signed by millions, mostly carried out in churches and chapels
- perfected the modern tactics of lobbying Parliament and pressurising MPs
- enthusiasm of individuals – Sharp, Clarkson and Wilberforce
- opposition of West Indian planters now a spent political force.

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

[END OF CONTEXT 6]

## EUROPEAN AND WORLD

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

#### Question 1

Why did new ideas encourage people to question the way France was ruled in 1789?

(5)  
02

The candidate explains why new ideas encouraged people to question the way France was ruled in 1789 by referring to evidence such as:

#### from the source

- Diderot said government should not simply be the will of the king
- Montesquieu said the king should share power with parliament
- Montesquieu said parliament should make laws and raise taxes
- Rousseau attacked the idea that the king and nobles were born to rule over others

#### from recall

- there was a challenge to the 'Divine Right of Kings'
- philosophers stressed the idea that the people had rights
- there was the idea that power came from the people
- governments should carry out the wishes of the people, not the king.

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

#### Question 2

Describe the events leading up to the storming of the Bastille in July 1789.

(5)  
01

The candidate describes the events leading up to the storming of the Bastille by referring to evidence such as:

- Necker, popular as a reformer, was sacked which led to riots
- bread prices in Paris rose to an all time high which led to further riots
- the French Guard deserted the king and joined the Paris mob
- Government weapons' stores were attacked by the mob
- the Bastille garrison was loyal to the king and trained its cannon on working class areas of Paris
- the mob decided to capture the Bastille to take weapons stored there and release the prisoners.

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

### Question 3

How useful is **Source B** as evidence of how people felt about Louis XVI's death?

(4)  
03

The candidate evaluates the usefulness of **Source B** as evidence of how people felt about Louis XVI's death by referring to evidence such as:

- primary source from the actual execution
- author is an eyewitness/first hand knowledge and may be biased as he was responsible for the king's death
- to show that the execution was popular
- source refers to people cheering and dipping their fingers in his blood.

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

- Louis had been sentenced to death by the Convention
- the execution was less popular in other areas of France.

[END OF CONTEXT 7]

## EUROPEAN AND WORLD

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

#### Question 1

How useful is **Source A** as evidence of the growth of nationalist feeling in Italy after 1815?

(4)  
03

The candidate evaluates **Source A** as evidence of the growth of nationalist feeling in Italy after 1815 by referring to evidence such as:

- primary source written at the time of rising nationalist feeling
- written by a nationalist poet/possible bias
- poem written to remind Italians of their glorious past
- sees the greatness that was Rome/where is that glory now.

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

- no mention of political reasons for nationalist feeling eg reaction against Vienna Settlement
- no mention of economic reasons for nationalist feeling eg breaking down trade barriers.

#### Question 2

Describe the difficulties faced by the Italian nationalists during the revolutions of 1848-1849.

(5)  
01

The candidate describes the difficulties faced by the Italian nationalists during the revolutions of 1848-1849 by referring to evidence such as:

- only when Austria was defeated could Italians unite
- Charles Albert had been wrong to think Italy could go it alone (Fara de se)
- Italians would need foreign help to unite their country
- more planning and organisation would be needed
- Pope Pius IX could not be relied upon to support the nationalist movement
- Mazzini's dreams of a democratic republic lost support
- peasants could not be relied upon to support the nationalist movement
- nationalists learned to focus their hopes on Piedmont because it was the only state that held on to its constitution.

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

### Question 3

Why had Piedmont become a wealthy and powerful state by 1859?

(5)  
02

The candidate explains why Piedmont had become a wealthy and powerful state by 1859 by referring to evidence such as:

#### from the source

- signed trade agreements with France, Britain and Belgium/imports and exports grew by 300%
- building of 850 Km of railway
- electric telegraph linked Turin with Paris
- canal building programme helped the growth of industry

#### from recall

- reduction in tariffs also encouraged trade
- development of the port of Genoa
- influence of the Church declined/guarantees on individual liberty
- gained influence by joining Britain and France in the Crimean War/Austria lost influence after the Crimean War
- made an alliance with France at Plombieres
- gained Lombardy after the victories at Magenta and Solferino.

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

[END OF CONTEXT 8]

## EUROPEAN AND WORLD

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

#### Question 1

Describe the growth of nationalism in the German states between 1815 and 1850.

(5)  
01

The candidate describes the growth of nationalism in the German states by referring to evidence such as:

- German states had united to defeat Napoleon's invasions
- growth of cultural nationalism; eg literature, music, common language encouraged a sense of national identity
- student movement encouraged a united Germany
- developments in transport allowed easy spread of nationalist ideas
- Zollverein increased influence of Prussia
- 1848 revolutions popularised idea of unification.

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

#### Question 2

Why did the 1848 revolutions in Germany fail?

(5)  
02

The candidate explains why the 1848 revolutions in Germany failed by referring to evidence such as:

##### from the source

- wide differences in political aims of the revolutionaries
- liberals wanted a united German Empire with a parliament
- divisions over the size of the new Germany
- many people did not want to abolish the monarchy/wanted to give more power to the people
- they could not agree on the borders

##### from recall

- King William refused the crown
- Frankfurt Parliament had no strong leader
- spent long time arguing
- old rulers of German states used armies to restore power.

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

### Question 3

How useful is **Source B** as evidence of why Prussia wanted a lenient treaty after the Austro-Prussian War in 1866?

(4)  
03

The candidate evaluates the usefulness of **Source B** as evidence of Bismarck's attitude to Austria in 1866 by referring to evidence such as:

- primary source written at time of the Austro-Prussian War
- written by Bismarck, Chancellor of Prussia
- to advise King of Prussia to treat Austria leniently
- explains treating Austria leniently will avoid her becoming bitter and wanting revenge.

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

- unwise to march on Vienna
- Bismarck wanted to prevent Austrian interference in Germany.

[END OF CONTEXT 9]

## EUROPEAN AND WORLD

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

#### Question 1

Why did the lives of some peasants improve as a result of Stolypin's reforms?

(5)  
02

The candidate explains why the lives of some peasants improved as a result of Stolypin's reforms by referring to evidence such as:

#### from the source

- peasants could consolidate the size of their holdings
- peasant banks were set up to allow peasants to buy more land
- peasants were able to invest in more modern methods
- they made greater profit/grain production increased.

#### from recall

- cancellation of debt
- land inherited by the eldest son only
- peasants could buy their way out of the mir
- peasants encouraged to move to find new land.

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

#### Question 2

Describe the problems facing the Provisional Government in 1917.

(5)  
01

The candidate describes the problems facing the Provisional Government by referring to evidence such as:

- Lenin published the April Theses which encouraged a new revolution
- war was going badly eg failure of June offensive
- soldiers were deserting in large numbers
- peasants were seizing the land
- increasing hardships for industrial workers eg shortages
- activities of the soviets eg Soviet Number 1 undermined government control
- demonstrations against the government in July
- Kornilov revolt showed weakness of the government
- Petrograd and Moscow soviets voted to support Bolsheviks
- Lenin's return to Finland station.

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

### Question 3

How useful is **Source B** as evidence of life in Russia after the Bolshevik Revolution?

(4)  
03

The candidate evaluates the usefulness of **Source B** as evidence about life in Russia after the Bolshevik Revolution by referring to evidence such as:

- primary source written in February 1918 in the early days of the communist government
- written by foreigner showing bias against the communists/not meant to be read by others, so an honest first-hand account
- written to criticise the way the communists were running the country
- describes problems caused for middle-class people in the new state.

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

- land transferred to the peasants
- industry transferred to the workers.

[END OF CONTEXT 10]

## EUROPEAN AND WORLD

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

#### Question 1

Describe the effects of the Jim Crow laws on Black Americans.

(5)  
01

The candidate describes the effects of the Jim Crow laws on Black Americans by referring to evidence such as:

- enforced segregation between Blacks and Whites – created a segregated society
- some states made marriages between Whites and Blacks illegal
- enforced separate schools for Blacks and Whites
- enforced separate toilets and restrooms
- ensured that transport facilities – trains and buses – were segregated
- Supreme Court decision in 1896 Plessy case enshrined the “separate but equal” idea in law and made Jim Crow laws acceptable
- led to Black Americans feeling humiliated/feeling like second citizens/feeling inferior
- led to anger and demands for change
- prevented Blacks from voting.

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

#### Question 2

Why was the protest in Birmingham in 1963 an important event in the civil rights’ campaign in the USA?

(5)  
02

The candidate explains why the protest in Birmingham in 1963 was an important event in the civil rights’ campaign in the USA by referring to evidence such as:

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

- Birmingham was the most racist city in the USA
- civil rights protestors would risk their lives by entering Birmingham
- a successful demonstration in Birmingham could spark off changes across the South
- over nine hundred children were arrested on the first day

##### **from recall**

- police used massive violence against protestors – use of clubs, dogs, fire hoses
- the march gained huge media coverage and shocked American society
- President Kennedy announced a new civil rights law within weeks
- Connor, the police chief, was a racist.

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

### Question 3

How useful is **Source B** as evidence of the beliefs of the Black Power movement?

(4)  
03

The candidate evaluates the usefulness of **Source B** as evidence of the beliefs of the Black Power movement by referring to evidence such as:

- primary source from 1966 when the Black Power movement was founded
- speech by Stokely Carmichael, a leader of the Black Power movement
- to show that Black Americans were not going to put up with discrimination any more
- Carmichael says the only way is to take over.

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

- Civil Rights Act 1964 and Voting Rights Act 1965 had been gained
- Black Americans should not rely on White people – they should build their own schools, communities.

[END OF CONTEXT 11]

## EUROPEAN AND WORLD

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

#### Question 1

In what ways did Hitler increase German military power in the years after 1933?

(5)  
01

The candidate describes how Hitler increased German military power by referring to evidence such as:

- the introduction of conscription
- the creation of a large German air force
- building up the German navy with the Anglo-German Naval Agreement
- huge amounts of money were spent on rearmament/German industry was geared towards rearmament
- the reoccupation of the Rhineland meant the German army was closer to France
- Anschluss meant that the Austrian army became part of German army
- gaining the Sudetenland provided men for conscription into the army
- invasion of Czechoslovakia meant seizure of Skoda armaments factory.

#### Question 2

How useful is **Source A** as evidence of British attitudes to the Anschluss?

(4)  
03

The candidate evaluates the usefulness of **Source A** as evidence of British attitudes to the Anschluss by referring to evidence such as:

- primary source from the month that the Anschluss was happening
- author is a British politician who would know how the government felt
- to show that Britain was appeasing Germany over Anschluss
- source refers to foolishness of Versailles treaty.

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

- anti-appeasers such as Churchill were criticising the policy of appeasement.

### Question 3

Why did Germany declare war on Poland in 1939?

(5)  
02

The candidate explains why Germany declared war on Poland in 1939 by referring to evidence such as:

#### from the source

- the Nazis hated Poland for racial reasons
- Germany had lost land to Poland
- millions of Germans were forced to live under Polish rule
- Danzig was run to suit the Poles

#### from recall

- the 'Polish Corridor' divided East Prussia from the rest of Germany
- the Nazi-Soviet Pact meant that Russia would not protect Poland
- Hitler did not believe that Britain would help Poland in the event of war.

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

[END OF CONTEXT 12]

## EUROPEAN AND WORLD

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

#### Question 1

How useful is **Source A** as evidence of American policy towards the Berlin Crisis in 1961? (4)  
03

The candidate evaluates usefulness of **Source A** as evidence of American policy towards the Berlin Crisis by referring to evidence such as:

- primary source from the period of the crisis over Berlin
- expressed by the American President who would have developed the policy
- to play down the threat of war
- if I'm going to threaten nuclear war it will have to be for more important reasons than that.

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

- the wall was built, ending the crisis.

#### Question 2

Describe the part played by the USA in the Cuban Missile Crisis of 1962. (5)  
01

The candidate describes the part played by the USA in the Cuban Missile Crisis by referring to evidence such as:

- America refused to trade with Cuba after Batista's fall
- the American government backed a rebellion against Castro – 'Bay of Pigs'
- the Bay of Pigs worsened the situation and pushed Cuba closer to the USSR
- Khrushchev complained about American missile bases in Turkey
- American spy planes got pictures of Soviet missile sites in Cuba
- Kennedy declared a naval blockade of Cuba
- Americans prepared for a head on clash
- USSR tried to set up missile basis in Cuba
- Khrushchev backed down.

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

### Question 3

Why did the USA lose the war in Vietnam?

(5)  
02

The candidate explains why the USA lost the war in Vietnam by referring to evidence such as:

#### from the source

- USA failed to win the hearts and minds of the peasants
- American troops did not cope with the guerrilla tactics
- communists were backed by China and Russia
- most American troops just wanted to go home

#### from recall

- the US was trying to supply a war 8000 miles from America
- the South Vietnamese regime was weak, brutal and corrupt
- American troops were inexperienced
- the war became very unpopular in the USA.

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

[END OF CONTEXT 13]

[END OF MARKING INSTRUCTIONS]