



**2010 History**

**Higher Paper 2**

**Finalised Marking Instructions**

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**2010 History Higher  
Paper 2  
Marking Instructions**

**Introduction**

The detailed marking schemes which follow indicate:

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

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

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

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

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

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

Question 1: How fully does **Source A** explain William's actions in overthrowing Harold in 1066?

(6)

The candidate makes an evaluation of **Source A** as an explanation of William's actions in overthrowing Harold, in terms of:

*From Source:* Tostig's promises to William to secure throne for William and provide necessary support.  
Tostig "securing refuge in Flanders" and wife there also.  
Tostig's promises that he and friends would support William.

*From Recall:* Northumbrians had risen finally against Tostig's (their earl) harsh rule – he fled to take refuge with wife's family in Flanders; Tostig's appeal to Edward and to brother Harold to restore him to authority had been turned down – revenge aspect. Documents rather ambiguous on aspects of Harold's claim to be next ruler – debate existing about why William invaded – is there a genuine answer? Idea Harold was usurper; William had Papal support etc.  
Possibly some truth in Orderic's claim; Harold was common enemy to Tostig and William.  
Tostig ready to support who ever would benefit him.  
Tostig's encouragement to William to hold councils to discuss policy (early 1066).  
Tostig's support to King Harold Hardraada of Norway, late summer 1066; invasion of England against Harold.

*Marks:*

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

Question 2: How far does **Source B** demonstrate William's ability to retain control of England immediately after the Conquest? (6)

The candidate makes a judgement as to how far **Source B** demonstrates William's ability to retain control of England, in terms of:

*From Source:* Danger of rebellion backed by external enemies there for the first five years – therefore:  
William's castle building to control the population.  
Control of seaways – Bristol Channel – to safeguard against possible invasion from Ireland. English who had fled into exile plotted with foreigners to return by force.

*From Recall:* Harold's sons carried out raids from Irish refuge, unsuccessfully; William's savage military campaigns to crush resistance after conquest; lack of co-ordinated opposition (Welsh Marches, Scandinavia, surviving English leaders etc) helped William to get full control by early 1070's.  
William consolidated his gains – his character was hard, greedy and wilful; used force to achieve his will.  
Appointed competent, loyal men to keep control; leading Englishmen confirmed in positions (for a price).  
Introduction of the feudal system as a means of tight control.

*Marks:*

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

Question 3: How useful is **Source C** as evidence of the development of feudalism in Scotland under David I? (5)

The candidate evaluates **Source C** as evidence of the development of feudalism in Scotland, in terms of:

*Provenance:* Charter by David I; his links with Henry's feudal court and how Scotland became more feudal in his reign.

*Content:* Burgh for safety and residence between church and his burgh.  
Rights of burgesses re selling/buying etc – eg freely and without challenge; rules re what is/is not allowed; shows King's political control extended by privileged, merchant centralisation.

*From Recall:* Judgement on extent and/or lack thereof re feudalism in Scotland – some commentators (eg Barrow) credits David with feudalising Scotland – others (Houston/Knox) indicate limits on David's feudalising Scotland; possible Norman/Celtic blending/interacting happening anyway; local justice more sympathetic than distant state; Scotland not fully feudalised like elsewhere in Christendom.  
Driven by one man's determination at the top, with like-minded supporters.

*Marks:*

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

Question 4: To what extent do **Source D** and **Source E** agree about the lives of English peasants after the Conquest? (5)

The candidate offers an evaluation of the views in **Sources D** and **E** in terms of:

**Source D**

Peasants suffered less than higher classes who lost positions to Normans, but unlikely they benefited much.

Strict laws – savage enforcement of game laws.

Additional security – strict laws.

Powerful church and responsible aristocracy.

**Source E**

Castle building to ensure total control in the country.

Strict laws – Deer laws.

Oppression of the poor – took much money from subjects.

Established good order – safer travel.

*From Recall:*

- Obligatory military service of peasant re quotas etc; other legal obligations.
- Land taxes – geld applied at punitive rates; other taxes also applicable.
- Legal codes – variable if applicable to English or French.
- Sheriffs power extensive – could impinge on peasantry (sub farming etc).

*Marks:*

- 1-2 Selects some relevant evidence from one or both sources but with little attempt to make the required evaluation.
- 3-4 Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
- 5-6 Selects relevant evidence from both sources and compares them thoroughly to reach an appropriate conclusion.

Question 5: How successfully did the Normans establish their authority over England? (8)

The candidate makes a judgement on how successfully the Normans established their authority over England, in terms of:

- From Sources:*
- B** Victorious Norman invasion expanded Norman power and enforced Normanisation gave Normans influence over England.  
William's castle building to control the population.  
Control of seaways – Bristol Channel – to safeguard against possible invasion from Ireland.
  - D** Shows Normans enforced control in England, fairly completely – feudal system etc.  
Peasants suffered less than higher classes who lost positions to Normans, but unlikely they benefited much.  
Strict laws – savage enforcement of game laws.  
Powerful church and responsible aristocracy.
  - E** Castle building to ensure total control in the country.  
Oppression of the poor – took much money from subjects.  
Established good order.  
Norman expansion was to impose on England tight control.

- From Recall:*
- Not necessarily a simple social structure where peasants toiled and aristocrats exploited; country society was stratified, and manipulated also.
  - English, French Peasants revolts; not necessarily evidence of social harmony though.
  - The completeness of records, control; need to enforce security.
  - Centralised administration showing effective execution of royal power.
  - The use of existing extensive Anglo/Saxon record keeping by the Normans, with some changes.
  - The literacy and numeracy of the central core of government on both sides of the Channel.
  - Need for William to exercise royal authority in his new kingdom, and its unsettled nature in the North.
  - His need for tax revenues – no-one exempt.
  - Domesday survey was climax of 20 years of settlement and reconstruction.
  - Few Anglo/Saxon records have survived; vernacular.
  - Earlier Anglo/Saxon records would have been rendered obsolete by violent changes in land settlement of Norman conquest anyway.
  - Substantiated by other documents like the Ely Inquest.
  - Robert Bishop of Hereford part of the Norman Leon school that became Mecca for English scholars.
  - William was a firm, mostly fair ruler, though heavy handed at times.
  - William's successful use of castles to control Anglo-Saxon population.
  - Important role of knights in William's method of ruling.
  - Development of Norman feudal baronage to help rule Anglo-Saxon population.

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

## SPECIAL TOPIC 2: THE CRUSADES 1096-1204

Question 1: How fully does **Source A** illustrate the attitudes of the leaders of the First Crusade? (6)

The candidate evaluates **Source A** as evidence of the attitudes of leaders of the First Crusade in terms of:

*From Source:* Source demonstrates that Bohemond's attitude to the First Crusade was one of personal greed and advancement, and was just paying lip service to the religious aspects of the crusade.  
The Emperor and Raymond are convinced that Bohemond is seeking a new home for himself in the East.  
That they are unsure that he is able to keep his word to the Emperor.  
He may have been attempting to seize the Byzantium Empire or gain money.  
Raymond was to keep him in line.

*From Recall:* Like Bohemond many crusader leaders are motivated by financial matters. For some it is a chance to escape debt in Europe, or for younger sons to gain the fortune that is denied them by inheritance.  
Others, such as Godfrey and Baldwin, are seeking to carve out a new kingdom for themselves. Every crusading leader has heard of the wealth of the East, and Pope Urban has promised that the wealth of the infidel will belong to them.  
For some there is no choice but to go on the Crusades, avoiding this great adventure/religious duty would be seen as cowardice. Famously Stephen of Blois falls into this category, his marriage to the daughter of William the Conqueror compelled him to join up, despite his misgivings about the whole affair.  
Salvation – For some leaders remission of sins was a compelling incentive for those knights worried about their immortal soul. Travelling with the Crusade would wash away their past sins. It has been assumed by many historians that Raymond's motivation was primarily religious.  
Excitement – for some the prospect of an armed pilgrimage was seen as an event that could not be missed. Military leaders like other medieval knights could freely practice their art without the need for penance; peasants could escape the humdrum of 11<sup>th</sup> century life.

*Marks:*

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

Question 2: Compare the views of Bohemond of Taranto expressed in **Source A** and **Source B**. (5)

The candidate offers a comparison of the views in **Source A** and **B** in terms of:

Overall **Sources A** and **B** agree on the opinions of the Emperor Alexius and Count Raymond of Bohemond.

Both sources indicate that the pair are highly suspicious of his motives and neither feels that they can trust him fully.

However, **Source B** shows us that Bohemond could at least be civil in front of the Emperor.

**Source A**

Anna Comnena writes that Bohemond is an evil man who only pretends to care about the religious aspects of the Crusade (adoring the Holy sepulchre).

The Emperor knows that Bohemond was seeking a home for himself.

Raymond says it is doubtful that Bohemond will keep to his promises.

Raymond believes that it is very likely that Bohemond will not fulfil his oath (as a crusading leader).

**Source B**

Bohemond is a controversial figure and his religious credentials are usually called into question.

Bohemond's attempts to carve out for himself a kingdom in the Balkans at the expense of Byzantium.

Raymond was in reality no better than Bohemond and was scheming and childish in his own quest to gain an eastern kingdom for himself.

Tyerman believes it is impossible to say that Bohemond was not inspired by religious matters, and along with Baldwin travelled to Jerusalem in 1099 for Christmas despite the dangers.

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

<i>Marks:</i>	1-2	Selects some evidence from one or both sources but with little attempt to make the required comparison.
	3-4	Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
	5-6	Selects relevant evidence from both sources and compares them thoroughly to reach an appropriate conclusion.

Question 3: How fully does **Source C** explain the reasons for Philip of France's decision to return home after the capture of Acre? (6)

The candidate makes an evaluation of **Source C** as an explanation for Philip's decision to return home, in terms of:

*From Source:* Philip is not abandoning the cause, he hands supplies, silver, hostages and troops to Burgundy to carry on the crusade.  
Philip is very sick and has a great illness.  
He is very suspicious of the King of England.  
He thinks Richard is receiving and giving too many gifts to Saladin (implied that this is not seemly for a crusading leader).

*From Recall:* Phillip of Flanders had died on the crusade, Philip was now in a position to make some gains in northern France, however while he was in the Holy Lands he could not take advantage of the situation.  
Philip had been angry by Richard's tardy arrival and of the English king's refusal to hand over half of Cyprus. In an agreement prior to the crusade, both kings had agreed to share all land and booty, however Richard argued that he had captured Cyprus outwith the crusade and before his arrival to the Holy Lands; therefore the agreement did not bind him in this occasion.  
Philip had been suffering from illness for some time, and his experiences at Acre had not helped his condition.  
Richard's support of Guy for King of Jerusalem was in direct opposition to Philip's support of Conrad.  
Richard's popularity with the knights on the crusade frustrated Philip.

*Marks:*

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

Question 4: How useful is **Source D** as evidence of the Massacre of Acre during the Third Crusade?  
(5)

The candidate evaluates **Source D** as evidence of the Massacre of Acre during the Third Crusade in terms of:

*From Source:*      Origin – Written in the late 13<sup>th</sup> century, the picture was part of a chronicle written to glorify the crusades. It is not based on any eye-witness reports and offers a fantasised version of what really happened.  
Purpose – An illumination from a later history of the Crusade, designed to glorify the event and show Richard’s involvement. Possible to help rekindle the flagging spirit of the crusade at the time.  
Content – Drawn a long time after the events. Richard the Lionheart (Three lions of Anjou) can be seen watching the slaughter, there is no indication that he actually did this.  
Muslims are shown to be beheaded, a large number of them are already dead.  
The picture shows the massacre happening within Acre – a stage has been erected for the slaughter, almost as if it is a public spectacle. While there is no indication that this is correct, the massacre did take place within sight of the city walls, and Saladin’s forces. Acre can clearly be seen in the background.

*From Recall:*      2,700 men, women and children were executed – picture shows a smaller number.  
The picture doesn’t show that the prisoners were killed in front of Saladin’s army.  
The massacre happened outside Acre on the hills of Ayyadieh miles away from the city.  
Some 300 nobles and their families were kept alive for ransom.  
The massacre happened because Richard did not wish to engage in lengthy negotiations, he was in a hurry to march to Jerusalem.

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

Question 5: To what extent was religion the main factor motivating the Crusades? (8)

The candidate offers an evaluation of the views in **Sources A, C and E** in terms of:

- From Sources:*
- A** No mention of Religion as being an important factor in the Crusade. Instead Bohemond is accused of being after a kingdom that he can capture for himself. In need of money Bohemond described as wicked – uses perjury and deceit. Raymond and the Emperor form a political alliance against Bohemond.
  - C** No mention of Religion, instead captives are divided up (presumably for ransom). The King of France is willing to leave the Crusade, despite the fact they have not as yet reached Jerusalem. He has plenty of reasons for leaving, none are religious, eg suspicious of Richard for sending envoys to Saladin. In order to keep Burgundy in the field the King of France pays him a large amount of gold and silver.
  - E** Religion a strong factor in the Crusade. Christian fervour rekindled after the fall of Jerusalem. Rulers imposed taxes like the Saladin tithe to pay for Crusades, not for secular wars. Other aspects to the Crusades are mentioned – the importance of logistics – moving armies long distances. Politics is a serious issue – the arguments between the crusaders and Byzantium, quarrels among crusade leaders.

*From Recall:*

Religion is an important aspect:  
The power of the Papacy when it makes the calls for the Crusades, especially the First Crusade. The reaction of the people to go on this holy pilgrimage was unprecedented.  
The appeal of the “Remission of Sins” and “Remission of penance”.  
The Crusading Ideal – determination to get to Jerusalem despite incredible hardships and impossible odds.  
The belief in visions, the Holy Lance and God’s Will.  
Fear in Christianity about Muslim advance.  
Any example of Religion being used to further the crusade or justify the Crusade.

Other important aspects  
Economic – The East is seen as a rich land “flowing with milk and honey” – many Crusaders go on the Crusade hoping to better themselves financially.  
Politics – the church has political ambitions, such as joining the two halves of the Christian church back together or harnessing the power of knights to reduce the power of the Holy Roman Emperor.  
Social – Pilgrimages were seen as an important part of society.  
The East was an exciting place where the events in the bible were depicted.  
Many believed that they could improve their station in life, commoners could flee feudal duties and nobles could re-invent themselves.  
Other examples that demonstrate that politics or financial gain were seen as important aspects of the Crusade.

- Marks:*
- 1-2 Selects some relevant evidence from the sources and/or from recalled knowledge but without making the required evaluation.
  - 4-6 Selects relevant evidence from the sources and uses limited recalled knowledge to inform a basic evaluation in terms of the question.
  - 7-8 Establishes the main points in the sources and uses recalled knowledge to inform a developed evaluation in terms of the question.

### SPECIAL TOPIC 3: SCOTLAND 1689-1715

Question 1: How useful is **Source A** as evidence of feelings in Scotland at the failure of the Darien scheme? (5)

The candidate evaluates **Source A** as evidence of feelings in Scotland at the failure of Darien, in terms of:

*From Source:* Provenance – A contemporary source produced in Edinburgh.  
Purpose to petition Parliament to address grievances over the failure of the Darien scheme.  
The source expresses the popular view that Scotland has been badly treated.  
Blame is directed at the English who gave them no help.  
Despite the regal union no protection given from the Royal Navy and they are even denied use of the Scottish Navy.

*From Recall:* English were nearby in Jamaica, so could have helped.  
Intense anger in Scotland at the perceived failure of the English to provide any support for the Scottish colony.  
Also, very strong anger at the financial losses stemming from the Darien venture, and the effects of this on Scotland.  
Scots had tried to establish a colony on land claimed by Spain.  
This conflicted with English foreign policy at this time.  
King William made it clear that no help would be given to the Scots at Darien.  
As head of the Scottish Navy (3 warships) William denied the Colony use of the ships. Intense Scottish anger and resentment developed from this.  
The Source doesn't take into account the faults of the Scots.  
Eg the lack of awareness of the land they were trying to settle, the climate, and diseases.  
The expedition was ill prepared for this part of the world and much of the merchandise taken by the Scots to trade was unsuitable.

*Marks:*

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

Question 2: How fully does **Source B** describe the issues causing tension between Scotland and England in the period 1701-1705? (6)

The candidate makes a judgement of the extent to which **Source B** identifies issues which led to tension in terms of:

*From Source:* Scots discontent over Darien.  
Scotland was brought into the war of the Spanish Succession.  
Response to this was the Act anent Peace and War.  
Act of Security was rejected by the Queen as 'unreasonable'.  
Scots Parliament's response was to decline to vote supply.  
Crown unable to get Scots to accept the Hanoverian succession and an Act against the exiled Stuarts was rejected.

*From Recall:* In 1701, the English passed the Act of Settlement. This established the Hanoverian succession.  
The Scots were angered at not being consulted which resulted in a series of Acts.  
Increased patriotic feeling.  
Feeling that Scotland was being over looked – Provincial relegation.  
Queen Anne had made it clear that she considered herself 'entirely English'.  
There was also resentment at interference in Scottish affairs by English ministers eg Godolphin.  
Act of Security said Scotland might not choose the same monarch on the death of Queen Anne.  
In the future the Scottish Parliament would decide on any involvement of Scotland in wars.  
Evidence of substantial support for the exiled Stuart dynasty.  
Eventually royal assent given to Act of Security in the next session.  
February 1705, Alien Act put pressure on the Scots to enter into negotiations for Union or face economic sanctions.  
Tension heightened with the Worcester incident.

*Marks:*

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

Question 3: How typical is **Source C** of the views of the Scottish people at this time? (6)

The candidate makes a judgement as to how typical the views expressed in **Source C** are of Scottish people at this time in terms of:

*From Source:* Petition from a Royal Burgh expressing views against the Union.  
View expressed that Union would lead to increased taxation, and that this was not worth trading for free trade.  
It has concerns that England would dominate a British Parliament.  
It also sees Union as a threat to the established church in Scotland.  
It sees one of the most ancient nations coming to an end, after so much effort to defend it in the past.

*From Recall:* Widespread concerns at increased taxes as English taxes were at a higher level than those in Scotland.  
Most of the petitions from the Burghs were against the Union.  
However some people thought that free trade was worth achieving as this could be an answer to Scotland's economic problems.  
The vast majority of Scots were against the Union at this time.  
Scots were concerned at the low level of representation offered in the British Parliament. The Treaty gave only 45 MPs and 16 peers to the Scots.  
Presbyterian Church government had been established in the Church of Scotland in 1690. Many Presbyterians were concerned that a union with England might result in bishops as in the Church of England being imposed on them.  
Many church ministers were vociferous in their preaching against Union however the Act of Security for the Church was to subdue this opposition.  
Most anti-unionist arguments appealed to the sense of national identity and to the history of Scotland.

*Marks:*

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

Question 4: Compare the views on the benefits of Union as expressed in **Source C** and **Source D**.  
(5)

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

**Source C**

Is against the idea of union with England.

Union will bring an insupportable burden of taxation – free trade will not counter-balance this.

Scotland will remain under control of English – considers that English may discourage areas of Scottish trade.

Treaty will ruin industries – threat to religion, Claim of Right, laws and liberties.

Scots are giving up their heritage as a nation, which they have defended for generations.

**Source D**

Is in favour of the idea of Union with England.

Union is seen as the best way to preserve liberty.

Concerned at the inability of Scots to enlarge trade – Union the answer.

Thinks that England will not allow Scotland to flourish as a separate state.

Trade will benefit from the Union.

Thinks that union will bring peace to the whole island.

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

*Marks:*

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

Question 5: How adequately do **Sources B, D and E** illustrate the issues that led to the acceptance of the Treaty of Union? (8)

The candidate makes a judgement of the extent to which **Sources B, D and E** illustrate the issues which led to accepting the Union in terms of:

- From Sources:*
- B** The issue of the Succession was central to Union being passed.  
Conflict between the wishes of the Queen and the Acts passed by the Scottish Parliament, eg the Act of Security.  
Causes of tension in Scotland – Darien, the War of the Spanish Succession, and the failure of earlier negotiations.  
Refusal to vote supply for Scottish forces in the standing army.
  - D** Union could bring Peace to the whole island, and preserve honour and liberty of Scotland.  
The succession would be secured by Union.  
Concerns at the prohibition of export of black cattle.  
Scottish trade was declining.  
There was a need to improve Scottish industry.  
England would not tolerate a separate and successful Scotland.
  - E** The Equivalent was seen as compensation for losses at Darien.  
And as a boost to the Scottish economy.  
Scots Law would be kept.  
Scottish Privy Council retained.  
Royal Burghs would retain their privileges.

*From Recall:*

The impact of the failure of Darien and the hardships of the 1690s still very much alive.  
Union was considered by a few Scots as the answer to their economic problems.  
The Union would end the Navigation Acts, which had excluded Scots from trade with England's colonies.  
England was keen to achieve Union at this time as they wished the Hanoverian succession to be settled.  
Exiled Stuart dynasty still regarded as a threat.  
Major concerns at the prospect of Scotland ending the Regal Union as this could be a threat to England's security.  
Prospect of Scotland allying with France.  
English Troops placed on the border.  
Some thought that it was better to accept a negotiated Union rather than have one imposed.  
The Act of Security for the Kirk guaranteed that it would remain Presbyterian.  
This removed much opposition.  
The Squadron Volante was led to believe that they would get to distribute the Equivalent.  
There are examples of bribes and back payments which may have persuaded some.  
Guarantees were made for the retention of Scottish institutions eg legal system and Royal Burghs.

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

## SPECIAL TOPIC 4: THE ATLANTIC SLAVE TRADE

Question 1: To what extent are the arguments in **Source A** typical of those who supported the slave trade? (6)

The candidate makes a judgement on the extent to which the arguments in **Source A** are typical in terms of:

*From Source:* Abolition would destroy a valuable trade, employing over 5,500 sailors, and over 160 ships – valuable exports would be lost.  
Loss of income from trade.  
Africans necessary to work in hot climate – Europeans unable to work in West Indies.  
Stresses that it is not just planters who would suffer.  
Losses to manufacturers, shipbuilders – unemployment among working people.

*From Recall:* Cities involved in the slave trade would suffer eg Liverpool and Bristol.  
Slave Trade brought investment to industry and increased demand for manufactured goods.  
How could Britain compete if other countries retained slavery?  
Britain would lose its maritime dominance.  
Less work for sailors and those in manufacturing industries.  
They were doing the ‘pagan’ Africans a favour bringing Christianity and civilization to them.  
Slaves often treated better than the working class in Britain.  
Lies were told about the middle passage as traders depended on healthy slaves for profit.  
British fisheries would suffer if the West Indian markets declined.

*Marks:*

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

Question 2: How useful is **Source B** as evidence of the methods used by the Abolitionists? (5)

The candidate evaluates **Source B** as evidence of methods used by Abolitionists in terms of:

*From Source:* Provenance – articles produced at the time of the campaign.  
Boycotting slave produced sugar was a tactic of the Abolitionists.  
Purpose to encourage the use of only non-slave produced sugar and to generally increase public support for abolition.  
Use of logo and motto of the Anti-slavery society on fashion items was a tactic to help achieve this.

*From Recall:* Lecture Tours eg John Newton, Thomas Clarkson.  
Ex slaves life experiences eg Ouladah Equiano.  
Evidence given to Parliamentary committees.  
Use of artefacts and illustrations.  
Subscription Lists.  
Petitions to Parliament.  
Public Meetings.  
Distribution of Pamphlets and other literature.  
Other examples of use of Anti-Slavery Society badge – on china and jewellery as symbol of support.  
Important support from the Wedgewood potteries.  
Abolition societies were established throughout Britain.

*Marks:*

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

Question 3: To what extent does **Source C** illustrate the arguments of those who supported abolition of the slave trade? (6)

The candidate makes a judgement on the extent to which **Source C** illustrates the arguments of those who supported abolition in terms of:

*From Source:* It concentrates on the inhumanity of the middle passage.  
Mentions the conditions on board ship – over 600 slaves chained together.  
Slaves forced to dance by fear of the lash.  
Slaves in chains, whipped, force-feeding.  
Disease a serious problem – high death rate – evidence to Privy council that 12.5% die on the middle passage.

*From Recall:* Slave Trade was wrong for Religious reasons.  
Evangelical Christianity saw slavery as contrary to the word of God.  
Slave Labour was an expensive form of Labour.  
Free men would work better than slaves.  
It was not right to deprive a man of his liberty.  
Claims made that the British establishment and MPs had a vested interest in the slave trade.  
Slavery discouraged enterprise and hard work and brought labour into disrepute.

*Marks:*

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

Question 4: To what extent do **Source C** and **Source D** agree about the conditions on the middle passage? (5)

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

**Source C**

**Source D**

Tells us they were chained ‘two by two’.

Agrees but points out that this was the men, and women and boys usually not shackled. Even the men were sometimes released.

Forced dancing for exercise by the terror of the lash.

Also mentions dancing for exercise ‘encouraged by the cat o’ nine tails’.

Forced feeding took place.

Gives details of two meals a day. In fact gives a reasonable picture of the food provided.

Speech appealing to emotions.

More factual account from a historian distanced in time from the events.

Stresses the misery in the journey.

Points out that defenders of the trade tried to make out things were cheerful on deck.

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

*Marks:*

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

Question 5: How fully do **Sources B, C and E** identify why the abolition movement succeeded in ending the Slave Trade? (8)

The candidate makes a judgement of the extent to which **Sources B, C and E** identify why the abolition movement was successful in terms of:

- From Sources:*
- B** Boycott of Slave-produced sugar.  
Use of artefacts in the campaign as propaganda.  
Helpful in winning public support.
  - C** Concentrates on the inhumanity of the middle passage.  
Slaves chained together in bad conditions.  
Slaves forced to dance, and to eat.  
High death rate during the middle passage.  
Speeches to Parliament important part of the Anti-Slavery Campaign.
  - E** Because the French have reintroduced Slavery, the British felt superior abolishing it.  
The Foreign Slave Trade Act had already abolished 2/3rds of the trade making it easier to abolish it all the following year.  
Death of Pitt removed a major obstacle to abolition.  
Grenville as PM was committed to abolition.  
More MPs elected in 1806 were abolitionists.

*From Recall:*

- Anti-Slavery campaign involved widespread support from the public.
- Created a sense of solidarity with the slaves.
- As did the Logo of the Society.
- Led to petitions being sent to Parliament.
- William Wilberforce led the Anti-Slavery campaign eventually to success in Parliament.
- Other individuals made important contributions to raise awareness eg Clarkson.
- Slave Revolts had frightened those involved.
- Pitt had been unsteady in his support for Abolition.
- Abolitionists were cunning in the introduction of the Foreign Trade Act.
- It was no longer seen as Anti-British, which had been a problem during the French Revolution.

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

## SPECIAL TOPIC 5: THE AMERICAN REVOLUTION

Question 1: How accurately does **Source A** illustrate the issues surrounding the colonial challenge to British authority between 1760 and 1774? (6)

The candidate makes a judgement of the extent to which **Source A** illustrates issues surrounding the colonial challenge to British authority in terms of:

*From Source:* Colonists wanted rights to life, liberty and property.  
Colonists felt Britain was disposing of their rights.  
Colonists wanted representation in their own legislature.  
Colonists wanted to tax and govern themselves.  
Colonists felt Crown rule was unconstitutional and destroyed their freedom.

*From Recall:* Explanation of points made in source:  
'No taxation without representation'.  
Colonists reacted furiously to the Stamp Act.  
British passed Townshend Duties.

Other factors relating to the colonial challenge between 1760 and 1774:  
Proclamation of 1763 forbidding settlement beyond the Allegheny Mountains.  
Re-imposition of Navigation Acts after ending of Seven Years War in 1763.  
Trade restrictions in colonies.  
Colonists objected to taxation designed purely to raise revenue.  
Sugar Act (Revenue Act) of 1764 imposed duties on imports into colonies.  
No recognition in Britain of achievements and strengths of colonists, eg political advances, organisation of Assemblies.  
Declaratory Act stated that British would continue to legislate for the colonies.  
Resentment towards presence of British army in colonies.  
Boston Massacre of 1770, infuriated people across all the colonies.  
Tea Act 1773 and surrounding issues which led to Boston Tea Party.  
British concessions on tea had been regarded by some as a means of tricking colonists into accepting taxation.  
Colonists regarded the 1774 Coercive Acts (Punishment of Massachusetts) as the Intolerable Acts – Britain enforcing policy through military force.  
British abandoned trial by jury for suspected smugglers.  
Port of Boston closed.  
More troops were sent to enforce British rule and were billeted in colonial homes.  
Britain suspended the Massachusetts Assembly.  
Britain remaining intransigent in the face of colonist protest at methods of British rule.

*Marks:*

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

Question 2: To what extent do **Sources B** and **C** agree about the situation faced by the colonists before the Declaration of Independence? (5)

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

Points of agreement

**Source B**

**Source C**

Overall – necessary for independence to be declared.

Overall – necessary for independence to be declared.

Arms must decide the contest.

Military supplies to be obtained.

Reconciliation supported by some.

Reconciliation attempted through Olive Branch Petition.

Injuries and disadvantages forced on colonists.

Britain deciding to force colonies into submission.

Duty to renounce association from Britain.

Decision to declare independence vital for practical reasons

Foreign powers more willing to help if colonies are independent.

Foreign agreements easier as independent sovereign power.

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

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

Question 3: How fully does **Source D** explain the impact of French intervention in the war? (6)

The candidate makes a judgement of the extent to which **Source D** explains the impact of French intervention in terms of:

*From Source:* Britain could have crushed the colonists before the French entered the war.  
French entry changed the whole complexion of the war.  
Britain now had to fight in India and the West Indies as well as in America.  
Britain had to defend its own shores.  
British resources could not cope with the fight against America and France combined.  
Britain lost command of the sea.  
French intervention made British defeat a matter of time.

*From Recall:* Explanation of points made in source:  
British military resources were stretched with the new worldwide nature of the war.  
The French navy adopted tactics of firing objects such as reaping hooks at British masts to disable ships rather than spend time trying to sink them.

Other factors relating to French intervention:  
French sent troops to help the Americans.  
French sent huge fleet to help the Americans.  
French sent war materials, equipment, etc to help the Americans.  
French alone did not win the war for the Americans.  
French intervention led to later entry by Spanish and Dutch into the war.

*Marks:*

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

Question 4: How useful is **Source E** as evidence of the role of George Washington in the colonists' efforts to attain independence? (5)

The candidate evaluates **Source E** as evidence of the role of Washington in terms of:

*From Source:* Provenance: primary evidence from April 1777, 10 months into the war.  
The writer is aware of some events taking place in America.  
The writer, although British, seems to be unbiased.  
Presents an objective view of the perception of Washington by soldiers and civilians.  
Purpose: to record observations.  
Content: Washington is 'most surprising', 'genius'.  
Washington militarily capable – keeping Howe 'at bay'.  
'Successful leader', 'worthy, honest'.  
'Popular' in the army, 'idolised in the South'.  
'Saviour of the country'.  
Congress sees Washington as 'necessary tool', 'deserves merit'.

*From Recall:* Washington was inspirational leader of troops – inspired respect and trust among his men.  
Ensured Continental Army was trained effectively in use of firearms, and military drills – role of von Steuben – realised need for American troops to be able to match disciplined British forces in combat.  
Displayed effective powers of leadership and organisational abilities.  
Washington was respected by Congress delegates as a man of wealth.  
Ensured colonial troops were secure at Valley Forge during winter of 1777-78, when there was a real risk of defeat.  
Led American forces in lengthy campaigns which eventually led to victory.  
Accepted need to co-operate with French troops in Yorktown campaign.

*Marks:*

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

Question 5: How completely do **Sources C, D and E** identify the issues affecting the outcome of the War of Independence? (8)

The candidate makes a judgement of the extent to which **Sources C, D and E** identify and explain issues relating to the outcome of the war in terms of:

- From Sources:*
- C** Reconciliation improbable so independence was only option.  
Colonists moved towards independence because Britain ignored Olive Branch Petition.  
Britain had reinforcements and hired German mercenaries to aid efforts in colonies.  
Colonists obtained loans, arms and supplies from foreign countries.
- D** Cornwallis did not realise the importance of sea-power in the war.  
Britain failed to put down colonists in rebellion.  
British experienced disaster at Saratoga.  
French entry changed the complexion of the war.  
War was stretched worldwide by foreign intervention.  
British defeat was a matter of time after France became involved in the war.
- E** Washington was a genius.  
Howe was forced to retreat by Washington.  
Washington was an ambitious man.  
Washington was a popular leader, particularly in the South.  
Congress relied on Washington to fulfil their ambitions.

*From Recall:* Explanation and development of points made in source:  
Inspiration provided by Washington to troops.  
Washington was an experienced officer.  
Washington oversaw the training of American soldiers to fire accurately from distance.

Further details of issues affecting the outcome:  
Colonists used guerrilla tactics.  
British military incompetence played a significant role in the war.  
Failure to communicate between Howe and Burgoyne led to surrender at Saratoga.  
French supplied large numbers of ships and troops.  
Boost to colonists' morale at time of foreign intervention.  
Colonists believed in their cause.  
Colonists were competent – Congress organised military supplies and regulations.  
The colonists organised a Navy.  
Spain and Holland later entered the war against Britain.  
League of Armed Neutrality (Russia, Denmark, Sweden) made control of the sea even more difficult for Britain.  
Superior American knowledge of land on which the war was fought.  
American troops had incentive of independence.  
Local people burning crops to prevent British taking them.  
Factions and in-fighting amongst British military leaders.  
Poor communications between Britain and the colonies.

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

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

Question 1: How useful is **Source A** as evidence of the impact of Irish immigration on law and order in Scotland? (5)

The candidate makes a judgment on the usefulness of **Source A**, in terms of:

*From Source:*      Origin: Primary source, extract from a Glasgow newspaper, location of most immigrants.  
Purpose: Possible to inform readers or an attempt at ‘sensationalism?’  
Content: 300 Irish navvies attacked a jail in order to rescue two companions.  
Conflict with police whereby one died.  
Scottish and English labourers marched to where the Irish were working and fired huts and beat men, women and children out of the area.  
Group of Irishmen set out for revenge but were turned back by the military.

*From Recall:*      High representation of Irish immigrants in crime statistics, though mainly for minor offences.  
Irish reported as filling up Scotland’s jails.  
Anti-Irish bias in newspaper reporting in west of Scotland generally.  
Irish immigrants often reacting to Scottish provocation eg name-calling and aggression by the Scots.  
Irish navvies generally had reputation of being lawless and disorderly; crimes mainly drunken brawls.  
Irish communities criminalized and excessive police attention given to them.

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

Question 2: To what extent did other European immigrants experience similar problems of assimilation as Irish immigrants as identified in **Source B**? (6)

*From Source:* Irish immigrants seen as ‘strangers in a strange land’; different religion, speech and culture; acted as scapegoats for every evil in society eg drunkenness and disease; Irish thus became introverted and set up their own communities.  
Pursued a separate identity within Scotland; importance of Catholic faith to the Irish immigrants.  
Irish unable to identify with Presbyterianism in Scotland; Presbyterianism very hostile to Roman Catholicism.  
Irish developed their own distinct community within Scotland with own schools, chapels, social welfare organisations and political agenda.  
Generally the Irish were a ‘community within a community’.

*From Recall:* Protestant Irish immigrants found assimilation relatively easier than Catholic Irish immigrants.  
Other immigrant groups to Scotland included Lithuanians, Jews and Italians.  
All experienced similar problems to a greater or lesser degree.  
Each immigrant group formed self-contained settlements partly for comfort and partly from difficulty in assimilation.  
To an extent these groups experienced similar linguistic and religious difficulties.  
The numbers of these immigrant groups were significantly lower than Irish immigrants and so perhaps were perceived as less of a threat to Scottish society.  
These groups, perhaps, were more willing to assimilate than Irish immigrants.  
Irish immigrants did assimilate as time passed – trade union membership, intermarriage with Scots, political involvement and standing shoulder to shoulder with British against Germany during the Great War.

*Marks:*

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

Question 3: How far do **Sources A, B and C** explain the reasons for anti-Irish feeling among many native Scots? (8)

The candidate makes a judgment, with reference to **Sources A, B and C**, on the extent to which they explain anti-Irish feeling among native Scots in terms of:

- From Sources:*
- A** 300 Irish navvies attacked a jail in order to rescue two companions. Conflict with police whereby one died; 13 Irish arrested. 2,000 Scottish and English labourers marched to where the Irish were working and fired huts and beat men, women and children out of the area.
  - B** Catholic Irish immigrants “strangers in a strange land”. Lack of assimilation on their part; different speech, religion and culture than Scots. Blamed for being the cause of social ills from drunkenness to disease. Maintenance of a separate identity by Irish; developed a community within a community. Strong identification with Catholic Church. Could not relate to Scottish Presbyterianism and its hostility towards Roman Catholicism. Catholic Irish developed as distinct and introverted community. Own schools, churches, welfare organizations and pursued a different political agenda to Scots.
  - C** Irish immigrants came in huge numbers to Scotland. Likely to produce serious effects on native Scots; immigrants are of the poorest class and without any education. Immigrants drag down to their level any Scot who mixes with them, both morally and in their habits. Sanitary enforcement and police involvement is increased wherever the Irish settle in numbers in Scotland. A very negative picture of immigrants portrayed in this source.

*From Recall:*

Irish immigrants – effects on health and housing is a real concern for Scottish authorities – concentrated in the poorest areas of towns and cities, with serious issues of poverty and health.

Religion a real cause of friction; setting up of Catholic schools and churches anathema to many Scots in a Presbyterian land.

Irish immigrants sometimes acted as strikebreakers; cut-price labour in the mines and generally accused of dragging down wages and keeping wages low.

Irish believed to have brought disease with them.

Cholera regarded as the “Irish disease”.

Irish immigrants accused of being dirty – keeping pigs in houses.

Blamed for depressing property values wherever they stay and also accused of being very destructive of the property they inhabit.

Irish immigrants believed to be less than totally loyal to the monarch and to the British government.

Irish seen as ‘spongers’ – allegedly taking relief from the poor rates and causing hardship for needy Scots.

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

Question 4: Compare the views on Scottish emigrant identity as expressed in **Sources D** and **E**. (5)

The candidate makes a comparison of the views expressed in **Source D** and **Source E**, in terms of:

**Source D**

Source highlights role of clergymen in preserving identity among Scottish emigrants.

Clergymen have superior intelligence, cleverness and benevolent attitude – command respect.

Act as friends and advisers – give encouragement in times of adversity.

Role of religious services.

Clubs and societies set up by emigrants also reinforce identity.

**Source E**

Source makes no mention of role of clergy in promoting identity.

Importance of societies – St. Andrews, Caledonian, and Highland societies.

Helped with provision of cash, information or advice to newly arrived emigrants.

Importance of ritual and commemoration – tartan, Scottish music.

Emigrants did not want to lose their Scottishness.

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

*Marks:*

1-2	Selects some evidence from one or both sources but little attempt to make the required comparison.
3-4	Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
5	Selects relevant evidence from both sources and compares them thoroughly to reach an appropriate conclusion.

Question 5: How fully does **Source E** explain the ways in which Scottish emigrants attempted to maintain their identity in their adopted lands? (6)

The candidate makes a judgment on how fully **Source E** explains the ways in which Scottish emigrants attempted to maintain their identity, in terms of:

*From Source:* Scottish emigrants set up various Scottish societies eg St Andrew's societies, Caledonian and Highland societies.  
Such societies provided help to needy Scottish emigrants in the form of cash, information or advice.  
These societies' activities and rituals helped maintain Scottish identity.  
Music and tartan also helped to keep Scottish identity amongst the emigrants; took on a symbolic importance.  
Scots most definitely did not want to lose their Scottish identity in foreign lands.

*From Recall:* Areas of emigration included Australasia, South Africa, USA, Canada and England.  
Most emigrants chose England as their destination; less emphasis on maintenance of identity in England – due to proximity to Scotland?  
Scottish emigrants attempted to preserve their identity in various ways; setting up of Burns Clubs, Tartan Days, Highland Games.  
Promotion of all things Scottish eg Highland dancing and bagpipe playing were common; ceilidhs and Scottish dancing were promoted.  
Scots set up Presbyterian churches and promoted Protestant religion in adopted lands.  
Scottish language maintained and nurtured by emigrants.  
Oral history passed down from generation to generation kept alive their 'Scottishness'.

*Marks:*

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

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

Question 1: To what extent does **Source A** represent British reaction to the remilitarisation of the Rhineland in March 1936? (6)

The candidate makes a judgement of the extent to which **Source A** represents British reaction to the remilitarisation of the Rhineland in terms of:

*From Source:* Take Hitler at his word.  
Cannot forever keep German troops out of their own territory – Hitler has entered Rhineland without so much as a by-your-leave.  
Violation of the Treaty of Versailles, but that treaty is now so tattered as to be unrecognizable.  
Impossible to enforce Treaty without war, and, no one wants war.  
Unless the powers propose to turn the Germans out, then powers may as well regularise their actions.  
Sanctions through League of Nations are either a form of sulks or else mean war.  
Much more important question is what Germany plans to do now.  
Hitler offers a twenty five years Pact of Peace to France and Belgium – belief that this is genuine.

*From Recall:* Britain felt Germany provoked by the Franco/Soviet treaty.  
Britain felt France may have violated the Locarno agreement first.  
Lord Lothian’s comment – only “entering back garden”.  
Britain attracted by what Germany offers. These included: Non aggression pacts with Euro neighbours, a demilitarised zone on both sides of border, an air force agreement, Germany rejoining the League of Nations.  
British military weakness – Chiefs of Staff warning (and CID) that war with Germany must be avoided.  
Britain still concerned about possibility of war with Italy over Abyssinian crisis – regarded this as much more serious.  
Britain and France has already met to discuss the possibility of remilitarisation and had decided on no action.  
France had only a static defence policy based on Maginot line and would be unlikely to assist any attempt to oust Germany from the Rhineland.  
String hostility towards Treaty of Versailles.  
Widespread anti-war feelings – peace movements – Peace Pledge Union – Fulham by-election.  
Fear of bombing of civilian targets – impact of film “Things to Come”.  
Very little support for action against Germany.

*Marks:*

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

Question 2: How useful is **Source B** as evidence of the reasons why some British people chose to become involved in the Spanish Civil War? (5)

The candidate makes an evaluation of **Source B** as evidence of the reasons why some British people became involved in the Spanish Civil War, in terms of:

*From Source:*      Origin/purpose: Source B is written by J. Gurney who had been a member of the International Brigade fighting for the Republican side. It is an eyewitness account – explains why Gurney and others chose to become involved in the Spanish Civil War.  
Although published in 1974 the extract is an accurate account of how many people on the political left felt when the Spanish Civil War broke out.  
Content: Spanish Civil War – the chance for a single individual to take a stand on an issue which seemed to be absolutely clear. Either to oppose growth of fascism, and fight against it – or to accept its crimes, and be guilty of accepting its growth. For Gurney and many others, it was a war of principle and principles did not have national boundaries.  
By fighting against fascism in Spain, we would be fighting against it in our own country and every other.

*From Recall:*      To many outsiders the Spanish Civil War was simplified as a fight between democracy and totalitarian dictatorship – between the government of the Spanish Republic, and the Nationalists led by Franco.  
Support for the Republic from a range of political views in Britain – Liberals, Socialists, Communists.  
Belief that fascism was expanding, and had to be stopped.  
Support for Spanish Republic, and Spanish workers, who were defending democracy and standing up to fascist aggression.  
Belief that British policy of Non-Intervention was weak and was being openly flouted by Germany and Italy.  
League of Nations doing nothing to support Spain.  
The International Brigades were made up of ordinary people who gave up their jobs and travelled to Spain so that they could make a personal stand against what they saw as the growth of Fascism in Europe.  
The volunteers were NOT regular soldiers but were often disillusioned by the weak appeasement policies of their own democratic governments.  
In total there were about 50,000 men and women from 53 countries.  
The Brigades were withdrawn from Spain in October 1938.  
A small number of volunteers, those with links to the Catholic Church, went to fight for Franco.  
Liberals, Socialists, Communists and Anarchists supported the Republicans.

*Marks:*

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

Question 3: How much support was there at the time for the views expressed in **Source C** towards the Munich Agreement? (6)

The candidate makes a judgment on how much support there was at the time for the views expressed in **Source C** in terms of:

*From Source:* Yesterday was a day of thanksgiving for avoidance of war, in Britain, and in many other countries.  
No one who lived through 1914-1918 war could contemplate another war, without feeling the deepest horror.  
Even those critical of settlement join in universal relief.  
Dispersal of war clouds is above all due to work of British Prime Minister.  
Europe's thanks due to him, for saving lives, and averting horrors of war.

*From Recall:* Majority opinion in Britain strongly supportive of the Munich Agreement, and of Chamberlain's role in achieving it.  
Widespread relief at the avoidance of war.  
Crowds welcoming Chamberlain, on his return.  
Support for Chamberlain from important sections of the national press.  
Strong support from the majority of Conservative MPs.  
Opposition parties strongly critical of Munich – speeches by Attlee, and Sinclair.  
Minority of Conservatives also hostile, Churchill, Duff Cooper's resignation from Cabinet.  
Some newspapers more critical of Munich Agreement.  
Critical cartoons by David Lowe.

*Marks:*

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

Question 4: Compare the views on the Munich Agreement expressed in **Source C** and **Source D**. (5)

The candidate makes a comparison of the sources, in terms of:

**Source C**

Grateful to Chamberlain for preventing war – strongly supports Munich Agreement – supports appeasement.

Day of thanksgiving for avoidance of war – memories of 1914-1918 meant no one could contemplate another war without feelings of horror.

Even critics of settlement join in universal relief.

Dispersion of war clouds are above all the work of the British Prime Minister.

Thanks due to Prime Minister from Europe for the sparing of lives from the horrors of war.

**Source D**

Critical of Munich Agreement – has further weakened British and French interests – critical of appeasement.

Policy which imposes injustices and tyranny on weak nations can never be foundations of peace.

Prime Minister wrong to talk of quarrels in distant lands between people of whom we know nothing.

Instead, should work to make people understand the importance of distant places to our own lives and liberties.

We shall live to regret the day we undermined and sacrificed freedom in central Europe, and laid it open to the march of Germany.

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

*Marks:*

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

Question 5: How fully do **Sources A, C** and **E** explain the reasons for the direction of British foreign policy in the second half of the 1930s? (8)

The candidate makes a judgement, with reference to sources A C and E and recall, on the extent to which the sources fully explain the reasons for the direction of British foreign policy in the second half of the 1930s, in terms of:

- From Sources:*
- A** Take Hitler at his word.  
Cannot forever keep German troops out of their own territory – Hitler has entered Rhineland without so much as a by-your-leave.  
Violation of the Treaty of Versailles, but that treaty is now so tattered as to be unrecognizable.  
Impossible to enforce Treaty without war, and, no one wants war.  
Unless the powers propose to turn the Germans out, then powers may as well regularise their actions.  
Sanctions through League of Nations are either a form of sulks or else mean war.  
Much more important question is what Germany plans to do now – Hitler offers a twenty five years Pact of Peace to France and Belgium – belief that this is genuine.
- C** Yesterday was a day of thanksgiving for avoidance of war, in Britain, and in many other countries.  
No one who lived through 1914-1918 war could contemplate another war, without feeling the deepest horror.  
Even those critical of settlement join in universal relief.  
Dispersal of war clouds is above all due to work of British Prime Minister.  
Europe's thanks due to him, for saving lives, and averting horrors of war.
- E** Revulsion against war – blend of guilt and idealism felt by those who felt principles of lasting peace had been denied to Germany.  
Appeasement seen as settling just grievances, not cringing or betraying.  
Acceptance that bombers would always get through in war – Fear of German bombers over Britain.  
Those who supported peace at any price may have been wrong, but they included men of bravery and experience.

*From Recall:*

British foreign policy was based on reality and pragmatism. The Versailles settlement had been created to restrict Germany but it had failed.  
The reality – Germany seemed to have legitimate grievances – the policy of appeasement was meant to address those grievances.  
Appeasement a policy designed to avoid going to war, reflected the wishes of the British people at least until 1939 – seen in Peace Ballot, Fulham by-election.  
Appeasement also grew from failure of the League. Since League could not deliver security and peace, another way had to be found.  
Appeasement was also based on belief that real negotiations with Hitler were possible – in this way, arrangements beneficial to Britain could be reached.  
By 1938 the British public and government were very afraid of war – memories of 1914-1918 – more recent conflicts – Abyssinia, Spanish Civil War.  
For the first time civilian Britain would be in the front line of a war. Fears of gas bombing and knowledge of what happened in Madrid and Guernica added to fears of what would happen if war broke out.  
At the time Britain felt it was not ready to fight a war. Appeasement a way of buying time to become better prepared – spread Radar network – building fighter aircraft.

### Question 5 (continued)

Other issues facing Britain and affecting the direction of foreign policy included:  
Protecting the Empire and imperial trade routes especially in Red Sea, Suez Canal and Far East.

Attitudes of Dominions

No allies – USA isolationist, France unstable and unreliable.

Fear of communist influence spreading – serious suspicion of Russia.

Chiefs of Staff had warned Chamberlain in 1934 that Britain could not face a three front war against Japan, Italy and Germany – weaknesses within armed forces.

Saving money in the ‘butter before guns’ discussions – concerns at the state of the British economy – still recovering from the effects of the Depression.

Development of fascist/militaristic anti-democratic alliances – Rome Berlin Axis.

British reluctance to become involved in France’s commitments to Eastern Europe.

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

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

Question 1: Compare the views of the Berlin Crisis of 1961 given in **Sources A** and **B**. (5)

The candidate compares the evidence in **Sources A** and **B** in terms of:

### *Source A*

Official American note of concern over construction of Berlin Wall.

The United States Government has never accepted that limitations can be imposed on freedom of movement within Berlin.

The United States Government sees the East German measures as illegal.

The measures which have just been taken are motivated by the fact that an ever increasing number of inhabitants of East Germany wish to leave this territory.

The reasons for this exodus are known. They are simply the internal difficulties in East Germany.

The United States Government expects the Soviet Government to put an end to these illegal measures.

### *Source B*

Official Soviet response and rejection of American concerns.

The Soviet Government understands and supports the actions of the East German Government in establishing control of the border with West Berlin.

West Berlin a centre of subversive activity, espionage and provocation against the GDR, the Soviet Union, and other socialist countries.

West Berlin authorities did not lift a finger to put an end to this criminal activity.

The Government of the West Germany led an army of recruiters who, by means of deception, bribery, and blackmail, encouraged a certain part of the residents of the GDR to migrate to West Berlin.

Thus the protest made in the note of the Government of the USA is without foundation and is rejected by the Soviet Government.

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

*Marks:*

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

Question 2: How useful is **Source B** as evidence of Soviet concerns about Berlin in 1961? (5)

The candidate evaluates how useful **Source B** is in explaining Soviet concerns about Berlin in 1961 in terms of:

*From Source:* Provenance: Official Soviet communiqué on East German actions in Berlin in 1961.  
Possible purpose: Giving a robust defence of East German actions.  
Understands why East German government established control of border with West Berlin.  
West Berlin a centre for spying and provoking East Germany, the Soviet Union and other socialist countries.  
West Berlin authorities did nothing to stop this criminal activity.  
West German government encouraged residents of East Germany to migrate to West Berlin by deception, bribery and blackmail.

*From Recall:* Reality of young and skilled who left the East for the West.  
2.7 million + had left by 1961.  
Differing political freedoms between East and West: East Germany a repressive and unpopular Communist regime compared to democratic West.  
Relative economic development of West Berlin and West Germany with consumer goods, high wages, opportunities and better housing than the East.  
Food shortages in the East in 1960 due to enforced collectivisation of agriculture emphasised differences.  
Concerns of hard line East German leader; Ulbricht to control border; he'd had plans to close border since 1952, but this had been resisted by the Soviets.  
Population loss a grave concern to Soviets as it showed the unpopularity of communism and questioned the viability of the East German State.  
For ideological reasons Communism must be seen to succeed in East Berlin/Germany: border control was the only way to achieve this.

*Marks:*

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

Question 3: To what extent does **Source C** explain the problems faced by the Americans in reacting to the crisis in Cuba? (6)

The candidate offers a judgement on the extent to which **Source C** explains the problems faced by the Americans in reacting to the crisis in Cuba in terms of:

*From Source:* Meeting considered alternatives the US government should take against Cuba.  
Could do nothing and live with the situation.  
Countries in Western Europe, Greece, Turkey and other countries had lived under the direct threat of medium-range nuclear missiles so America should not be concerned.  
Could instigate an all-out blockade.  
Blockade could lead to a declaration of war and disrupt all incoming shipping.  
Military action considered: various options  
    Attack missile installations  
    Attack missile installations and airfields with MIG aircraft  
    Attack missile installations, airfields, surface to air missile sites and coastal sites.  
All discussions inconclusive.

*From Recall:* Background factors: Castro and his communist regime in Cuba close to American mainland.  
Problems of American policy towards Cuba in the past: Bay of Pigs led to humiliation and failure for Kennedy and the USA: Kennedy concerned not to appear weak and desire to avoid further failure once nuclear missile bases were identified.  
Problem of how to deal with a nuclear threat so close to American mainland effectively reducing warning time of nuclear attack to nil.  
Problem of American political context: mid-term elections in America: Kennedy did not want to appear weak in face of political challenges.  
Problem of dealing with Khrushchev: unpredictable: he gave different responses to the crisis: which did the Americans react to? Role of Bobby Kennedy may be mentioned here and the fact the Americans reacted to Khrushchev's more reasonable first response to American actions.  
Other responses considered such as invasion.  
Role of 'hawks' in the military against the 'doves' in the administration, such as Rusk and McNamara. Role of John Kennedy.  
Eventual response of quarantine [blockade] which gave both sides time to breathe and allowed informal diplomatic channels to work, though problems:  
    American stop and search of Soviet shipping  
    Threat of nuclear confrontation real at the time.  
Eventual resolution of crisis: Americans stopped blockade and promised not to invade Cuba in return for return of missiles to Soviet Union and removal of obsolete missiles from Turkey.

*Marks:*

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

Question 4: How fully does **Source D** explain the changes in American policy in Vietnam under President Nixon? (6)

The candidate makes a judgement on how fully **Source D** explains the changes in American policy in Vietnam under President Nixon in terms of:

*From Source:* Nixon felt it was essential to end the Vietnam War.  
War had cost America in human and financial terms.  
Had caused domestic unrest.  
Had alienated a large part of the 'next generation'.  
Ending war would enable America to launch diplomatic initiatives to stop future 'Vietnams'.  
Had to be 'peace with honour'.  
America would not cut and run and leave the South Vietnamese to their fate.

*From Recall:* Background of American involvement in South Vietnam in response to Domino Theory and fear of its collapse in face of spreading Communism.  
Escalation of help for South Vietnam: by Jan 1969 there were 530,000 American combat troops in the field with no end to the conflict in sight despite massive human and financial investment.  
Importance of TET offensive in 1968, where Vietcong seemed to strike at US and South Vietnamese targets at will, on perceptions of Americans at home.  
Importance of perceptions as was very much a media war.  
American atrocities, eg: Mai Lai massacre, widely reported.  
Increasing human cost: 1968 bloodiest year so far with 14,600 US battle deaths.  
Development of anti-war movement in America: its role in the decline of support for war and the Johnson administration.  
Improving relations with Soviet Union and China reduced concern at spread of Communism. Used this improvement to bring pressure to bear on the North Vietnamese government.  
Nixon elected on a promise of de-escalating US involvement in war.  
Details of 'Vietnamising' conflict and the search for peace: increase ability of South Vietnam to look after its own defence: US aid would be financial and through massive aerial bombardment.  
Popularity of this policy and troop withdrawals for the Nixon administration.

*Marks:*

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

Question 5: To what extent was ideology the main reason for tension between the Superpowers during the Cold War? (8)

The candidate makes a judgment on the issue, using **Sources B, C and E**, in terms of:

- From Sources:*
- B** Understands why East German government established control of border with West Berlin.  
Ideological undertones as West Berlin accused of being a centre for spying and provoking East Germany, the Soviet Union and other socialist countries. West Berlin authorities did nothing to stop this criminal activity.  
West German government encouraged residents of East Germany to migrate to West Berlin by deception, bribery and blackmail.
- C** Meeting considered alternatives the US government should take against Cuba in largely practical terms.  
Could do nothing and live with the situation as allies in Western Europe, Greece, Turkey and other countries had lived under the direct threat of MRBMs so America should not be concerned.  
Instigate an all-out blockade, but could lead to a declaration of war and disrupt all incoming shipping.  
Military action considered: various options  
    Attack missile installations  
    Attack missile installations and airfields with MIG aircraft  
    Attack missile installations, airfields, surface to air missile sites and coastal sites.
- E** Sees the Prague Spring of 1968 in ideological terms.  
The Czechs discussed a loosening of their one-party political system. United States encouraged the process by opening up trade channels.  
Brezhnev warned that dissent could not be tolerated because, 'we are living in conditions of an ideological war.'  
Reference to policy of détente where a Soviet interpretation meant a lessening of military and political tensions with the West, but no ideological coexistence.  
Prague Spring strained this rigid ideological line to the limit.  
Soviet officials were divided over how to respond. Some opposed intervention because it would threaten détente.  
Party leaders feared ideological and economic contamination from Czech liberalism.  
Some military and secret police officials who believed the Czech policies might infect the entire bloc.  
Brezhnev consequently ordered Soviet troops to smash the Czech regime.

### Question 5 (continued)

*From Recall:* Origins of conflict post-war in ideological terms. Communist vs Capitalist systems vying for supremacy.  
Was an undeniable ideological basis to many of the Cold War conflicts; if nothing else, in terms of language.  
Soviet intervention in Hungary in 1956 in defence of Communism – can also be argued that Hungarian uprising showed a clear rejection of Communism, and a strong preference for democratic values.  
Berlin Wall built in 1961 as socialist system under threat from the west – again, migration from communist East Germany can be seen as desire to live in a western style democracy.  
Cuban missile crisis may be seen as a defence of communist Cuba in light of USA threats – US action a response to planned Soviet missile base.  
US intervention in Vietnam may be seen in ideological terms as an attempt to stop the spread of communism: Domino Theory.  
Also practical concerns and practical origins of tension.  
Nuclear Arms Race and attempts to deal with it through negotiation, co-existence and trade links.  
Development of details to limit tension through negotiations and agreements like START and SALT 2.  
Soviet desire to maintain a ‘buffer’ zone in Eastern Europe understandable after the Second World War.  
Differing policies of leaders on both sides: Containment to Détente and co-existence to the more active anti-Communist President Reagan line.  
Both sides recognised limits of confrontation, hence extension of conflict into Third World, etc as it was ‘safer’.

*Marks:*

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

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

Question 1: How typical is the attitude expressed in **Source A** of Irish attitudes to Home Rule? (6)

The candidate makes a judgment on the attitude being expressed in **Source A**, in terms of:

*From Source:* The Irish people feel the only power competent to make laws for Ireland is a Parliament of Ireland.  
Ireland is anxious to be friends with England, provided that England shows an anxiety to make friends with her.  
Belief that we can work it for the benefit of our country.  
The Bill itself, is an answer to fear that Home Rule means oppression of the minority or the dismemberment of the British Empire.  
Irish quite prepared to join in defending the Empire.  
Ireland as a free and self-governing nation within the Empire will contribute to the strength and greatness of the Empire.  
Majority of Ulster support Home Rule.  
Once Home Rule is the law, Ulster will accept it and take her part loyally and patriotically in carrying it out.  
Do not believe in division into the north and south of Ireland and like to see the Irish question settled with the assistance of Ulster, but if Ulster will not help, it must be settled in spite of her.

*From Recall:* Details of Home Rule Bill: Powers to be granted to Irish Parliament, and those to be retained by Westminster.  
Level of support for Home Rule at the time strong in the South.  
Redmond's Party consistently strong throughout Southern Ireland, where there was strong support for Home Rule.  
Minority opinions take different view: support for Irish Republic from groups like the Irish Republican Brotherhood – Connolly's views; supporters of a workers republic: Griffith; or Sinn Fein; Pearse and his supporters. Very much minority views at this time, though more important later on.  
Strength of opposition from Unionists in Ulster: Carson, Craig and other Unionist leaders were totally opposed to Home Rule.  
They feared domination by a Roman Catholic majority in Ireland under Home Rule (Home Rule).  
Mobilisation of Unionist opinion: Ulster Covenant, Ulster Volunteers.  
Signing of the Solemn League and Covenant.  
Fear for economic prosperity such as Shipbuilding and linen industries if Home Rule was passed.  
Curragh "Mutiny".

*Marks:*

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

Question 2: Compare the views expressed in **Sources A** and **B** towards Home Rule? (5)

The candidate compares the views in **Source A** and **Source B**, in terms of:

**Source A**

Sir Thomas Edmond supports the Home Rule Bill and is encouraging others to support it as well.

Home Rule will benefit Ireland.

Home Rule is an absolute answer to all those who fear it means the oppression of the minority and breaking up of the British Empire. Ireland will support Empire.

Most Ulster people support Home Rule.

Once Home rule is established, Ulster will accept it and take her part loyally in carrying it out.

**Source B**

Solemn League and Covenant signed by Unionists declaring their opposition to the Home Rule Bill.

Home Rule would be disastrous for material well being of Ulster.

Subversive to civil and religious freedom and destructive of citizenship.

Home Rule is perilous to the unity of the Empire.

If a Home Rule Parliament is forced upon Ulster they swear to refuse to recognise its authority.

Unionists pledge to defend their citizenship in the United Kingdom.

Unionists are prepared to use all means necessary to oppose Home Rule.

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

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

Question 3: To what extent does **Source C** explain why Sinn Fein gained victory in the election of 1918? (6)

The candidate makes a judgment on the extent to which **Source C** explains why Sinn Fein gained victory, in terms of:

*From Source:* The government's damage limitation exercise flawed both in conception and in execution.  
Martial Law seen as a way of encouraging the law abiding majority to support the state but instead alienated them.  
The release of the internees around Christmas 1916 drove this on.  
Collins and his fellow internees used time to lay the foundations for reorganisation of the national movement.  
During 1917 Sinn Fein transformed into a coherent political movement that rapidly picked up the support.  
70 Sinn Fein clubs were formed in June; 336 branches by the end of July.  
The growth of Sinn Fein as a truly national movement made possible by participation of Volunteers and by approval of the Church.  
The symbolic turning point was the death of Thomas Ashe.

*From Recall:* The executions and repression following Easter Rising led to increased British unpopularity.  
Easter rebels a minority view at the time – British repression led to major shift in Irish opinion against British and Irish Party, rebels seen as martyrs.  
Britain perceived to be more favourable to Unionist opinion (Carson a government minister).  
Partition readily agreed for Ulster.  
Redmond seen to be ignored.  
Irish Party in Parliament seen as increasingly ineffective: had supported Britain in war, but Home Rule postponed; Britain now actively considered exclusion of Ulster from Home Rule.  
Death of Redmond weakened the Irish Party.  
Emergence of effective Sinn Fein leadership: De Valera, Collins, Griffith – improved organisation.  
Failure of Irish Convention: attempt to reach compromise on Home Rule.  
Attempt to extend conscription to Ireland highly unpopular.  
Speed of calling the election helped Sinn Fein.  
  
Many of the soldiers did not get voting papers – may have been more likely to vote for the Nationalist Party than for Sinn Fein, which some saw as pro-German.  
New electoral register had 3 times previous number of voters.  
Weakness of Nationalist Party – no Nationalist candidates in 26 constituencies.  
Voters supporting Sinn Fein – wanted greatest measure of independence, and no partition.

*Marks:*

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

Question 4: How useful is **Source D** as evidence of Irish attitudes to the Anglo-Irish Treaty? (5)

The candidate makes a judgment on the usefulness of **Source D**, in terms of:

*From Source:* Provenance: De Valera – leader of Sinn Fein – who is speaking in the Dail Eireann in 1921.  
Probable purpose – to persuade Irish people to oppose the Anglo Irish treaty.  
Elected by the Irish people – aim is to uphold Republic.  
Republic was ratified by the vote of the people three years ago, and last May.  
De Valera keen to reconcile Irish national aspirations with the British Empire.  
De Valera against the Treaty because it does not do this.  
De Valera against the Treaty, not because he is a man of war, but a man of peace –  
Treaty will not end centuries of conflict between Great Britain and Ireland.  
De Valera claims the treaty will not even reconcile Irish people, much less  
reconcile Britain and Ireland.

*From Recall:* Arthur Griffith supported the Treaty – saw it as the First Treaty between Ireland and England signed on basis of equality since 1172.  
Ireland gained flag, evacuation of British troops – Irish army formed.  
Ireland was seen as equal with England, with Commonwealth countries, and had a voice in foreign affairs.  
Dominion status – had to accept monarchy.  
Michael Collins also supported Treaty – Irish government will not give in to the armed minority (De Valera and his supporters).  
No British Government left in Ireland, so Britain no longer the enemy.  
The majority of the people in the south supported the Treaty, twice as many voted for it than against it.  
Dail voted for Treaty 64 to 57. In subsequent election, relatively small number of members who opposed the Treaty.  
De Valera claimed the Treaty meant acceptance of partition of Ireland and abandonment of national sovereignty.  
Saw it as a surrender of ideals, for which sacrifices were made and suffering endured.  
Urged Republicans to resist the Treaty – supported by significant minority within Sinn Fein and IRA.

*Marks:*

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

Question 5: How fully do **Sources B, D and E** explain the causes of division and conflict in Ireland during the period 1912-1922? (8)

The candidate makes a judgment on the causes of division and conflict in Ireland in terms of:

- From Sources:*
- B** Home Rule disastrous for well-being of Ulster, and for whole of Ireland. Subvert civil and religious freedom – destructive to citizenship – perilous to Empire.  
Ulster – loyal to King – pledge through this Covenant to defend themselves and their children, and their UK citizenship – to defeat conspiracy to set up Home Rule Parliament.  
If Home Rule Parliament established, then they will refuse to recognise its authority.
- D** Elected by the Irish people and means to uphold the Republic. Republic was ratified by the vote of the people three years ago, and last May.  
De Valera keen to reconcile Irish national aspirations with the association of nations forming the British Empire.  
Opposes the Treaty because it does not do this.  
De Valera against the Treaty, not because he is a man of war, but a man of peace – would not end centuries of conflict between Great Britain and Ireland.  
Claims the Treaty will not even reconcile Irish people, much less reconcile Britain and Ireland.
- E** The Anti Treaty party attempted to stampede meetings by revolver shootings, to wreck trains.  
Tried to suppress free speech, the liberty of Press, used terrorisation and sabotage.  
Their sole object was to prevent the people from expressing their will.  
They tried to make the government of Ireland by the representatives of the people.  
Their policy is to prevent the people's will being carried out because it differs from their own.  
They want to create trouble in order to break up the only possible national government, and to destroy the Treaty with utter recklessness as to the consequences.

*From Recall:*

Ulster's opposition to Home Rule – fear of situation of Ulster in a Home Rule Ireland, with a Catholic majority.  
Role of Carson – formation of Ulster Volunteers – paramilitary organisations, gun-running.  
Major challenge to authority of the British government.  
Irish Nationalist Party led by Redmond largely supported Britain in the First World War, with Redmond actively supporting the recruitment of Irishmen for the war effort.  
Home Rule postponed for the duration of the war.  
Redmond faced criticism from other Nationalists such as Padraig Pearse, James Connolly and from Arthur Griffith (Sinn Fein) who regarded the war as nothing to do with Ireland.  
These were very much minority views at the time.  
There was increased division within Irish Volunteers over issue.  
Easter Rising – major cause of division.  
Majority of Irish people initially hostile – regarded it as work of small groups who had little mass support, Pearse and Connolly.

### Question 5 (continued)

*From Recall:* Popular support was initially still with Redmond and the Irish Nationalist Party. Condemnation of the Rising from various sectors of society, such as political leaders, churchmen and sections of the press.  
Anger at the destruction of the city centre and also at the violence.

However, opinions began to change due to British treatment of leaders of Rising – executions aroused strong criticism – major change in attitude.

1917 – decision to extend conscription to Ireland – very unpopular – popularity of Sinn Fein increased.

Decline of Nationalists – death of Redmond, National Party growing weaker.

1918 election – triumph for Sinn Fein – withdrew from Westminster –

Proclamation of the Republic.

Anglo-Irish War.

The IRA used a campaign of guerrilla warfare against British forces in Ireland – attacks on agencies of law and order – Royal Irish Constabulary, police barracks, magistrates, and troops.

Response by British government – use of force against IRA – regular troops, backed up by Auxiliaries, and by “Black and Tans” – serious violence and brutality towards IRA members, and suspected sympathisers.

Irish Civil War – serious conflict between pro- and anti-Treaty forces – greater level of violence than Anglo-Irish War.

Eventual acceptance of Treaty and Partition – divisions within Ireland continued for many years.

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

[END OF MARKING INSTRUCTIONS]