



2010 History
Intermediate 1
Finalised Marking Instructions

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Marking Conventions

Please make good use of the following indications of where marking credit has or has not been awarded.

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

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

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

“The source is useful as it is a primary source written at the time”.

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

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

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

SCOTTISH AND BRITISH

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

1. Describe the methods used by Henry II to reduce the power of the barons. 4
01

The candidate describes methods used by Henry II to reduce the power of the barons by referring to evidence such as:

from the source:

- Henry sacked twenty sheriffs/appointed men he could trust
- barons were forbidden to hold their own courts/accept new laws
- barons' private armies were sent home.

from recall:

- castles built illegally by barons had to be surrendered or were knocked down
- Earl of York was defeated and had his title removed after he refused to hand over Scarborough Castle
- Henry introduced the Assize of Clarendon to ensure the law was the same throughout the kingdom
- Henry introduced land laws (Novel Disseisin) to stop barons stealing their neighbours land
- Justices in Eyre/juries ensured law was carried out properly.

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

2. Describe the use of castles in the twelfth century. 3
01

The candidate describes the use of castles in the twelfth century by referring to evidence such as:

from the source:

- used as a defence/place of protection
- garrisons used them as barracks.

from recall:

- castles were a key symbol of power
- administrative centres of each village
- used as a home
- centre of entertainment eg feasts and banquet
- great hall doubled as a court/centre of law and order
- stored food and drink.

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

3. Why were monasteries important places in the twelfth century?

4
02

The candidate explains why monasteries were important places in the twelfth century by referring to evidence such as:

from the source:

- grew herbs for medicine/place where diseases were cured
- large collection of chronicles
- taught boys to read and write/prepared them for a career in the church.

from recall:

- place of worship
- monasteries involved in wool trade
- place of sanctuary for criminals
- offered shelter to travellers/pilgrims
- offered alms/aid to the poor.

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

4. How useful is **Source D** as evidence of how Thomas Becket changed after he became Archbishop of Canterbury?

4
03

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

- primary source from the time
- eyewitness to events
- to show how Becket changed his lifestyle/adopted a simple life
- says he spent time with the poor or in prayer/washing feet of poor.

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

- Becket wore a shirt of coarse hair.

SCOTTISH AND BRITISH

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

1. Why was there danger of civil war in Scotland after the death of the Maid of Norway? **4**
02

The candidate explains why there was a danger of civil war in Scotland after the death of the Maid of Norway by referring to evidence such as:

from the source:

- Robert Bruce and John Balliol both thought they should be king
- both men had royal blood
- both men had supporters ready to fight for them.

from recall:

- Robert Bruce was a grandson of David, Earl of Huntingdon
- John Balliol was a great-grandson of David, Earl of Huntingdon
- rivalry among Scots nobles – 13 competitors.

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

2. Describe what happened at the Battle of Falkirk. **4**
01

The candidate describes what happened at the Battle of Falkirk by referring to evidence such as:

from the source:

- Wallace placed his men behind a loch
- Scottish schiltrons resisted the attack
- Scottish cavalry fled.

from recall:

- Scottish bowmen were defeated
- English archers broke the formation of the schiltrons
- English soldiers broke into the schiltrons and massacred the Scots
- Scots lost – Wallace escaped.

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

3. How useful is **Source C** as evidence about the meeting between Bruce and Comyn? **4**
03

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

- primary source from the time/secondary – not personally present
- Walter of Guisborough – English – could be biased
- to explain why Bruce wanted to kill Comyn/to give Bruce a bad reputation
- Bruce sent two brothers to arrange the meeting/Comyn suspected nothing.

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

- Bruce killed Comyn.

4. Describe what happened when de Bohun and Robert Bruce met at Bannockburn. **3**
01

The candidate describes what happened when de Bohun and Robert Bruce met at Bannockburn by referring to evidence such as:

from the source:

- the English saw Robert Bruce
- de Bohun attacked Bruce.

from recall:

- Bruce killed de Bohun
- Bruce broke his axe.

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

SCOTTISH AND BRITISH

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

1. Describe the events which led to Mary being sent to France in 1548.

4
01

The candidate describes the events which led to Mary being sent to France in 1548 by referring to evidence such as:

from the source:

- the Scots cancelled their agreement because Henry made too many demands
- the English sent armies to punish the Scots
- the Scots asked for help from France.

from recall:

- English armies burned Edinburgh/Borders abbeys/St Andrews etc
- English invasions were called “the Rough Wooing”
- English armies tried to capture Mary
- the King of France got Mary to France to marry his son.

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

2. Describe the problems that were caused by Mary’s marriage to Darnley.

3
01

The candidate describes the problems caused by Mary’s marriage to Darnley by referring to evidence such as:

from the source:

- Mary had fallen out with her half-brother who left her government
- Mary had fallen out with her ministers – the Chaseabout Raid.

from recall:

- Darnley did not attend meetings (Mary used a block for his signature)
- Darnley was a drunk and did not return to the Palace
- Darnley killed Riccio.

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

3. Why did Mary have to give up her throne in 1567?

4
02

The candidate explains why Mary had to give up her throne in 1567 by referring to evidence such as:

from the source:

- people believed Mary was involved in the murder of Darnley
- she had married Bothwell whom people thought was the murderer
- many people feared being ruled by a woman.

from recall:

- she was the Catholic queen of a Protestant country
- Protestants did not trust her for being pro-French/Catholic
- deal with nobles to accept James as the next King.

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

4. How useful is **Source D** as evidence about the problems caused by Mary when she was in England?

4
03

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

- primary source from the time
- the author was a member of Elizabeth's government so it should be accurate/reflects English view
- to detail the problems Mary would cause if she left England
- Mary would surround England with powerful enemies if she went to France or Scotland/Mary's presence would encourage people to attack Queen Elizabeth.

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

- Mary was Elizabeth's closest relative so she would be her heir.

SCOTTISH AND BRITISH

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

1. Describe the difficulties which the Scots colonists faced in Darien.

4
01

The candidate describes the difficulties which the Scots colonists faced in Darien by referring to evidence such as:

from the source:

- it was a humid and unpleasant climate
- the soil was bad for crops
- found no one to buy their goods.

from recall:

- the Spanish attacked them
- the natives attacked them
- they had brought the wrong goods to trade.

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

2. Why did both England and Scotland become worried by the problem of Succession?

4
02

The candidate explains why both England and Scotland became worried by the problem of Succession by referring to evidence such as:

from the source:

- all of Anne’s sixteen children had died before her
- she wanted a Protestant to rule both kingdoms
- the Scots did not agree to this/wanted to make their own decision.

from recall:

- some Scots wanted a Jacobite monarch
- some Scots wanted to end the Union of the Crowns
- some English feared a Jacobite monarch.

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

3. Describe what Queen Anne's Government did to make sure the Act of Union was passed.

3
01

The candidate describes what Queen Anne's Government did to make sure the Act of Union was passed by referring to evidence such as:

from the source:

- nobody would get money from the government unless they supported the Union
- people who opposed the Union were sacked/gave their jobs to supporters.

from recall:

- they offered bribes to people in return for their support (Equivalent)
- they offered titles to people who supported the Union
- they used spies to get people to change their minds about the Union.

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

4. How useful is **Source D** as evidence about how the Scots felt when the Act of Union came into force?

4
03

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

- primary source from the time
- the author was in Edinburgh and was an eyewitness to what happened there
- to show that the Scots were not keen about the Act of Union/lack of enthusiasm
- in Scotland the church bells played "Why should I be sad on my wedding day?"

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

- the majority of Scots did not want the Union
- prominent officials who could have organised celebrations were all in London eg Queensberry.

SCOTTISH AND BRITISH

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

1. How useful is **Source A** as evidence of the work done by Irish immigrants? 4
O3

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

- primary source from the time
- from an Irish immigrant girl who had experience of the work
- to show people that workers moved around Scotland for work/to show that there was farm work available
- gives details of work in various parts of Scotland/gives details of the work done.

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

- many workers moved around as navvies
- in contrast, other workers were employed in factory work.

2. Why were living conditions unpleasant for Irish immigrants in Scottish cities? 4
O2

The candidate explains why living conditions were unpleasant for Irish immigrants in Scottish cities by referring to evidence such as:

from the source:

- immigrants lived in the most run down areas of the cities
- they had to breathe in smoke and pollution
- many rooms had no daylight.

from recall:

- living conditions were very overcrowded
- there was poor sanitation/water supply
- diseases were common eg smallpox, cholera, typhus.

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

3. Describe the methods used to persuade Scots to emigrate. 3
01

The candidate describes the methods used to persuade Scots to emigrate by referring to evidence such as:

from the source:

- agents were sent to encourage Scots to emigrate
- countries offered cheap or free land to emigrants.

from recall:

- agents gave lectures
- there were poster campaigns showing how good the new lands were
- landlords/government agencies gave help with fares
- family members wrote letters of encouragement/published in newspapers.

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

4. Describe the success of Scottish emigrants. 4
01

The candidate describes the success of Scottish emigrants by referring to evidence such as:

from the source:

- many important politicians in Canada and Australia were Scots
- Scots were the richest merchants
- Scots engineers were in demand to build bridges and buildings.

from recall:

- examples of successful Scots such as Andrew Carnegie (steel); Donald Mackay (Boston shipyards); Alan Pinkerton (detective agency); John Muir (national parks); John Alexander MacDonal (first Prime Minister of Canada)
- Scots developed farming in Australia and Canada
- Scots developed businesses and banks.

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

SCOTTISH AND BRITISH

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

1. Describe the findings of the reports by Booth and Rowntree into poverty around 1900. **4**
01

The candidate describes the findings of the reports by Booth and Rowntree into poverty around 1900 by referring to evidence such as:

from the source:

- Booth found that 30% of London's population were living in poverty
- the scale of poverty was so large that help from charities and poorhouses was inadequate
- Rowntree found that one third of the population of York was living in poverty.

from recall:

- poverty was not always the fault of the individual
- many families could not afford any luxuries eg newspapers, sweets, savings
- wages were so low for some people that they could not survive on them alone
- poverty was a huge problem for the old, sick and unemployed.

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

2. In what ways did the Liberal reforms help young people? **3**
01

The candidate describes the ways the Liberal reforms helped young people by referring to evidence such as:

from the source:

- in 1906 children were provided with free school meals
- Children's Charter made it illegal to sell tobacco and alcohol to children.

from recall:

- medical inspection for school children began in 1907
- juvenile courts and borstals were created for young offenders.

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

3. Why did war lead to changes in people's lives after 1939?

4
02

The candidate explains why war led to changes in people's lives after 1939 by referring to evidence such as:

from the source:

- Ministry of Food planned the rationing of food
- free treatment to injured civilians
- belief that a fairer society should be created after the war.

from recall:

- condition of evacuees highlighted poverty in cities
- Britain needed new homes after the war because of bombing
- the government gave out free vitamins, milk and orange juice.

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

4. How useful is **Source D** as evidence of the ways the Labour government changed people's lives after 1945?

4
03

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

- primary source from the time
- from a woman who witnessed the effect of the NHS when it was introduced
- to record mother's delight at free services
- describes free services provided under the NHS eg optician, chiropodist, doctor.

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

- other ways the Labour government changed lives eg housing, education.

SCOTTISH AND BRITISH

CONTEXT 7: CAMPAIGNING FOR CHANGE: SOCIAL CHANGE IN SCOTLAND, 1900s–1979

1. Describe the way the ‘Cat and Mouse Act’ dealt with Suffragette prisoners.

3
01

The candidate describes the way the ‘Cat and Mouse Act’ dealt with Suffragette prisoners by referring to evidence such as:

from the source:

- the act applied to prisoners who had become ill on hunger strike
- prisoners were released before they had finished serving their sentence.

from recall:

- prisoners had to return to prison once their health had recovered
- the police were to find them and re-arrest them if they did not return.

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

2. Why did Scottish shipbuilding go into decline between the wars?

4
02

The candidate explains why Scottish shipbuilding went into decline between the wars by referring to evidence such as:

from the source:

- less need for warships
- Scotland did not invest in new ship technology
- other countries gave subsidies to their shipyards.

from recall:

- German ships were sold off at low prices after the war
- overseas competitors had new yards with better equipment
- no demand for luxury liners such as the Queen Mary.

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

3. In what ways did local councils increase the types of leisure activities available to people between 1900 and 1939?

4
01

The candidate describes the ways local councils increased the types of leisure activities available to people between 1900 and 1939 by referring to evidence such as:

from the source:

- councils built ice rinks for skating and curling
- councils opened putting greens and golf courses
- councils ran day trips for children.

from recall:

- councils built public libraries
- councils built museums and art galleries
- councils built public baths/swimming pools
- councils built playing fields.

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

4. How useful is **Source D** as evidence of problems women workers faced in the workplace during the Second World War?

4
03

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

- primary source from the time
- eyewitness account/worker in factory, familiar with the conditions
- to tell us women workers were being treated unfairly
- women were paid less than male workers.

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

- women were conscripted to work in factories so had no choice.

SCOTTISH AND BRITISH

CONTEXT 8: A TIME OF TROUBLES: IRELAND, 1900-1923

1. Describe the actions taken by the Unionists against the Home Rule Bill.

3
01

The candidate describes the actions taken by the Unionists against the Home Rule Bill by referring to evidence such as:

from the source:

- organised meetings and rallies
- gained support from important politicians.

from recall:

- Ulster Covenant signed
- Ulster Volunteer Force set up
- German rifles/ammunition brought in illegally to Ireland
- gained support of British army eg “Curragh Mutiny”.

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

2. How useful is **Source B** as evidence of Irish reaction to conscription?

4
03

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

- primary source from the time
- from someone in position of authority/would be aware of Irish people’s reactions
- to condemn conscription/encourage others to oppose it
- we will not fight in Germany, we will not fight for them.

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

- Unionists were in favour of conscription.

3. Why did the Anglo-Irish War break out in 1919?

4
02

The candidate explains why the Anglo-Irish War broke out in 1919 by referring to evidence such as:

from the source:

- Government anger at Sinn Fein MPs who refused to go to Westminster to take their seats
- Irish independence declared/Republican Government formed
- British used armed force to try to stop the Irish.

from recall:

- 26 Unionist MPs refused to go to Dail/wanted Irish assembly closed
- Sinn Fein challenged the authority of the British/established legal, financial and local government
- Irish volunteers killed two members of the Royal Ulster Constabulary, sparking violence.

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

4. In what ways did the 1921 Treaty change the way Ireland was governed?

4
01

The candidate describes the ways the 1921 Treaty changed the way Ireland was governed by referring to evidence such as:

from the source:

- Ireland partitioned/six Ulster counties separated from rest of country
- Ireland had same status as Canada and New Zealand
- Governor-General represented the British king in the Dail.

from recall:

- Ireland known as the Irish Free State
- members of the Dail had to swear oath of allegiance to the king
- Britain would still use three Irish ports to help with defence
- Britain would look after the defence of Irish coasts for five years.

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

EUROPEAN AND WORLD

CONTEXT 1: THE NORMAN CONQUEST, 1060–1153

1. Describe William's claim to the English throne.

4
01

The candidate describes William's claim to the English throne by referring to evidence such as:

from the source:

- Edward the Confessor had promised to make William King of England
- William was related to Edward through the king's mother
- some important nobles supported William's claim.

from recall:

- Harold had sworn an oath to support William's claim
- the oath was sworn by Harold to William in person when he visited Normandy in 1064
- the Pope supported William's claim.

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

2. How useful is **Source B** as evidence of how the feudal system worked under King William?

4
03

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

- primary/contemporary source written at the time
- taken from the Domesday Book, an official record of land holding
- written to identify the King's subjects
- shows the workings of the feudal system eg that the King gave land to his Tenants-in-Chief.

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

- does not mention the role of serfs/villeins.

3. Why did David I invite Normans to Scotland?

4
02

The candidate explains why David I invited Normans to Scotland by referring to evidence such as:

from the source:

- David had many Norman friends
- David admired the way the Normans ruled England
- David wanted the Normans to help him make Scotland a feudal country.

from recall:

- David needed help to defeat his enemies in Scotland
- Normans who came to Scotland would become his vassals
- Normans would provide fighting men for his army.

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

4. In what ways did Royal Burghs bring benefits to King David I?

3
01

The candidate describes the benefits that Royal Burghs brought to King David I by referring to evidence such as:

from the source:

- the King collected rents from householders
- the King collected fees from people wishing to move into a burgh.

from recall:

- Royal taxes were charged on all trade within the burgh
- the King was entitled to customs duties from trading ports.

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

EUROPEAN AND WORLD

CONTEXT 2: THE CROSS AND THE CRESCENT: THE FIRST CRUSADE, 1096–1125

1. How useful is **Source A** as evidence of Pope Urban II's reasons for calling the First Crusade?

4
03

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

- primary source from the time
- Pope Urban's own words outlining his motives
- to tell us that Christianity was in danger/inform people of what the Muslims had done
- pilgrims attacked and robbed, shrines smashed and churches destroyed.

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

- concern over the behaviour of knights.

2. Describe the relationship between Emperor Alexius and the Crusaders.

4
01

The candidate describes the relationship between Emperor Alexius and the Crusaders by referring to evidence such as:

from the source:

- Crusaders had to take an oath of loyalty or receive no food
- some Crusaders unhappy with treatment/refused to take the oath
- Alexius cut off supplies/attacked them.

from recall:

- Crusaders had to take an oath promising to give back land which had belonged to Alexius
- Alexius did not let the Crusaders plunder Nicaea/let Muslim prisoners go free
- Alexius did not help the Crusaders at Antioch
- some Crusaders broke their oaths and took land eg Bohemond kept Antioch, Baldwin kept Edessa.

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

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

3
01

The candidate describes the capture of Antioch by the First Crusade by referring to evidence such as:

from the source:

- Bohemond bribed Firouz/let into the city
- men, women and children slaughtered.

from recall:

- Crusaders used ladders/ropes to scale the city walls
- Holy lance was used to inspire the Crusaders to fight Kerbogha outside the city
- Bohemond led a successful charge against Kerbogha's forces
- Kerbogha's men fled the battlefield.

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

4. Why was Jerusalem difficult to capture?

4
02

The candidate explains why Jerusalem was difficult to capture by referring to evidence such as:

from the source:

- Turks had plenty of food and water
- Christians had been expelled from the city
- Crusaders were tired/wanted to go home.

from recall:

- Crusaders lacked supplies eg timber had to be imported from Italy
- the city was too large to surround
- all the wells outside the city had been destroyed/the Crusaders had to travel great distances to get water.

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

EUROPEAN AND WORLD

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

1. Describe the problems that were caused by the French defeat at Poitiers.

3
01

The candidate describes the problems that were caused by the French defeat at Poitiers by referring to evidence such as:

from the source:

- many important French fighting men were killed
- many important French fighting men were captured.

from recall:

- King John was captured
- government collapsed
- ransoms would have to be found.

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

2. How useful is **Source B** as evidence about the activities of the Jacquerie?

4
03

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

- primary source written at the time
- author is famous chronicler of the period/shows bias against the Jacquerie
- purpose to show brutality of Jacquerie
- source says that Jacquerie killed knights/destroyed their property.

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

- activities of Jacquerie were confined to areas of west/central France
- activities of Jacquerie were cut short by violent repression.

3. Why were the French defeated at Agincourt?

4
02

The candidate explains why the French were defeated at Agincourt by referring to evidence such as:

from the source:

- English archers had freedom of movement
- French army faced a continuous hail of arrows
- English used lead covered mallets.

from recall:

- English archers were protected by a line of wooden stakes
- French army attacked the English knights rather than the archers
- divisions in the French command
- battlefield did not suit French heavy horse – (narrow and water logged).

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

4. Describe the terms of the Treaty of Troyes.

4
01

The candidate describes the terms of the Treaty of Troyes by referring to evidence such as:

from the source:

- Henry became heir to the French throne
- Henry became regent
- Henry would marry the French princess.

from recall:

- the Dauphin was declared illegitimate
- the Dauphin was disinherited
- Henry was immediately entitled to all the lands of the Dauphin and the Armagnacs.

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

EUROPEAN AND WORLD

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

1. In what ways was the nao an improvement in ship design?

4
01

The candidate describes the ways the nao was an improvement in ship design by referring to evidence such as:

from the source:

- combined the best features of the carvel and the carrack
- carried three masts and a bowsprit
- could stand up to rough weather.

from recall:

- was caravel built
- larger ship so could carry more stores and crew
- mizzen mast also had a lateen sail
- sail arrangement made for greater power/easier handling.

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

2. Why were the Spanish disappointed with their exploration of the East Indies?

4
02

The candidate explains why the Spanish were disappointed with their exploration of the East Indies by referring to evidence such as:

from the source:

- it led to open war between the Spanish and Portuguese in the East Indies
- further Spanish expeditions met with failure to gain more land
- Spain signed the rights to the Moluccas over to the Portuguese.

from recall:

- only one of the ships returned to Spain
- they did not find gold or riches
- Magellan was killed.

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

3. Describe what happened on Columbus' third voyage.

3
01

The candidate describes what happened on Columbus' third voyage by referring to evidence such as:

from the source:

- he discovered Trinidad
- he discovered the mouths of the Orinoco River/the mainland of South America.

from recall:

- he found that the settlement on Hispaniola was in revolt
- Columbus was arrested by the governor and sent back to Spain.

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

4. How useful is **Source D** as evidence of the explorers' attitudes to the native peoples?

4
03

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

- primary source from the time
- Jacques Cartier was an experienced captain/eyewitness account
- to show the captain's cleverness in dealing with the natives/to show he was afraid of the natives
- explains how the captain tricked the natives into believing the crew was fit and healthy/evidence that it was a dishonest relationship.

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

- Cartier was stuck in ice so had to protect his crew
- Cartier was dishonest with other groups of natives eg over crosses.

EUROPEAN AND WORLD

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

1. Why did Britain want to keep its American colonies?

4
02

The candidate explains why Britain wanted to keep its American colonies by referring to evidence such as:

from the source:

- a country which had foreign colonies had wealth and power
- British people could travel to the colonies to find land to farm
- the American colonies were a source of raw materials, such as cotton.

from recall:

- the colonies provided additional raw materials, such as tobacco
- Britain’s cities such as Glasgow, Liverpool, Bristol depended on trade with the colonies
- Britain wanted to prevent the French or Spanish from increasing their power and influence in America.

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

2. Describe what happened at Lexington and Concord in April 1775.

4
01

The candidate describes what happened at Lexington and Concord in April 1775 by referring to evidence such as:

from the source:

- British soldiers were confronted by a group of “Minutemen” at Lexington
- a number of minutemen were killed
- British were attacked by a larger force at Concord and many redcoats were killed.

from recall:

- the British did not find weapons
- the British soldiers were fired at all the way back to Boston
- this led the colonists to besiege Boston and the British were unable to leave.

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

3. How useful is **Source C** as evidence of George Washington's leadership of the American army?

4
03

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

- primary source from the time
- written by an American soldier an eyewitness – possible bias
- to praise Washington as an effective leader of his forces
- leadership was decisive and glorious.

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

- Washington's forces did lose a significant number of battles.

4. Describe the events which led to the British surrender at Yorktown.

3
01

The candidate describes the events which led to the British surrender at Yorktown by referring to evidence such as:

from the source:

- at Yorktown, the British took up a bad position
- the Americans moved quickly to surround the British.

from recall:

- the American army was joined by French forces
- in September the British fleet was defeated by the French navy
- in late September Washington arrived with further reinforcements.

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

EUROPEAN AND WORLD

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

1. How useful is **Source A** as evidence of the conditions on board slave ships?

4
03

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

- primary source from the time
- written by a doctor who had witnessed conditions on board a slave ship/would be a suitable person to comment on conditions for slaves
- to inform people of the terrible conditions on the slave ships/to express disgust
- floor covered with blood/heat, stench and foul air.

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

- slaves were chained together below deck/slaves were regularly beaten/diseases were common.

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

4
01

The candidate describes the ways the slaves tried to resist their masters on the plantations by referring to evidence such as:

from the source:

- they pretended to be stupid and not to understand orders
- they deliberately worked slowly
- they broke machinery on purpose.

from recall:

- the slaves would try to escape
- the slaves would organise revolts against their masters
- the slaves sometimes committed suicide.

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

3. Describe the actions taken by Thomas Clarkson to bring about the end of the slave trade. 3
01

The candidate describes the actions taken by Thomas Clarkson to bring about the end of the slave trade by referring to evidence such as:

from the source:

- he formed the committee for the Abolition of the African Slave Trade
- the Committee persuaded Wilberforce to campaign against the slave trade in Parliament.

from recall:

- he published essays/books to win support for abolitionist cause
- he travelled around Britain gathering eyewitness evidence about the cruelty of the slave trade
- he bought and displayed equipment used on the slave ships to demonstrate the barbarity of the slave trade.

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

4. Why did many people in Britain continue to support the slave trade? 4
02

The candidate explains why many people in Britain continued to support the slave trade by referring to evidence such as:

from the source:

- the slave trade generated large profits
- the slave trade made Britain more wealthy and powerful
- the slave trade provided employment on land and sea.

from recall:

- many British cities such as Glasgow, Bristol and Liverpool relied on the slave trade
- West Indies plantations needed the regular supply of labour provided by the slave trade
- Britain would lose power and wealth to other slave trading countries if the trade ended.

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

EUROPEAN AND WORLD

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

1. Why were French peasants unhappy in 1789?

4
02

The candidate explains why French peasants were unhappy in 1789 by referring to evidence such as:

from the source:

- peasants had to pay taxes
- they had to pay money to the church
- they had to work on road repair – the corvee.

from recall:

- the nobles did not have to pay taxes
- there had been several bad harvests in the 1780s
- peasants had to pay to use the landowners' mills.

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

2. Describe the changes made by the National Assembly.

4
01

The candidate describes the changes made by the National Assembly by referring to evidence such as:

from the source:

- only the National Assembly could make laws
- government officials had to obey the law instead of the king
- France was divided into 83 districts with various responsibilities.

from recall:

- the rank of noble was abolished
- all citizens were given the same rights
- many citizens were given the right to vote.

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

3. Describe the escape of Louis XVI from Paris in 1791.

3
01

The candidate describes Louis XVI's escape from Paris in 1791 by referring to evidence such as:

from the source:

- the queen persuaded the king to escape
- the king and queen were dressed up/in disguise.

from recall:

- the royal family were captured in Varennes
- the king was recognised by his picture on the banknotes.

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

4. How useful is **Source D** as evidence of the methods used during the Reign of Terror?

4
03

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

- primary source from the time
- produced by the Committee for Public Safety which dealt with those opposed to the government – possible bias
- to show that execution was used to keep order
- the source shows us the guillotine is to protect freedom.

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

- many thousands of people were executed.

EUROPEAN AND WORLD

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

1. Describe the land problems faced by Russian peasants before the First World War. **3**

01

The candidate describes the land problems faced by Russian peasants before the First World War by referring to evidence such as:

from the source:

- they had to pay redemption payments to the government for their land
- the *Mir* decided how the land was to be used.

from recall:

- farms were often too small to feed the family properly
- old fashioned farming methods led to poor returns.

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

2. Describe the events of Bloody Sunday in 1905. **4**

01

The candidate describes the events of Bloody Sunday in 1905 by referring to evidence such as:

from the source:

- Father Gapon led 200,000 workers to the Winter Palace
- they wanted to present a petition to the Tsar
- the soldiers panicked and opened fire.

from recall:

- the marchers carried banners and icons of the Tsar in his honour
- hundreds were killed and wounded
- cavalry/Cossacks charged the workers.

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

3. How useful is **Source C** as evidence of the effects of the First World War on Russia? **4**
03

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

- primary source from the time
- written by President of the Duma so should be well informed about the situation
- to criticise the treatment of the wounded
- gives details of treatment of wounded, no bandages or food, no straw etc.

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

- does not explain other problems such as shortages of weapons, poor leadership.

4. Why did many Russian peasants suffer during the Civil War? **4**
02

The candidate explains why many Russian peasants suffered during the Civil War by referring to evidence such as:

from the source:

- there was a drought in 1920 and in 1921 they were hit by famine
- peasants had eaten the reserves of grain
- requisition squads had confiscated the reserves of grain.

from recall:

- Reds and Whites both took food from peasants
- peasants refused to grow more food than they needed themselves
- peasants slaughtered their animals rather than give them to the requisition squads.

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

EUROPEAN AND WORLD

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

1. How useful is **Source A** as evidence about the effects of segregation in the South? **4**

03

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

- primary source recorded by an eyewitness to segregation
- words of Martin Luther King who experienced segregation
- King is explaining what it was like to live under segregation/show the unfairness of segregation/using TV to highlight problems
- King says that black Americans were not allowed to use the same swimming pools/schools as white people.

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

- segregation also affected other aspects of life eg eating places, transport, places of entertainment.

2. Describe what happened to the first black students at Little Rock Central High School.

3
01

The candidate describes what happened to the first black students at Little Rock Central High School by referring to evidence such as:

from the source:

- students were met by a large mob – shouting at her
- soldiers were present
- one black student became separated from the others.

from recall:

- Elizabeth Eckford was abused by the crowd
- National Guardsmen prevented the students from entering
- students later smuggled in and out of the school
- students finally gained admission under the protection of Federal troops
- students were abused by white classmates
- students were spat on.

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

3. Why was the March on Washington DC important?

4
02

The candidate explains why the March on Washington DC was important by referring to evidence such as:

from the source:

- largest march in US history
- showed the determination of African-Americans
- Martin Luther King made a historic speech.

from recall:

- the event was televised to people all over USA/world
- many white people joined the march
- clearly demonstrated public support for a Civil Rights Act.

4. Describe the part played by Stokely Carmichael in the Civil Rights Movement.

4
01

The candidate describes the part played by Stokely Carmichael in the Civil Rights Movement by referring to evidence such as:

from the source:

- he supported Martin Luther King's peaceful protest
- he wrote a book called 'Black Power'
- he used the slogan 'Black is Beautiful'/encouraged Black people to take pride in themselves.

from recall:

- he was seen as the leader of the Black Power movement
- he was a member of SNCC/became Chairman
- he was a freedom fighter
- he helped Black Americans in Alabama to register to vote
- joined the Black Panther Party.

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

EUROPEAN AND WORLD

CONTEXT 10: THE ROAD TO WAR, 1933–1939

1. Describe the actions taken by Hitler to strengthen Germany between 1933 and 1936. **4**

01

The candidate describes the actions taken by Hitler to strengthen Germany between 1933 and 1936 by referring to evidence such as:

from the source:

- a treaty with Poland made Germany safe in the east
- Germany built a large navy
- the remilitarisation of the Rhineland prevented a French invasion.

from recall:

- Hitler introduced conscription
- Germany built a large air force
- the Siegfried line was built on the French border.

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

2. Why did Britain follow a policy of appeasement?

4
02

The candidate explains why Britain followed a policy of appeasement by referring to evidence such as:

from the source:

- the British people were not willing to fight
- Britain did not trust France/did not want to be forced into a war
- Britain had no allies eg America and Russia.

from recall:

- most people had decided that Versailles was too harsh
- many people were afraid of bombing from the air
- Britain did not have enough money to rearm
- Britain did not want horrific scenes of First World War again.

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

3. Describe the German invasion of Austria in March 1938.

3
01

The candidate describes the German invasion of Austria in March 1938 by referring to evidence such as:

from the source:

- Austrian border guards allowed the German army in
- the German army was cheered in Vienna and other towns.

from recall:

- Hitler was welcomed in Austria
- Germany joined with Austria ie Anschluss
- German army lorries and tanks broke down.

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

4. How useful is **Source D** as evidence of the British public's attitude to the Munich Settlement?

4
03

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

- primary source written at the time
- author was a bus driver, therefore a member of the public
- to criticise the Munich Settlement
- Britain was throwing Czechoslovakia to the wolves/it was disgusting.

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

- most people were still in favour of appeasement.

EUROPEAN AND WORLD

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

1. How useful is **Source A** as evidence of the reasons why the Soviet Union and its allies formed the Warsaw Pact?

4
03

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

- primary source from the time
- from a speech by Soviet Prime Minister who would have insight into/involvement in foreign policy decisions – possible bias
- to explain why the Warsaw Pact had been set up
- Warsaw Pact was to ensure peace/American aggression forced the Soviet Union and its allies to form Warsaw Pact.

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

- Warsaw Pact was a response to the establishment of NATO by Western powers.

2. Describe the events leading up to the building of the Berlin Wall in 1961.

3
01

The candidate describes the events leading up to the building of the Berlin Wall in 1961 by referring to evidence such as:

from the source:

- in Paris, in 1960, Khrushchev had tried unsuccessfully to persuade the allies to leave Berlin
- the shooting down of a U2 spy plane increased tension between East and West.

from recall:

- many East Germans were using Berlin to escape to the West
- West Berlin was being used as centre of espionage.

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

3. Why did Cuba become a problem for America by 1962?

4
02

The candidate explains why Cuba became a problem for America by 1962 by referring to evidence such as:

from the source:

- Castro had begun to take over American companies based in Cuba
- Cuba signed an agreement with the USSR to trade sugar for oil and machinery
- Castro asked the Soviet Union for military assistance.

from recall:

- America was angered/embarrassed over the failure of the Bay of Pigs invasion
- America was uncomfortable with the existence of a communist state close to its shores
- U2 spy planes had gathered photographic evidence of missile bases being built on Cuba.

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

4. Describe the tactics used by the Vietcong to defeat the Americans in the Vietnam War.

4
01

The candidate describes the tactics used by the Vietcong to defeat the Americans in the Vietnam War by referring to evidence such as:

from the source:

- used guerrilla tactics against Americans
- avoided fighting American troops in open battle
- Vietcong wore no uniforms.

from recall:

- Vietcong lived in villages among the peasants
- Vietcong used a system of tunnels to launch surprise attacks on American soldiers
- system of traps, trip-wires, pits used to kill and injure Americans.

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

[END OF MARKING INSTRUCTIONS]