



**2009 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
<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

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. Why did Henry II have problems when he became king?

4  
02

The candidate explains why Henry II had problems when he became king by referring to evidence such as:

**From the source:**

- he inherited an empire in chaos
- barons had built illegal castles/refused to return them
- barons had been stealing neighbours' lands.

**From recall:**

- barons were deciding the law in their own areas
- sheriffs were corrupt
- barons had hired their own armies.

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

2. Describe the duties of a knight in medieval times.

3  
01

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

**From the source:**

- had to fight for the king/had to learn skills for battle
- had to protect the young and old.

**From recall:**

- were members of a jury
- expected to fight for the Church
- were part of the feudal system/gave land to peasants
- expected to keep the peace in their own areas.

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

3. Describe the murder of Archbishop Becket.

4  
02

The candidate describes the murder of Archbishop Becket by referring to evidence such as:

**From the source:**

- four knights rushed in to Canterbury Cathedral/demanded to see Becket
- Becket refused to leave
- Becket was willing to die a martyr.

**From recall:**

- Edward Grim's arm was cut in the struggle
- Becket was hit on the head four times
- the crown of his head was sliced off
- the knights fled the cathedral.

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

4. How useful is **Source D** as evidence of Henry's reaction to Becket's murder?

4  
03

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

- primary source written at the time
- author would have been well informed of the events
- to show Henry was sorry about the murder
- states that Henry prayed in silence/was whipped by churchmen.

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

- Henry walked bare foot to Canterbury
- Henry cried and moaned at Becket's tomb.

## SCOTTISH AND BRITISH

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

1. Describe how Edward I tried to take over Scotland after the death of King Alexander III.

4  
01

The candidate describes how Edward I tried to take over Scotland after the death of King Alexander III by referring to evidence such as:

**From the source:**

- Edward offered to come to Scotland to decide who would be their next king
- Edward saw his chance to make the Scots agree he was their overlord
- Edward looked for evidence to show that earlier kings of England had been overlords of Scotland.

**From recall:**

- Edward was the Maid's great uncle and was acting on her behalf
- Edward planned to marry his son to the Maid of Norway
- Edward forced the Competitors to agree he was their overlord
- Edward brought an army to Norham to force the Scots to obey him
- Edward demanded the Scots hand over their castles to him.

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

2. Why were the Scots able to defeat the English at Stirling Bridge?

4  
02

The candidate explains why the Scots were able to defeat the English at Stirling Bridge by referring to evidence such as:

**From the source:**

- the English were over-confident – they had sent soldiers back to England
- Wallace chose a good battlefield/gave his men the advantage over the heavily equipped English
- Wallace tricked the English into using the bridge/the English had to use the bridge.

**From recall:**

- the bridge was too narrow/cavalry could cross only two at a time
- Wallace attacked at a time that suited him/when about half had crossed
- the English could not move about on the wet ground due to the weight of their armour
- English bowmen could not fire for fear of hitting their own men.

**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 what Bruce did in Scotland in 1307? **4**  
**03**

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

- primary source written at the time (possibly secondary as he was not an eye-witness)
- the author was English, so it is likely to be biased against Bruce
- to tell what Bruce did to gain control of Scotland/to make Bruce appear cruel
- shows Bruce killed Scots who did not support him.

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

- does not mention that many Scots supported Bruce.

4. Describe what Robert Bruce did to make Edward II accept him as King of Scots. **3**  
**01**

The candidate describes what Robert Bruce did to make Edward II accept him as King of Scots by referring to evidence such as:

**From the source:**

- he raided the north of England
- he forced the English to pay money to the Scots.

**From recall:**

- he sent the Declaration of Arbroath to the Pope
- Edward Bruce started a new war in Ireland.

**Maximum of 2 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, 1540s–1587

1. How useful is **Source A** as evidence about the breaking of the Treaty of Greenwich in 1543?

4  
01

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

- primary source written at the time
- written by the Scottish Parliament which made the decision/wanted to break the treaty
- to break the treaty/explain reasons for breaking it/blame it on the English
- describes how Scottish ships were attacked/Scots will not keep the treaty.

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

- the Scots had decided to back the French Alliance and were looking for an excuse to break the treaty.

2. Explain why some Scots rebelled against Mary of Guise in 1558.

4  
03

The candidate explains why some Scots rebelled against Mary of Guise in 1558 by referring to evidence such as:

**From the source:**

- Scottish Protestants had grown increasingly unhappy with Mary of Guise's rule
- she began to act against Protestants
- she relied more heavily on French support
- rumours about Scots being sent to France/French people being settled in Scotland.

**From recall:**

- the execution of Wishart
- the return of Knox and the iconoclastic outrages
- English Protestants encouraged resistance.

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

3. Describe the events leading up to the murder of Riccio.

4  
01

The candidate describes the events leading up to the murder of Riccio by referring to evidence such as:

**From the source:**

- Riccio made important Scots beg him for an appointment with the queen
- the nobles told Darnley lies about Riccio
- Darnley signed an agreement to kill Riccio.

**From recall:**

- Riccio was playing cards with Mary
- Darnley burst into the room
- some nobles followed Darnley into the room
- Riccio was dragged out of the room
- Riccio was stabbed many times.

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

4. Describe how Mary, Queen of Scots, escaped from Loch Leven Castle.

3  
01

The candidate describes how Mary, Queen of Scots' escaped from Loch Leven Castle by referring to evidence such as:

**From the source:**

- Mary won over the support of some people in the castle
- she contacted some of her supporters outside
- she had the help of a young servant.

**From recall:**

- the young servant (Willie Douglas) stole the keys to the castle/he locked everyone inside
- Mary changed into servant's clothes
- Mary was rowed ashore.

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

## SCOTTISH AND BRITISH

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

1. Describe the events leading up to the execution of Captain Green of the Worcester. 3  
01
- The candidate describes the events leading up to the execution of Captain Green of the Worcester by referring to evidence such as:

**From the source:**

- Captain Green boasted about the disappearance of “The Speedy Return”
- Captain Green was tried and sentenced to death.

**From recall:**

- Queen Anne indicated she wanted Captain Green pardoned
- a mob protested against a pardon
- the mob ensured Captain Green was hanged.

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

2. Why did some Scots think a Union would benefit Scotland? 4  
02
- The candidate explains why some Scots thought a Union would benefit Scotland by referring to evidence such as:

**From the source:**

- Scotland had been ruined by the failure of Darien/it would take years for them to recover
- access to England’s colonies would allow them to make money
- a Union would end the distrust between the two countries.

**From recall:**

- it would solve the Succession Crisis
- it would ensure the Protestant Succession
- Scotland would no longer be the loser in England’s wars but gain from the peace treaties.

**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 what Scots thought about a union with England?

4  
03

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

- primary source written at the time
- was written by Lord Belhaven, a member of the Scottish Parliament
- to warn the Scots against the Union
- says business would be ruined/tradesmen overtaxed/farmers unable to sell crops.

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

- Scotland would be made to join in England's wars.

4. Describe the ways ordinary Scots showed their opposition to the Union.

3  
01

The candidate describes the ways ordinary Scots showed their opposition to the Union by referring to evidence such as:

**From the source:**

- many towns sent petitions against the Union
- copies of the Union were burned in public
- some Jacobites planned an armed uprising.

**From recall:**

- there were riots in Edinburgh/Glasgow
- mobs jeered supporters of the Union and threw mud at them
- the Provost of Edinburgh had his windows smashed by a rioting mob.

**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 the factors which attracted Irish immigrants to Scotland.

4  
O1

The candidate describes the factors which attracted Irish immigrants to Scotland by referring to evidence such as:

**From the source:**

- journey times were shorter as a result of steamships
- fares were cheaper
- growth of farming needed extra workers.

**From recall:**

- jobs in other countries – in factories, mines, railways
- many had relatives living in Scotland
- push factors eg famine, lack of jobs in Ireland.

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

2. Why did many Scots dislike Irish immigrants?

4  
O2

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

**From the source:**

- Irish described as being violent
- drunk navvies took control of Hamilton and terrified people
- blamed for taking most of the money given to the poor.

**From recall:**

- most Irish immigrants were Catholic, most Scots were Protestant
- blamed for taking Scots' jobs
- blamed for creating problems with housing.

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

3. Describe the conditions in the Highlands that led to people emigrating from Scotland. 3  
01

The candidate describes the conditions in the Highlands that led to people emigrating from Scotland by referring to evidence such as:

**From the source:**

- 100,000 left desperate for food because of potato blight
- landlords had cleared people to make way for sheep.

**From recall:**

- lack of jobs in Highlands
- poor quality land which led to poverty
- the kelp trade had declined badly.

**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 attitudes of people abroad towards Scottish immigrants? 4  
03

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

- primary source from the time
- from immigration agent for Victoria who dealt with emigrants
- to warn against taking people from the islands of Scotland
- gives details of problems with islanders, eg difficulty with English language, laziness.

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

- skills islanders had, eg in farming
- comments on virtues of Scots, eg hard work.

## SCOTTISH AND BRITISH

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

1. Why did people want social reforms in the early twentieth century?

4  
02

The candidate explains why people wanted social reforms in the early twentieth century by referring to evidence such as:

**From the source:**

- nine out of ten recruits for army had been rejected
- poor people could not afford a good diet
- number of unhealthy workers was beginning to damage the British economy.

**From recall:**

- other countries had introduced social reforms eg Germany
- reports of Booth and Rowntree pointed out the huge extent of poverty
- Liberal party wanted to get support from poor/working class people.

**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 help the Old Age Pensions Act gave to old people?

4  
03

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

- primary source from the time
- from a newspaper so accurate report
- to show the happiness of old people at the introductions of pensions
- pensions would be paid for the rest of their lives/could collect pension from Post Office.

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

- does not say pensioners were limited to those over 70
- pensions were paid at very basic rates.

3. Describe the changes Beveridge wanted to make to social welfare.

4  
01

The candidate describes the changes Beveridge wanted to make to social welfare by referring to evidence such as:

**From the source:**

- he aimed to get rid of poverty
- he wanted to set up an insurance scheme to include everyone
- it would provide protection against poverty due to sickness, injury and unemployment.

**From recall:**

- people would be expected to make a contribution
- it would eliminate the “five giants”
- it would set up a scheme of welfare from the cradle to the grave.

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

4. In what ways did the National Health Service help the British people?

3  
01

The candidate describes the ways the National Health Service helped the British people by referring to evidence such as:

**From the source:**

- twice the number of people/almost 8 million people turned up for dental treatment
- the number of prescriptions given out almost doubled in three months.

**From recall:**

- people were entitled to free treatment
- specialist services were provided for everyone
- health of the nation improved.

**Maximum of 2 out of 3 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. Why did some people criticise the actions of the Suffragettes?

4  
O2

The candidate explains why some people criticised the actions of the Suffragettes by referring to evidence such as:

**From the source:**

- they carried out acts of petty vandalism/they poured acid on golf courses
- they fought with police/got arrested
- they attacked politicians.

**From recall:**

- they set fire to buildings
- they disrupted sports events eg horse races
- they made women look irresponsible.

**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 what cinemas were like in the 1920s?

4  
O3

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

- primary source from the time
- eyewitness account but possible exaggeration
- to show what cinemas were like/some cinemas were unpleasant
- the source says that rubbish was not cleared away/there were rats.

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

- it was cheap to get into the cinema
- they watched silent films.

3. Describe the work done by Scottish women during the Second World War. 4  
01

The candidate describes the work done by Scottish women during the Second World War by referring to evidence such as:

**From the source:**

- worked as welders in the shipyards
- women helped install electrical equipment/became electricians
- worked as engineers building aircraft.

**From recall:**

- worked as landgirls in the land army/worked as lumberjills
- women worked in munitions factories
- women joined the branches of the services, eg WRENS.

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

4. Describe the changes that took place in Scottish education after 1945. 3  
01

The candidate describes the changes that took place in Scottish education after 1945 by referring to evidence such as:

**From the source:**

- there was a large school building programme
- all children were entitled to a secondary education.

**From recall:**

- senior and junior secondary schools were created
- pupils sat a qualifying exam to decide which schools to go to.

**Maximum of 2 out of 3 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 attitudes towards the Home Rule Bill?

4  
03

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

- primary source written at the time
- said by Andrew Bonar Law, leading campaigner against Home Rule
- to encourage unionists to fight the Home Rule Bill/to offer support to the Unionists/canvas votes
- says if the Home Rule Bill is passed then the Unionists must do everything they can to resist it.

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

- Nationalists were in favour of the Home Rule Bill.

2. Why did Sinn Fein become more popular in Ireland after 1916?

4  
02

The candidate explains why Sinn Fein became more popular after 1916 by referring to evidence such as:

**From the source:**

- Sinn Fein organised a campaign/general strike against conscription
- Sinn Fein leaders had been arrested, this increased support for them
- conscription had been abandoned/many believed Sinn Fein's actions had saved Ireland.

**From recall:**

- the execution of the leaders of the Easter Rising was very unpopular
- Sinn Fein became the largest party in Ireland, encouraging support
- Sinn Fein was successful in the 1918 General Election
- Sinn Fein was supported by the Catholic Church.

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

3. Describe the tactics used by the Black and Tans during the Anglo-Irish War.

3  
01

The candidate describes the tactics used by the Black and Tans during the Anglo-Irish War by referring to evidence such as:

**From the source:**

- Black and Tans stopped suspected IRA members
- Black and Tans searched suspected IRA members
- Black and Tans would shoot suspected IRA members.

**From recall:**

- civilians were used as hostages to prevent the IRA from attacking Black and Tans
- Cork city centre was burnt/destroyed
- members of the public were fired on at Croke Park
- homes were destroyed.

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

4. Describe the problems facing the Irish Free State.

4  
01

The candidate describes the problems facing the Irish Free State by referring to evidence such as:

**From the source:**

- many republicans were unhappy with the Treaty
- De Valera resigned from the Irish Government
- an Anti-Treaty organisation was formed/Republicans split into two groups.

**From recall:**

- the Anti-Treaty forces attacked the Four Courts
- Civil War lasted over a year
- many killed on both sides, eg Michael Collins.

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

## EUROPEAN AND WORLD

### CONTEXT 1: THE NORMAN CONQUEST, 1060–1153

1. Describe William's tactics at the Battle of Hastings.

3  
01

The candidate describes William's tactics at the Battle of Hastings by referring to evidence such as:

**From the source:**

- William placed his foot-soldiers in front of his knights
- he sent his archers forward to attack the English with spears and arrows.

**From recall:**

- William ordered his men to pretend to flee
- William rallied his men by raising his helmet to show he was alive
- when the English broke from their defensive positions the Normans turned to attack them.

**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 William's ways of dealing with rebellion?

4  
03

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

- primary source written at the time
- Anglo-Saxon origin therefore possible bias against the Normans
- to describe William's defeat of Edgar's rebellion
- William killed those who could not escape/tore the city to pieces.

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

- the harrying of the north destroyed everything
- Hereward's rebellion was the last one.

3. Why did the Normans build castles in England?

4  
02

The candidate explains why the Normans built castles in England by referring to evidence such as:

**From the source:**

- Norman knights needed a base in every part of the kingdom
- castles provided a place to keep horses and servants
- castles provided a safe place for knights to stay if attacked.

**From recall:**

- castles protected strategic points such as ports
- castles provided a safe place to dispense law and order
- royal castles provided a safe place to the king and his family.

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

4. Describe the changes which David I brought to Scotland.

4  
01

The candidate describes the changes which David I brought to Scotland by referring to evidence such as:

**From the source:**

- David granted land to Norman barons
- he encouraged the development of monasteries
- he encouraged the building of castles.

**From recall:**

- he introduced the feudal system
- he encouraged the development of burghs
- he encouraged trade with other countries.

**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, 1096–1125

1. Why did the People's Crusade fail?

4  
02

The candidate explains why the People's Crusade failed by referring to evidence such as:

**From the source:**

- people following Peter the Hermit were not trained soldiers/included women and children
- many were poorly armed/carried sticks and pitchforks
- the peasants had few supplies/ran out of money.

**From recall:**

- Peter the Hermit was a poor military leader
- the Crusaders did not wait for the knights
- the Crusaders split up making them easier to attack
- the Crusaders elected their own leaders.

**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 that the Crusaders faced inside Antioch?

4  
03

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

- primary source written at the time
- author was an eyewitness to the Crusade but was not at Antioch
- to show that the Crusaders were desperate/needed Emperor Alexius' help
- states that the Crusaders ate guts of a goat/drank blood from horses.

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

- the hot weather caused heat stroke, many died
- disease spread throughout the city.

3. Describe the methods that the Crusaders used to attack Jerusalem.

3  
01

The candidate describes the methods that the Crusaders used to attack Jerusalem by referring to evidence such as:

**From the source:**

- used siege towers to scale the city walls
- killed guards at eastern tower/released the drawbridge.

**From recall:**

- took the Muslims by surprise before they could build their defences
- used ladders to scale the walls
- filled in the ditches in front of the siege tower
- set parts of the city on fire.

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

4. Describe the problems which Godfrey faced after the capture of Jerusalem?

4  
01

The candidate describes the problems Godfrey faced after the capture of Jerusalem by referring to evidence such as:

**From the source:**

- Egyptian army was marching on Jerusalem
- Crusaders were outnumbered
- Godfrey had to stop his men from arguing with each other.

**From recall:**

- the Crusaders had no supplies/had to buy timber from Europe
- the Crusaders had no one to farm the land
- they were surrounded by Muslim factions.

**Maximum of 3 out of 4 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. Why were France and England at war by 1338?

4  
02

The candidate explains why France and England were at war by 1338 by referring to evidence such as:

**From the source:**

- King Philip tried to remove English control from Aquitaine
- he declared that the English king had no rights to any land in France
- the English responded by attacking Philip's lands in northern France.

**From recall:**

- Edward III claimed the French throne
- Philip had raided English ports
- the French had interfered in English's Flemish trade
- Philip invaded Gascony.

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

2. Describe Edward III's invasion of France in 1346.

4  
01

The candidate describes Edward III's invasion of France in 1346 by referring to evidence such as:

**From the source:**

- Edward's army met strong resistance from larger French army
- the English were forced to flee towards Calais
- the French caught up with them at Crecy.

**From recall:**

- English invasion fleet landed in Normandy
- Edward's army fought the French army at Crecy
- Edward's archers inflicted severe losses on the French
- there was a massacre of French nobles.

**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 hopes of the people during the Peasants' Revolt?

4  
03

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

- primary source written at the time
- written by a French chronicler giving an outsider's view
- to describe events of the Peasants' Revolt
- tells us that peasants wanted to be free/end of serfdom.

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

- other hopes, eg end of the Poll Tax.

4. What problems did the madness of King Charles VI cause for France?

3  
01

The candidate describes the problems caused by the madness of King Charles VI by referring to evidence such as:

**From the source:**

- Royal dukes sought to make themselves richer/more powerful
- payment of royal officials was stopped.

**From recall:**

- factional dispute for power between Orleans and Burgundy
- weakness created by madness of king led to English invasion.

**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. Why did Prince Henry of Portugal encourage voyages of discovery?

4  
02

The candidate explains why Prince Henry of Portugal encouraged voyages of discovery by referring to evidence such as:

**From the source:**

- to search for lands which lay beyond Portugal
- he wanted to know the true strength of his enemies, the Moors
- to start trade/bring back goods at little cost.

**From recall:**

- to increase his/Portugal's fame
- desire to spread Christianity
- to rival Spain as a European power.

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

2. Describe the results of the voyages of Bartholomew Dias.

3  
01

The candidate describes the results of the voyages of Bartholomew Dias by referring to evidence such as:

**From the source:**

- he discovered the Cape of Good Hope
- he discovered 10,050 miles of new coastline.

**From recall:**

- Dias discovered Brazil when his ship was blown off course en route to India
- he died when his ship was lost off the Cape of Good Hope.

**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 the conditions for sailors on the voyages of Magellan?

4  
03

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

- primary source from the time
- author was an eyewitness who was a crew member on Magellan's fleet
- to record the events on the journey
- they ate only old biscuit reduced to powder, and full of grubs
- they also ate ox hides which were hard.

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

- crew endured storms/ships wrecked
- Spanish crew mutinied/ringleaders were executed.

4. Describe the exploration of North America by Jacques Cartier.

4  
01

**From the source:**

- he sailed past Newfoundland
- he met the Chief of the Sanguenay Indian tribe
- he went on to discover Montreal.

**From recall:**

- Cartier explored the Gulf of St Lawrence
- Cartier named the area he explored Canada/claimed the area for France
- Cartier and his men came into conflict with some of the Indian tribes
- Cartier's crew caught plague.

**Maximum of 3 out of 4 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. Why were the colonists unhappy with British rule by the 1760s?

4  
02

The candidate explains why the colonists were unhappy with British rule by the 1760s by referring to evidence such as:

**From the source:**

- colonists were angry that their homes/stores could be searched for smuggled goods
- felt they were not being treated as British citizens
- anger at the passing of the Stamp Act in 1765.

**From recall:**

- colonists were angry at the lack of representation in the British Parliament
- anger at the continuing presence of British soldiers in the colonies
- colonists’ anger at trade restrictions imposed by British eg Navigation Acts
- anger at the passing of the Sugar Act.

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

2. Describe the Boston Massacre.

3  
01

The candidate describes the Boston Massacre by referring to evidence such as:

**From the source:**

- colonists shouted and threw rocks at British soldiers guarding Boston’s Customs House
- redcoats panicked and began firing at the colonists.

**From recall:**

- 5 colonists were killed
- many colonists were injured
- British forces had to withdraw to Castle William
- the soldiers were put on trial.

**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 the conditions for soldiers in the colonial army? **4**  
**03**

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

- primary source from the time
- from a soldier who had experience of the conditions faced by colonial soldiers
- letter written to describe the poor conditions the soldiers had to endure/letter written to explain why he wanted to come home
- shows they had to put up with poor weather, lack of food, hard lodgings etc.

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

- they lacked uniforms
- many were part time soldiers and served longer than they wished.

4. Describe the help given to the colonists by foreign countries. **4**  
**01**

The candidate describes the help given to the colonists by foreign countries by referring to evidence such as:

**From the source:**

- the French attacked Britain's colonies in the Caribbean
- the French attacked British shipping in the Atlantic
- Spain joined the anti-British coalition in 1779.

**From recall:**

- loans were provided by foreign countries to colonists
- French generals advised Americans
- they sent supplies of weapons/gunpowder to colonists
- the Spanish attack on Gibraltar distracted British forces
- the British navy was defeated by the French and lost control of the Atlantic.

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

## EUROPEAN AND WORLD

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

1. How useful is **Source A** as evidence of the treatment of slaves when they were captured in Africa?

4  
03

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

- primary source, from the time
- written by a Scottish explorer who witnessed the treatment of captured slaves/likely to be unbiased
- to describe the harsh treatment of slaves/to describe life of slaves
- says slaves were chained together by their ankles/by their necks. Most slaves were sad/depressed.

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

- slaves were often involved in a long journey from Africa’s interior
- the existence of slave factories in Africa.

2. Describe the Triangular Trade.

4  
01

The candidate describes the Triangular Trade by referring to evidence such as:

**From the source:**

- ships would sail to Africa with manufactured goods
- manufactured goods would be traded for slaves
- ships would sail to the Americas where slaves would be sold.

**From recall:**

- goods such as guns, pots and pans, alcohol traded for slaves
- profits from sale of slaves would be invested in cotton, sugar, tobacco
- slave ships would sail back across Atlantic to ports in Britain and Europe where cotton, tobacco, sugar could be sold at a good profit.

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

3. Describe the way slaves were sold in the West Indies.

3  
01

The candidate describes the way slaves were sold in the West Indies by referring to evidence such as:

**From the source:**

- slaves were paraded and examined like animals
- slaves were sold to the highest bidder/were sold at public auction
- made to stand on a block.

**From recall:**

- families were often made to split up
- slaves sometimes made to dance.

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

4. Why were many people opposed to the slave trade by the end of the eighteenth century?

4  
02

The candidate explains why many people opposed the slave trade by the end of the eighteenth century by referring to evidence such as:

**From the source:**

- Christians believed slavery to be against their religious beliefs
- Thomas Clarkson collected evidence to show the cruelty of the slave trade
- public meeting and petitions had showed the trade was evil.

**From recall:**

- influence of anti-slavery campaigners such as William Wilberforce, Granville Sharp
- publication of testimony of former slaves
- greater awareness of conditions on middle passage/slave factories
- British industry had become less reliant on the slave trade.

**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. Why did many French people dislike Marie Antoinette in 1789?

4  
02

The candidate explains why many French people disliked Marie Antoinette in 1789 by referring to evidence such as:

**From the source:**

- she spent too much money on gambling when people were poor
- she wanted the *Parlement* to fail
- she tried to influence the king's decision making.

**From recall:**

- she had little sympathy for the poor eg “Let them eat cake”
- she lived a very extravagant life-style
- she was Austrian and viewed as being anti-French.

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

2. Describe the demands sent to the Estates General in 1789.

4  
01

The candidate describes the demands sent to the Estates General in 1789 by referring to evidence such as:

**From the source:**

- a person arrested should be brought to trial within twenty four hours
- the Bastille prison should be knocked down
- prisoners should no longer be sent to the galleys.

**From recall:**

- the peasants should pay less tax
- the nobles should be taxed/lose their privileges
- the church should lose its land.

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

3. How useful is **Source C** as evidence of what happened at the massacre of the Champs de Mars?

4  
03

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

- primary source written at the time
- the author was an eye witness/one of the protestors so might be biased against the soldiers
- to explain that the National Guard were to blame for the massacre
- tells us the soldiers fired live bullets into the crowd/the cavalry ran over the people as they tried to escape.

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

- some of the crowd had been throwing stones.

4. Describe how the French people were kept under control during the Reign of Terror.

3  
01

The candidate describes how the French people were kept under control during the Reign of Terror by referring to evidence such as:

**From the source:**

- people could be arrested on very little evidence
- anyone criticising the government was punished.

**From recall:**

- the Committee set up special courts
- many people were executed/guillotined.

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

## EUROPEAN AND WORLD

### CONTEXT 8: THE RED FLAG: LENIN AND THE RUSSIAN REVOLUTION, 1894–1921

1. In what ways did the Russian Church help the Tsar to rule Russia?

3  
01

The candidate describes the ways in which the Russian Church helped the Tsar to rule Russia by referring to evidence such as:

**From the source:**

- priests taught respect for autocracy
- church schools taught children to be loyal to the Tsar.

**From recall:**

- the church taught that the Tsar was chosen by God
- the head of the church was a member of the Tsar's government
- the church influenced the thinking of most Russians.

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

2. Why did the Tsarina become unpopular during the First World War?

4  
02

The candidate explains why the Tsarina became unpopular during the First World War by referring to evidence such as:

**From the source:**

- Alexandra was a German
- she insisted Nicholas should make no reforms
- the Tsar's ministers were worried about Rasputin's influence over her.

**From recall:**

- Russia was at war with Germany
- many Russians feared she was a spy
- she was blamed for the bad conditions
- there were rumours about her relationship with Rasputin.

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

3. Describe the problems facing the Tsar in February 1917.

4  
01

The candidate describes the problems facing the Tsar in February 1917 by referring to evidence such as:

**From the source:**

- not enough food was being produced in Russia/the people were hungry
- there were widespread strikes and demonstrations
- the soldiers in Petrograd joined the strikers/refused to fire on the crowds.

**From recall:**

- the Russian army was losing the war
- huge strike at the Putilov works
- transport system had broken down
- mutiny spread in the armed forces.

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

4. How useful is **Source D** as evidence of the problems facing the Provisional Government?

4  
03

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

- primary source written around the time
- written by a member of the Provisional Government himself/possible bias/well informed
- to explain problems facing the Provisional Government/to justify the failure of the Provisional Government
- describes problems such as the war/shortage of food.

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

- problems caused by the power of the Petrograde Soviet
- problems caused by the Bolsheviks.

## EUROPEAN AND WORLD

### CONTEXT 9: FREE AT LAST? RACE RELATIONS IN THE USA, 1918–1968

1. Describe the conditions immigrants found in the USA after 1918.

4  
01

The candidate describes the conditions immigrants found in the USA after 1918 by referring to evidence such as:

**From the source:**

- housing was poor and overcrowded
- often shared rooms and apartments with other families
- separate ghetto areas for Italians, Poles and Jews.

**From recall:**

- house windows were badly fitted, had poor sanitation
- work was very poorly paid
- discriminated against because they were accused of taking jobs from Americans/did not speak the language.

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

2. Why was the Montgomery Bus Boycott so successful?

4  
02

The candidate explains why the Montgomery Bus Boycott was so successful by referring to evidence such as:

**From the source:**

- black population continued the boycott for a year
- Martin Luther King inspired people
- it forced the courts to say segregation on buses was unconstitutional.

**From recall:**

- the bus company was worried about going bankrupt
- buses in Montgomery were mainly used by black Americans
- people were prepared to share cars to get to work
- it gained media attention.

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

3. How useful is **Source C** as evidence of the civil rights protest in Selma, Alabama in 1965?

4  
03

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

- primary source from the time
- author was Martin Luther King who led the protest
- to show how few could vote in Selma/to show they can not tolerate bad conditions
- claims there were more black Americans in prison than on the voting register in Selma.

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

- the aim of the protest was to gain the vote
- details of methods of protest.

4. In what ways did the Black Panthers try to improve life for black Americans?

3  
01

The candidate describes the ways the Black Panthers tried to improve life for black Americans by referring to evidence such as:

**From the source:**

- they called for black control of services such as education and police
- campaigned to stop drugs and crime in poor areas.

**From recall:**

- wanted to protect themselves from white violence
- promoted free health clinics
- provided free breakfast for children.

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

## EUROPEAN AND WORLD

### CONTEXT 10: THE ROAD TO WAR, 1933–1939

1. In what ways did Britain appease Germany before 1937?

4  
01

The candidate describes the ways Britain appeased Germany before 1937 by referring to evidence such as:

**From the source:**

- Britain took no action when Germany broke the terms of the Treaty of Versailles
- Britain did not stop Germany from introducing conscription
- the Anglo-German Naval Agreement agreed Germany could build up her navy.

**From recall:**

- Germany was allowed to remilitarise the Rhineland
- Germany was not stopped from building an air force
- Germany was allowed to build tanks.

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

2. Why did Hitler want to rebuild Germany's armed forces?

4  
02

The candidate explains why Hitler wanted to rebuild Germany's armed forces by referring to evidence such as:

**From the source:**

- other European countries had not got rid of their weapons
- Germany should be able to use force if threatened by other countries
- the Soviet Union was the main enemy.

**From recall:**

- Hitler wanted to regain the land Germany had lost
- Hitler wanted to gain Lebensraum for the German people
- Hitler wanted Germany to regain her pride
- Hitler wanted to provide employment.

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

3. How useful is **Source C** about how the British felt about the Anschluss? **4**  
**03**

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

- primary source written at the time
- the author was British so could have known how people felt/is giving the popular view
- to show that Anschluss was not a problem
- the source tells us that we should not mind/the Austrian people turned out to greet Hitler.

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

- some people were against Anschluss, eg Churchill.

4. Describe the Czech Crisis of 1938. **3**  
**01**

The candidate describes the Czech Crisis of 1938 by referring to evidence such as:

**From the source:**

- Hitler demanded that the Sudetenland be allowed to break free
- Chamberlain had three meetings with Hitler.

**From recall:**

- the crisis almost led to war
- France and Italy also were involved at Munich.

**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. How useful is **Source A** as evidence of America's attitude to the Soviet Union?

4  
03

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

- primary source from the time
- from American President Truman who was in a powerful position and spoke on behalf of the American people at this time
- to criticise the government of the Soviet Union/to accuse them of dictatorship
- says the will of a small number is forced on the majority/they control media and elections/ordinary people have no personal freedom.

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

- the USA and Soviet Union had only recently been allies
- the Soviet Union was communist.

2. Describe the steps that were taken to end the Cuban Missile Crisis.

4  
01

The candidate describes the steps that were taken to end the Cuban Missile Crisis by referring to evidence such as:

**From the source:**

- Kennedy ordered a blockade of Cuba
- Krushchev offered to withdraw missiles if Kennedy promised not to invade Cuba
- Soviet ships carrying missiles turned around and went home.

**From recall:**

- Kennedy threatened to take any action necessary to remove missiles from Cuba
- Kennedy agreed to remove US missiles from Turkey
- Kennedy ignored Krushchev's more threatening telegram.

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

3. Why did America lose the Vietnam War?

4  
02

The candidate explains why America lost the Vietnam War by referring to evidence such as:

**From the source:**

- the American soldiers found it difficult to find the enemy
- the American army was led by inexperienced officers/were young conscripts
- the North Vietnamese were given aid by China and the Soviet Union.

**From recall:**

- morale was low among American soldiers
- there was a lack of support for the war in America
- American tactics proved ineffective against the enemy
- Guerrilla tactics of Vietcong proved very effective
- the South Vietnamese turned against the Americans who had come to defend them.

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

4. Describe the actions that were taken to reduce tension between America and the Soviet Union in the 1960s and 1970s.

3  
01

The candidate describes the steps taken to reduce tension between America and the Soviet Union by referring to evidence such as:

**From the source:**

- there were better trade links between the superpowers/USA sold surplus wheat to USSR
- an agreement was made to limit the number of missiles.

**From recall:**

- SALT 1 agreement led to reduction of weapons
- Helsinki agreement was signed in 1975
- there was a joint space mission between USA and Soviet Union in 1975.

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

[END OF MARKING INSTRUCTIONS]