

[C044/SQP318]

History
Intermediate 2

NATIONAL
QUALIFICATIONS

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Course Assessment Specification (for use in 2009 onwards)

History (Intermediate 2)

The purpose of this document is to provide:

- details of the structure of the Course Assessment
- guidance on how to use information gathered from the Question Paper and the Extended Response to estimate candidate performance in the Course Assessment.

Part 1

This part of the Course Assessment Specification details the structure of the Course Assessment.

The Course Assessment:

- consists of a Question Paper lasting one hour and 45 minutes and an Extended Response lasting one hour
- has a total mark allocation of 70 – the Question Paper has a mark allocation of 50 marks and the Extended Response has a mark allocation of 20 marks.

The Question Paper has a time allocation of one hour and 45 minutes and will:

- assess knowledge and understanding and evaluation
- use language appropriate to the reading age of Intermediate 2 candidates in any question or source.

The Extended Response produced by the candidate will be completed within one hour under examination conditions. The Extended Response will be on a question of the candidate's choice drawn from any one of the three contexts they have studied. Candidates must be allowed to organise their research and reach their own conclusion(s). Candidates should prepare a final plan for their Response using the results of the research investigation. The plan should not exceed 150 words. The candidate will take the plan into the classroom and use it to complete the Extended Response.

Question Paper

The Question Paper contains **three** parts: **Part 1** is the *Short Essay*; **Part 2** examines the *Scottish and British* contexts; **Part 3** examines the *European and World* contexts. Candidates must answer **one** context from **each** Part and one other context from **either Part 2 or Part 3**. Guidance on the content of each Part is given below:

Part 1: The Short Essay

- This part will examine the contexts of the Scottish and British and European and World topics.
- It will contain **one** essay question on **each** context.
- Candidates will be required to answer **one** question from this part.
- Each question is worth 8 marks.
- The essay should include an introduction, development and conclusion.
- The Short Essay should:
 - ask for an explanation or evaluation
 - have 9 points of recall listed in the Marking Instructions.

Part 2: Scottish and British Contexts *and* Part 3: European and World Contexts

- Candidates will answer **one** context from Part 2, **one** context from Part 3 and **one** other context from **either** Part 2 **or** Part 3.
- Each context is worth 14 marks.
- Sources may be written or pictorial.
- Candidates will be required to answer one “Describe”, one “Explain” and one “Evaluating” type question in each context.
- Describe questions will:
 - be worth 5 marks
 - be based solely on recall ie no source is provided
 - have the stem “Describe ...” or “In what ways ...”
 - have 8 points of recall in the Marking Instructions.
- Explain questions will:
 - be worth 5 marks
 - be source-based but also require at least one point of recall for full marks
 - have the stem “Why ...”
 - have the rubric “Source X is about ...” or “Source X explains ...”
 - include a source of 5-6 lines (approximately 80-90 words) which will comprise:
 - 4 points which answer the question
 - at least two distracters
 - have 4 points of recall in the Marking Instructions.
- There will be two types of Evaluating questions – a source evaluation and a source comparison. One will appear in all contexts in Part 2 and the other in Part 3.
- Source evaluation questions will:
 - be worth 4 marks
 - have the stem “How useful is Source X as evidence ...”
 - be based on a source which is primary or secondary and the authorship and date are stated
 - include a source of 3-4 lines (approximately 55-65 words) which will comprise:
 - up to 2 points which show the “content” of the source
 - have points on origin, authorship, purpose, content, bias/exaggeration, content omission, in the Marking Instructions.
- Source comparison questions will:
 - be worth 4 marks
 - be source-based
 - have the stem “how far do Sources X and Y (dis)agree ...”
 - include two sources of 4-5 lines each (approximately 65-75 words) which will comprise:
 - 4 points of content comparison (if the stem is “how far do Sources X and Y...”)
 - at least one distracter in each source
 - have 3 points of content comparison in the Marking Instructions.

The “added value” of the Course

Achieving success in the Course requires some skills and abilities over and above those involved in passing individual Units. These are detailed in the Assessment section of the Course Arrangements and include:

- retaining knowledge and skills over time, in greater breadth and depth than in the Units, and demonstrating this in response to unseen questions
- demonstrating the ability to apply and adapt the skills of knowledge and understanding, and evaluation in a variety of contexts within a single paper.

Part 2

This part of the Course Assessment Specification provides guidance on how the components contribute to the Course award. It also indicates how to use the assessment information gathered from these components to estimate candidate performance.

The Course Assessment is based on the Question Paper and the Extended Response.

Component	Mark Range
Question Paper	0 – 50
Extended Response	0 – 20
Total Marks	0 – 70

In the *Intermediate 2 History* Course, cut-off scores are set at approximately 70% of the total marks for grade A and 50% for grade C, with B grade falling midway at between 60% and 69%.

The following table gives an indication of appropriate cut-off scores:

Grade	Band	Mark Range
A	1	60 – 70
A	2	49 – 59
B	3	45 – 48
B	4	42 – 44
C	5	38 – 41
C	6	35 – 37
D	7	32 – 34
No Award	8	29 – 31
No Award	9	0 – 28

The cut-off scores may be lowered if the question paper turns out to be more demanding than intended. Alternatively, they may be raised if the question paper turns out to be less demanding than intended.

Worked example

- In a centre's own prelim, a candidate scores a total mark of 29/50; this is combined with an estimate of progress in the Extended Response of 14/20, giving a total mark of 43/70.
- The centre's view is that their prelim is slightly less demanding than the SQA examination.
- Using the mark range, a realistic estimate will be **band 5** rather than band 4.

[C044/SQP318]

History
Intermediate 2
Specimen Question Paper

Time: 1 hour 45 minutes

NATIONAL
QUALIFICATIONS

Total Marks Available – 50

The instructions for this paper are on *Page two*. Read them carefully before you begin your answers.
Some sources in this examination have been adapted or translated.

INSTRUCTIONS

Answer **one** question from Part 1, The Short Essay

Answer **one** context from Part 2, Scottish and British

Answer **one** context from Part 3, European and World

Answer **one** other context from

either Part 2, Scottish and British

or Part 3, European and World

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Part 1	Short Essay Questions. Answer one question only.	Pages 4–6
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3.	War, Death and Revolt in Medieval Europe, 1328–1436	Page 19
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PART 1: THE SHORT ESSAY

Marks

Answer **one** question. For this question you should write a short essay using your own knowledge. The essay should include an introduction, development and conclusion. Each question is worth 8 marks.

SCOTTISH AND BRITISH CONTEXTS:

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

Question 1: Explain why monasteries were important in the twelfth century.

8

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

Question 2: Explain why the Scots asked King Edward of England to help them after the death of King Alexander III.

8

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

Question 3: Explain why religion was such a serious problem for Mary, Queen of Scots.

8

CONTEXT 4: THE COMING OF THE CIVIL WAR, 1603–1642

Question 4: Explain why Charles I faced serious problems over religion in Scotland.

8

CONTEXT 5: “ANE END OF ANE AULD SANG”: SCOTLAND AND THE TREATY OF UNION, 1690s–1715

Question 5: Explain why the succession problem was important in bringing about the Union.

8

CONTEXT 6: IMMIGRANTS AND EXILES: SCOTLAND, 1830s–1930s

Question 6: Explain why so many Irish immigrants arrived in Scotland after 1830.

8

CONTEXT 7: FROM THE CRADLE TO THE GRAVE? SOCIAL WELFARE IN BRITAIN, 1890s–1951

Question 7: Explain why the Second World War led to improvements to social welfare in Britain.

8

**CONTEXT 8: CAMPAIGNING FOR CHANGE:
SOCIAL CHANGE IN SCOTLAND, 1900s–1979**

Question 8: Explain why the Second World War was responsible for changing the working lives of Scottish women.

8

**CONTEXT 9: A TIME OF TROUBLES:
IRELAND, 1900–1923**

Question 9: Explain why civil war broke out in Ireland in 1922.

8

EUROPEAN AND WORLD CONTEXTS:

CONTEXT 1: THE NORMAN CONQUEST, 1060–1153

Question 9: Explain why William of Normandy believed he was the rightful King of England in 1066.

8

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

Question 10: Explain why people wanted to go on the First Crusade.

8

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

Question 11: Explain why the Peasants' Revolt broke out in 1381.

8

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

Question 12: Explain why Spain took a leading role in voyages of exploration between the 1480s and 1530s.

8

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

Question 13: Explain why so many other countries became involved in the Revolutionary War by 1780.

8

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

Question 14: Explain why so many people defended the Slave Trade in the eighteenth century.

8

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

Question 15: Explain why Louis XVI was executed.

8

**CONTEXT 8: CAVOUR, GARIBALDI
AND THE MAKING OF ITALY, 1815–1870**

Question 16: Explain why there was a growth of Nationalism in Italy between 1815 and 1848.

8

**CONTEXT 9: IRON AND BLOOD? BISMARCK AND THE
CREATION OF THE GERMAN EMPIRE, 1815–1871**

Question 17: Explain the importance of Bismarck to German unification.

8

**CONTEXT 10: THE RED FLAG:
LENIN AND THE RUSSIAN REVOLUTION, 1894–1921**

Question 18: Explain why Lenin was able to seize power in Russia in October 1917.

8

**CONTEXT 11: FREE AT LAST?
RACE RELATIONS IN THE USA, 1918–1968**

Question 19: Explain why American attitudes towards new immigrants changed during the 1920s.

8

CONTEXT 12: THE ROAD TO WAR, 1933–1939

Question 20: Explain why the British Government wanted to avoid war in the 1930s.

8

**CONTEXT 13: IN THE SHADOW OF THE BOMB:
THE COLD WAR, 1945–1985**

Question 21: Explain why the USA and the Soviet Union did not trust each other after World War Two.

8

[END OF PART 1: THE SHORT ESSAY]

PART 2:

HISTORICAL STUDY: SCOTTISH AND BRITISH

Marks

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

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A is about the knights' Code of Chivalry.

Source A

Although knights were men of war they were expected to obey the Code of Chivalry and behave in a courteous and civil way. A true knight had to show mercy to a defeated enemy but would never forgive an insult to himself or someone under his protection. The Church liked the idea of these rules and made the knighting ceremony a religious occasion. In return, knights had to fight against non-Christians.

1. Why did the Code of Chivalry improve the way a knight was expected to behave? (Use **Source A** and recall.)

5

Source B describes how Becket changed when he became Archbishop of Canterbury. It is taken from the Chronicle of Herbert of Bosham, written in 1184.

Source B

After Thomas became Archbishop he turned from the power of the king and followed Christ. He wore a hair shirt of the roughest kind next to his skin. It reached to his knees and was covered in lice. He ate as little as possible and drank stale water. Becket no longer kept company with the barons, preferring instead to spend time with the poor of his parish.

Source C also describes how Becket changed when he became Archbishop of Canterbury. It was written by a modern historian.

Source C

To the king's amazement, Becket stopped thinking of himself as the king's official and began thinking of himself as Christ's ambassador. Previously as chancellor, Becket had been the most splendidly dressed man in the kingdom. Now as Archbishop he wore a rough robe and made a point of washing the feet of the dirtiest beggars. He no longer held feasts and gave up drinking wine.

2. How far do **Sources B** and **C** agree about how Becket changed when he became Archbishop of Canterbury?
3. Describe the murder of Becket in Canterbury Cathedral in 1170.

4

5

[END OF CONTEXT 1]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

Answer the following questions using recalled knowledge and information from the sources where appropriate.

1. Describe the events that led to the defeat and capture of King John Balliol. 5

Source A describes the Battle of Stirling Bridge.

Source A

Late in the morning, the standard bearers of the king and the earl crossed the bridge. When the enemy saw that they could win, they soon came down from the hill and they seized the end of the bridge so that no-one could use it. Many were thrown from the bridge and drowned. Cressingham died among the Scots.

Source B also describes the Battle of Stirling Bridge.

Source B

The Scots allowed as many of the English to cross the bridge as they could hope to defeat, and then, having blocked the bridge, they slaughtered all who had crossed over. Among those who perished was Cressingham. De Warenne escaped with difficulty and with a small following.

2. How far do **Sources A** and **B** agree about what happened at the Battle of Stirling Bridge? 4

Source C is about what happened when Bruce made himself King of Scots in 1306.

Source C

The problem which faced many Scots in 1306 should not be under-estimated. Ever since 1297 Scottish patriots had fought for King John Balliol. Many were reluctant to throw Balliol aside and to accept Robert Bruce in his place. To them, Bruce had no right to the throne and he had not always supported Scottish independence. The civil war between Bruce and Balliol divided the Scots more than anything else had in the past.

3. Why were the Scots divided about supporting Bruce or Balliol in 1306? (Use **Source C** and recall.) 5

[END OF CONTEXT 2]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

Answer the following questions using recalled knowledge and information from the sources where appropriate.

1. Describe the events which led to the assassination of Cardinal Beaton at St Andrews in 1546. 5

Source A explains why events surrounding Queen Mary's marriage to Bothwell led to her downfall.

Source A

Some nobles used Bothwell to get rid of the king, and planned to use him to ruin the queen. Their plan was to persuade her to marry Bothwell. After that, they intended to accuse her of being involved in her husband's death because she had married the murderer. This poor young princess, inexperienced in such matters, was tricked by everyone around her.

2. Why did Mary's marriage to Bothwell lead to her downfall? (Use **Source A** and recall.) 5

Source B describes Mary's involvement in the Babington Plot in 1585.

Source B

Mary enjoyed the excitement of plotting and sending coded letters hidden in a beer keg to Babington. Elizabeth's men knew about the plot from the beginning because they had a spy in Mary's household. The end came when Mary sent a letter enthusiastically approving the assassination of Elizabeth. When the letter was decoded, the spy drew a gallows on the letter.

Source C describes Mary's involvement in the Babington Plot in 1585.

Source C

Every detail of Babington's plot was known to Elizabeth's government because they knew about the secret letters hidden in the beer kegs. They were waiting for Mary to fall into the trap they had laid for her by agreeing to Elizabeth's murder. Mary mentioned it in her reply but concentrated on the practical details of the plot. This was enough and it was little wonder Elizabeth's man drew a gallows on the letter when he read it.

3. How far do **Sources B** and **C** agree about Mary's involvement in the Babington Plot? 4

[END OF CONTEXT 3]

HISTORICAL STUDY: SCOTTISH AND BRITISH

CONTEXT 4: THE COMING OF THE CIVIL WAR, 1603–1642

Answer the following questions using recalled knowledge and information from the sources where appropriate.

In **Source A** James VI and I states his views on the nature of kingship.

Source A

For I tell you this, the State of monarchy is the most supreme thing on all the earth. This power is given to kings by God. It is well known that kings are not only God's lieutenants on earth, but even by God Himself they are called gods.

In **Source B** the modern historian M. M. Reese describes James VI and I's view of kingship.

Source B

James was totally convinced that he had a God given right to rule. His writings proclaimed, and his actions constantly showed, that kings were not restricted by any laws made by men. He believed kings were responsible to God alone and were His anointed servants, equal to gods.

1. How far do **Sources A** and **B** agree about James VI and I's belief in the Divine Right of Kings? 4
2. Describe Charles I's attempts to finance his government without Parliament 1629–1640. 5

Source C describes the reasons for parliamentary opposition to the king by the time of the Long Parliament.

Source C

Many county gentry coming to the Long Parliament felt that it might be the last chance to prevent England becoming a Roman Catholic-dominated, absolutist state. Much of their fear centred on Strafford whose record in Ireland and in the Council of the North showed him to be a ruthless minister who could make absolutism work.

3. Why did many people in the Long Parliament oppose the king? (Use **Source C** and recall.) 5

[END OF CONTEXT 4]

HISTORICAL STUDY: SCOTTISH AND BRITISH

**CONTEXT 5: “ANE END OF ANE
AULD SANG”: SCOTLAND AND
THE TREATY OF UNION, 1690s–1715**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A is about the Worcester incident in 1705.

Source A

The Worcester incident was a savage flare up of anti-English feeling in Scotland. The Scots believed that Captain Green of the Worcester had sunk a Scottish ship. Rumours that Green and his men would be set free by the Queen’s orders angered the Edinburgh mob which threatened to execute the prisoners. This anger was provoked by a host of reasons including memories of the Darien Expedition and resentment about the effects of England’s wars on Scotland’s trade with France.

1. Why was there bad feeling between Scotland and England in 1705? (Use **Source A** and recall.)

5

Source B is a description of Scottish reaction to the plans for a Union in 1706 written by a Scottish opponent of the Union.

Source B

If we made a tour of the country we would find an even greater dislike of the Union than in Edinburgh. People flocked to protest about the Union and to express their resentment, voicing their displeasure with the greatest indignation. Since they could not tell their representatives what they thought in person, they decided that signing a petition was the best way to protest about taking away their Parliament.

Source C is from a report by Daniel Defoe, an English spy sent to Scotland in 1706.

Source C

I had not been in Edinburgh for long when I heard a great noise and, looking out, I saw a terrible mob coming up the High Street led by a drummer. They were shouting and swearing and crying out “all Scotland will stand together!”, “No Union! No Union!”, “English dogs” and things like that.

2. Compare **Sources B** and **C** as evidence about Scottish attitudes to the Union.
3. In what ways did the passing of the Act of Union help the Jacobite Cause?

4

5

[END OF CONTEXT 5]

HISTORICAL STUDY: SCOTTISH AND BRITISH

CONTEXT 6: IMMIGRANTS AND EXILES: SCOTLAND, 1830s–1930s

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A comments on the experience of Irish immigrants in Scotland.

Source A

During the nineteenth century a number of Scots criticised Irish people for their behaviour. Newspapers drew attention to violent events in which Irish people were involved. Reporters often used words like “vicious” to describe Irish people involved in fights and crimes. Irish navvies building railways were shown as especially violent, although Scots and English were as bad. In 1836, police superintendents said that Irish people were more likely to steal, beg and fight than Scots.

1. Why did many Scots dislike Irish immigrants in Scotland? (Use **Source A** and recall.) 5

Source B is about Scottish emigration to Canada.

Source B

Civilian emigration to Canada was encouraged by the problems caused to the crofter’s way of life by improvements on Highland estates. It was also caused by the overpopulation of the area and crop failures. The Government established an Emigration Commission which issued advice to would-be emigrants.

Source C is about emigration from the Highlands of Scotland.

Source C

For much of the nineteenth century emigration was seen as a solution to overpopulation in the Highlands. In the 1850s funds were raised by the Highland and Island Emigration Society to relieve distress during the potato famine. It helped send emigrants to Australia. The British and Canadian governments set up the Crofter Colonisation Scheme, which was intended to reduce overpopulation in the crofting areas and to settle the Canadian prairies.

2. How far do **Sources B** and **C** agree about emigration from Scotland? 4
3. What difficulties faced Scots in the countries to which they emigrated? 5

[END OF CONTEXT 6]

HISTORICAL STUDY: SCOTTISH AND BRITISH

**CONTEXT 7: FROM THE CRADLE
TO THE GRAVE? SOCIAL WELFARE
IN BRITAIN, 1890s–1951**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A is from a memory of a family in Springburn, Glasgow in the early twentieth century.

Source A

I had an uncle who was unemployed in the depression. And he'd five kids. He had to walk from Anderston to Barnhill, rain, hail or snow, to chop wood all day for 5s (25p) per week. If he was sick and he couldn't go he got nothing. The kids got nothing.

Source B is from a speech by Lloyd George, a leading Liberal MP in 1906.

Source B

What are some of the causes of poverty? There is the fact that a man's earnings are not enough to maintain himself and his family. There is the inability to obtain employment for economic reasons. There is the inability of men to work owing to sickness, old age or lack of physical stamina or vitality. Then there is the most fertile cause of all – a man's own habits such as drinking and gambling.

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

Source C explains the need for the Liberal reforms 1906–1914.

Source C

The first reform passed by the Liberal Government was the provision of school meals for children. The Boer War and the poor condition of many recruits led politicians to act. The children were the soldiers of the future. The need for a healthy workforce also led to the medical inspection of children. Pressure for old age pensions came from a number of places. Most people thought pension payments to the elderly were a good idea. New Zealand and Germany had already introduced pensions.

2. Why did the Liberals introduce reforms for children and the elderly? (Use **Source C** and recall.) 5
3. Describe the changes made by the Labour Government after 1945 to create a welfare state. 5

[END OF CONTEXT 7]

HISTORICAL STUDY: SCOTTISH AND BRITISH

**CONTEXT 8: CAMPAIGNING FOR
CHANGE: SOCIAL CHANGE IN
SCOTLAND, 1900s–1979**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A describes attitudes to women's suffrage.

Source A

When the Women's Social and Political Union began to destroy property and risk the lives of innocent people, the public began to turn against them. The National Union of Women's Suffrage Societies, whose gallant educational and constitutional work for women's freedom had been carried on for more than fifty years, publicly condemned these terrorist activities.

Source B also describes attitudes to women's suffrage.

Source B

The window smashing has aroused great hostility against the suffragettes. Because of the responsible campaign by the women's movement everything was looking favourable for a change in the law to grant women the vote. The last outbreak has however endangered everything. I am now certain that all intelligent women must reject the methods of the Pankhursts.

1. How far do **Sources A** and **B** agree about the effects of suffragette violence on public opinion? 4
2. Describe popular entertainment in the 1920s. 5

Source C explains the importance of gas and oil for Scotland in the 1970s.

Source C

The benefits to the nation of oil and gas exploitation include improved employment in the North East and increased government income through taxation. There will be new job opportunities in oil-related technology and in the support industries to service oil rigs. Future prospects for new fields are uncertain but exploratory drilling will continue for some time.

3. Why were the oil and gas industries so important to employment in Scotland in the 1970s? (Use **Source C** and recall.) 5

[END OF CONTEXT 8]

**CONTEXT 9: A TIME OF
TROUBLES: IRELAND, 1900–1923**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A explains why Unionists were against the Home Rule Bill of 1912.

Source A

Many Unionists were strongly against the Home Rule Bill. For many the slogan was “Home Rule is Rome Rule” – a belief that the Catholic Church had too much power in Dublin. Unionists were also worried their industry would suffer, as it depended on Britain as a source for raw materials. In Ulster attempts were made to delay the Bill, there was fear that if it were passed it would lead to full independence and destroy their way of life.

1. Why were Unionists opposed to the Home Rule Bill of 1912? (Use **Source A** and recall.) 5
2. Describe the events of the Easter Rising, 1916. 5

Source B is a statement by Eamon de Valera and describes reaction to the Anglo-Irish Treaty.

Source B

I am against this treaty because it does not give Ireland the freedom that it wants. I am against this treaty because it will not end the centuries of fighting between Great Britain and Ireland. They have signed a document that has handed over authority to a foreign country. They have tied us to the British Empire forever.

Source C was written by Arthur Griffith and also describes reaction to the Anglo-Irish Treaty.

Source C

We were sent to make some compromises, bargain or arrangement and we have done that. This treaty gives the Irish people what they have not had for centuries, freedom. We can make peace on the basis of this treaty. It does not tie us to Britain and does not stop us from asking for more in the future. This treaty gives us the right to rule in our own country.

3. How far do **Sources B** and **C** disagree about reaction to the Anglo-Irish Treaty of 1921? 4

[END OF CONTEXT 9]

[END OF PART 2: SCOTTISH AND BRITISH CONTEXTS]

PART 3:**HISTORICAL STUDY: EUROPEAN AND WORLD****CONTEXT 1: THE NORMAN
CONQUEST, 1060–1153**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

In **Source A** the historian G.W.S. Barrow describes William I's creation of a feudal baronage in England.

Source A

In every part of the country the king established some of his leading followers as holders of great estates. This was on the specific condition that they would provide the king with a fixed number of knights to serve in his army when required.

1. How useful is **Source A** as evidence of William I's methods of controlling England? 4
2. Describe David I's methods of governing Scotland. 5

Source B is about David I and the Scottish Church.

Source B

David's mother was considered a saint. David turned his attention to Church matters because he was a religious man. He appointed more Anglo-Norman bishops to bishoprics such as Glasgow, Brechin and Dunblane. The king made administrative reforms by establishing more parishes and set up many monasteries like Melrose and Kelso in the Borders.

3. Why was David I's reign important for the Church in Scotland? (Use **Source B** and recall.) 5

[END OF CONTEXT 1]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Answer the following questions using recalled knowledge and information from the sources where appropriate.

1. Describe the capture of Nicaea by the Crusaders.

5

Source A was written by Fulcher of Chartres, a priest who went on the First Crusade but was not present at Jerusalem.

Source A

Our knights split open the bellies of those they had just killed in order to extract from the guts the gold coins which the Muslims had gulped down their loathsome throats whilst alive. Our men ran through the city not sparing anyone and seizing whatever they found. In this way poor men became rich.

2. How useful is **Source A** as evidence of the Crusaders' behaviour during the capture of Jerusalem?

4

Source B explains why the Crusaders needed to have a strong leader after the capture of Jerusalem.

Source B

Godfrey of Bouillon was elected to rule in Jerusalem. He refused to take the title of king and instead became known as the "Defender of the Holy City". A ruler was urgently needed to organise an army to protect the city. The Egyptians were advancing on Jerusalem. Under Godfrey's leadership the Crusaders destroyed the Egyptians. Godfrey's next task was to persuade the small crusading army to stay in the East and help build castles needed for defence.

3. Why did the Crusaders need a strong leader after the capture of Jerusalem? (Use **Source B** and recall.)

5

[END OF CONTEXT 2]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A is about the Battle of Poitiers in 1356.

Source A

At Poitiers, the English found much greater resistance than in earlier battles. Edward found a defensive position among the vineyards. The English victory showed the skill of the Black Prince and his officers. With trumpets blowing and cries of “St George” they encircled and defeated the French. Among their 2000 prisoners was King John who was taken to London as a captive.

1. Why was the Battle of Poitiers important in the Hundred Years’ War? (Use **Source A** and recall.) 5
2. Describe the political problems which faced France during the reign of Charles VI. 5

Source B is taken from *Personal Recollections of Joan of Arc* by her servant Louis de Conte.

Source B

France was a ruin. Half of it belonged to England. Now came Joan to confront the terrible war that had swept the land for three generations. Then began the briefest and most amazing campaign. At Orleans she struck a staggering blow. At Patay, two thousand English were left dead upon the field. With her little hand, that child struck down the enemy.

3. How useful is **Source B** as evidence about Joan of Arc’s role in the victory of France in the Hundred Years’ War? 4

[END OF CONTEXT 3]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A is about Henry the Navigator of Portugal.

Source A

Prince Henry was a most Christian prince whose faith urged him to do great deeds. He wanted knowledge of the lands beyond the Canaries because no-one knew anything about them. He had a great wish to learn the full extent of Muslim power in Africa and to spread Christianity amongst the peoples of that land.

1. Why did Henry the Navigator encourage voyages of exploration? (Use **Source A** and recall.) 5
2. Describe da Gama's first voyage to India. 5

Source B was written by a soldier in a Conquistador army of the 1520s.

Source B

We went to serve God and His Majesty the King of Spain, to give light to those who were in darkness and to grow rich as all men desire to do.

3. How useful is **Source B** as evidence of why Spaniards joined the Conquistadors? 4

[END OF CONTEXT 4]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Answer the following questions using recalled knowledge and information from the sources where appropriate.

1. What crimes did the colonists accuse George III of having committed against them by 1776? 5

In **Source A** a British officer, Lieutenant Mackenzie, describes events at Lexington.

Source A

Our men had very few opportunities of getting good shots at the rebels who hardly ever fired unless they had the cover of a stone wall, from behind a tree or out by the cover of a house. The moment they fired they lay down out of sight until they loaded their rifles again. What an unfair method of carrying on a war!

2. How useful is **Source A** as evidence of the difficulties faced by the British troops fighting in America? 4

Source B explains the importance of events at Saratoga in the war.

Source B

The tactic was for Burgoyne’s army to march down to Albany and control the Hudson valley with other British armies. Although he had some success, things went quickly wrong. Facing many difficulties, he retreated to Saratoga where a larger colonial force defeated him. Saratoga was a disaster for Britain because not only did it give the American forces new heart, it encouraged France, then Spain, to enter the war.

3. Why was Saratoga a turning point in the war? (Use **Source B** and recall.) 5

[END OF CONTEXT 5]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A is from a description in 1789 by a former slave, Olaudah Equiano, of his experiences during the Middle Passage.

Source A

I can now tell of the hardships which cannot be separated from this accursed trade. The wretched conditions below decks were made worse by the chains. The shrieks of women, and the groans of the dying, rendered the whole scene one of unimaginable horror.

1. How useful is **Source A** as evidence of the treatment of slaves during the Middle Passage? 4

2. Describe the methods used by the Abolitionists. 5

Source B explains why the need for the slave trade changed.

Source B

Despite the belief that the slave trade was vital, views did begin to change by the late eighteenth century. In Europe and America demand grew to end the cruel slave trade. More and more people began to think of Africans as fellow human beings. Britain at this time was changing from a farming to an industrial country. Her trading interests were also changing. The “sugar island” colonies became less important.

3. Why did the need for the slave trade decline by the late eighteenth century? (Use **Source B** and recall.) 5

[END OF CONTEXT 6]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A was written by Arthur Young, a British visitor to France, in July 1789.

Source A

I have been witness to a scene strange to a foreigner. On passing through the square of the Hotel de Ville, the mob were breaking windows with stones even though there were soldiers stationed there.

1. How useful is **Source A** as evidence of the behaviour of French citizens in 1789? 4
2. Describe the ways in which the Constituent Assembly reorganised the government of France by 1791. 5

Source B is about the setting up of the Committee of Public Safety, in April 1793.

Source B

There will be formed, by open vote, a Committee of Public Safety. The committee will meet in secret and will have the power to suspend the laws of the National Convention if they are against the national interest. In emergency circumstances, the committee shall issue warrants of search and arrest and they shall be obeyed without delay.

3. Why did so many people live in fear in France in 1793? (Use **Source B** and recall.) 5

[END OF CONTEXT 7]

HISTORICAL STUDY: EUROPEAN AND WORLD

**CONTEXT 8: CAVOUR, GARIBALDI
AND THE MAKING OF ITALY,
1815–1870**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A is from a speech by Cavour to the Piedmontese Parliament in July 1853.

Source A

Millions of lira* have been spent on new railways. This year ten million lira will be spent on new roads in Sardinia. Hundreds of millions have been spent to make Genoa one of the greatest commercial centres in Europe. If we continue down this road with energy, wisdom and firmness it will lead this brave nation to a great future.

*Lira: Italian money

1. How useful is **Source A** as evidence about the modernisation of Piedmont?

4

Source B explains British attitudes to Italian unification.

Source B

The Prime Minister, Palmerston, and his Foreign Secretary, Russell, were keen to see the creation of a united Italy, but not all British politicians agreed. The balance of power in Europe was shifting. They were determined that this should not result in increased foreign domination of the Italian peninsula. If Italy became a united country it would assist the balance of power in Europe. British leaders were keen to see the creation of a more liberal Europe.

2. Why were many people in Britain sympathetic towards Italian unification? (Use **Source B** and recall.)
3. Describe the contribution of Cavour to Italian unification.

5

5

[END OF CONTEXT 8]

HISTORICAL STUDY: EUROPEAN AND WORLD

**CONTEXT 9: IRON AND BLOOD?
BISMARCK AND THE CREATION OF
THE GERMAN EMPIRE, 1815–1871**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A is from a speech made by a student at Leipzig in 1820.

Source A

We are an enthusiastic people who are willing to fight for such laws and for liberty and so the Fatherland cannot be conquered. We are all Germans together made equal through speech and customs, all citizens of Germany. A unified people is irresistible.

1. How useful is **Source A** as evidence about nationalist feeling in the German states after 1815? 4

Source B is about the failure of the Frankfurt Parliament in 1849.

Source B

When the princes made clear their refusal to accept the resolutions of the Frankfurt Parliament, the parliamentarians themselves had no other plan in mind. They did not want to lead a revolt against the princes whose power remained strong. Once the revolutions in Vienna and Berlin had been crushed it was only a matter of time before the Frankfurt Parliament failed.

2. Why did the Frankfurt Parliament fail? (Use **Source B** and recall.) 5
3. Describe the dealings between Bismarck and the Prussian Parliament, 1862–1871. 5

[END OF CONTEXT 9]

HISTORICAL STUDY: EUROPEAN AND WORLD

**CONTEXT 10: THE RED FLAG:
LENIN AND THE RUSSIAN
REVOLUTION, 1894–1921**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A explains the importance of the Orthodox Church in Tsarist Russia.

Source A

In most houses there were holy pictures on the walls. Holy men or “starts” were held in special regard. However, there was a great gap between the parish priests on the one side and the bishops and higher clergy on the other. The Orthodox Church was closely linked to the Tsar and supported his way of ruling.

1. Why was the Orthodox Church important in Tsarist Russia? (Use **Source A** and recall.)

5

Source B is from a statement by Rodzianko, President of the Duma, in 1916.

Source B

What can one do when all the ministers and most of the people in close contact with the Tsar are the tools of Rasputin? The only solution is to kill the scoundrel but there is not a man in Russia who has the guts to do it. If I weren't so old I would do it myself.

2. How useful is **Source B** as evidence of concern about Rasputin's influence over the government of Tsarist Russia?
3. Describe Lenin's return to Russia in April 1917.

4

5

[END OF CONTEXT 10]

CONTEXT 11: FREE AT LAST? RACE RELATIONS IN THE USA, 1918–1968

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A shows members of the Ku Klux Klan marching in Washington DC in 1926.

Source A



1. How useful is **Source A** as evidence of the activities of the Ku Klux Klan between the First and Second World Wars?

4

Source B is about the march on Washington in 1963.

Source B

More than thirty Freedom Trains and 2000 Freedom Buses were hired to take marchers to the capital city. Marchers assembled in front of the Lincoln Memorial in the capital city of the USA. Many of the marchers were African Americans, but about 20 per cent of the crowd was made up of White marchers who were demonstrating their support for the Civil Rights Movement. The demonstration was peaceful and orderly.

2. Why was the march on Washington important for the Civil Rights Movement? (Use **Source B** and recall.)
3. In what ways did the Civil Rights Campaigns change the lives of Black Americans?

5

5

[END OF CONTEXT 11]

HISTORICAL STUDY: EUROPEAN AND WORLD

CONTEXT 12: THE ROAD TO WAR, 1933–1939

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A is about the agreements Germany made with other countries by 1937.

Source A

By 1937 Hitler had ensured that Germany was in a much stronger position. The Anglo-German Naval Agreement of 1935 said that Germany could have a navy one third the size of Britain's fleet. By October 1936 a secret agreement had been made by which Germany and Italy agreed to work closer together. A month later Germany and Japan signed an anti-Communist Treaty, which Italy also signed the following year.

1. Why was Germany in a stronger international position by 1937? (Use **Source A** and recall.) 5
2. Describe the events leading to the Anschluss with Austria in March 1938. 5

Source B is part of Neville Chamberlain's radio broadcast to the British people during the Czech crisis on 27th September 1938.

Source B

How terrible, fantastic, incredible it is that we should be digging trenches and trying on gas masks here because of a quarrel in a far away country between people of whom we know nothing.

3. How useful is **Source B** as evidence of the British Government's attitude to the Czech crisis in 1938? 4

[END OF CONTEXT 12]

HISTORICAL STUDY: EUROPEAN AND WORLD

**CONTEXT 13: IN THE SHADOW OF
THE BOMB: THE COLD WAR,
1945–1985**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A is a speech given by President Kennedy, visiting West Berlin in 1963.

Source A

There are many people in the world who really don't understand what is the great issue between the free world and the communist world.
Let them come to Berlin!
There are some who say in Europe and elsewhere we can work with the communists.
Let them come to Berlin!
All free men, wherever they may live, are citizens of Berlin. Therefore, as a free man, I take pride in the words "Ich bin ein Berliner" [I am a Berliner].

1. How useful is **Source A** as evidence of the divisions over Berlin between the USA and the Soviet Union? 4
2. Describe the results of the Cuban missile crisis in 1962. 5

Source B explains why people began to oppose the war in Vietnam.

Source B

In 1968, the Vietcong launched a major new offensive – the Tet Offensive. Although this was a disaster for the Vietcong, the mood in America began to change. The war was being shown on American television and this caused many people to question why they were fighting in Vietnam. News of the atrocities at My Lai also fuelled anti-war feelings of Americans. Peace talks made little progress in Paris.

3. Why were most Americans opposed to the war in Vietnam by 1970? (Use **Source B** and recall.) 5

[END OF CONTEXT 13]

[END OF PART 3: EUROPEAN AND WORLD CONTEXTS]

[END OF SPECIMEN QUESTION PAPER]

[C044/SQP318]

History
Intermediate 2
Specimen Marking Instructions

NATIONAL
QUALIFICATIONS

History

Intermediate 2

Marking Instructions

Supplementary Notes for Markers

It is strongly emphasised that the references in the marking instructions indicating expected responses are for guidance only and **MUST NOT BE VIEWED AS PRESCRIPTIVE**. The performance of candidates is measured against the syllabus, outcomes and performance criteria and it is against these, rather than a checklist of responses, that they should be assessed.

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

For straight copying, 1 mark is the maximum that can be awarded.

Source Evaluation Questions

1 mark should be credited for each of the following:

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

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

Source Comparison Questions

- (a) If a candidate merely matches correctly pieces of evidence
eg Source A says he treated them with dignity, honour and affection whereas Source B says he was mistrusting and suspicious = 1 mark
- (b) If a candidate gives an overall view
eg Source B approves of the Anschluss but Source C disapproves of it = 1 mark
- (c) If a candidate gives an overall view and one example of corroboration
eg Source B approves of the Anschluss but Source C disapproves because B says it is natural to have a union between Austria and Germany which Source C says the small country has been struck down = 2 marks
- (d) If a candidate gives an overall view and two examples of corroboration
eg Source B approves of the Anschluss but Source C disapproves because B says it is natural to have a union between Austria and Germany while Source C says the small country has been struck down. Source B thinks there is no reason for disapproving of the union but Source C says Germany now controls the South East of Europe = 4 marks

History Intermediate 2

SCOTTISH AND BRITISH

PART 1 THE SHORT ESSAY

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

Question 1

Explain why monasteries were important in the twelfth century.

(8)
O1 & O2

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

- centres of worship
- monasteries gave alms, gifts of food or clothing to the poor
- monasteries had infirmary areas to treat the sick
- the monastery's garden was used to grow herbs that were used in medicine
- monasteries were centres of education
- boys could be trained for a career in the Church
- monasteries had libraries that contained chronicles, which became valuable sources of historical evidence
- monasteries offered a place for travellers or pilgrims to rest
- monasteries had large areas of land where they kept sheep and built workshops, therefore providing a service to the local village.

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

SCOTTISH AND BRITISH

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

Question 2

Explain why the Scots asked King Edward of England to help them after the death of King Alexander III.

(8)
O1 & O2

The candidate explains why the Scots asked King Edward of England to help them after the death of King Alexander III by referring to evidence such as:

- Alexander III's sons had all died before him
- Alexander's heir was an infant girl (the Maid of Norway)
- King Edward was the Maid's great-uncle
- King Edward wanted his son to marry her
- there could be problems keeping law and order in Scotland
- there were other people who thought they should rule (Balliol, Bruce)
- there was danger of a Civil War in Scotland
- many Scottish nobles had land in England and looked to Edward for help
- King Edward already controlled England, Wales and much of Ireland; he wanted Scotland as well.

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

SCOTTISH AND BRITISH

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

Question 3

Explain why religion was such a serious problem for Mary, Queen of Scots.

(8)
O1 & O2

The candidate explains why religion was such a serious problem for Mary, Queen of Scots by referring to evidence such as:

- Mary was a Roman Catholic
- Scotland became Protestant in 1560
- Mary insisted on following her own religion in Scotland
- Knox suspected that Mary wanted to make Scotland Roman Catholic again
- some Scottish Catholics expected special treatment, eg Huntly
- Mary finally married Bothwell in a Protestant ceremony – lost Catholic support
- some English Catholics thought that Mary was the real Queen of England
- some Catholics planned to murder Elizabeth to make Mary Queen of England
- religion was an important reason for her execution.

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

SCOTTISH AND BRITISH

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

Question 4

Explain why Charles I faced serious problems over religion in Scotland.

(8)
O1 & O2

The candidate explains why Charles I faced serious problems over religion in Scotland by referring to evidence such as:

- Scottish nobles resented Charles I's attempts to recover Church lands they had seized
- Charles I's stubborn refusal to abolish episcopacy in Scotland
- Charles I's attempt to introduce a modified version of the English Prayer Book in Scotland
- St Giles riot and the widespread unrest over the Prayer Book
- Scotland's National Covenant being signed
- Scottish army raised against Charles
- 1639 war between Charles and the Scots.

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

SCOTTISH AND BRITISH

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

Question 5

Explain why the succession problem was important in bringing about the Union.

(8)
O1 & O2

The candidate explains why the succession problem was important in bringing about the Union by referring to evidence such as:

- Queen Anne had outlived all of her children
- there was no direct heir to the throne after Queen Anne
- the Hanoverians were distant relatives of Queen Anne
- the Scots had threatened to choose a different ruler from England
- there was bad feeling between Scotland and England
- the Joint Monarchy had raised problems for the Scots, eg Peace and War
- the Jacobites were hoping to regain the thrones of Scotland and England
- the possibility of a Jacobite succession endangered Protestantism
- a Union would avoid Scotland and England separating again
- a Union would avoid France gaining a foothold in the British Isles
- a single British Parliament would avoid tension between Scotland and England.

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

SCOTTISH AND BRITISH

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

Question 6

Explain why so many Irish immigrants arrived in Scotland after 1830.

(8)
O1 & O2

The candidate explains why so many Irish immigrants arrived in Scotland after 1830 by referring to evidence such as:

- poverty in Ireland
- poor quality housing
- problems with the land – subdivision, increased rents, eviction
- potato famine in the 1840s
- growing industries in Scotland, eg textiles and mining
- development of roads and railways
- Scotland easy and cheap to get to
- many relatives had already come to Scotland
- adverts encouraged them to come to Scotland.

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

SCOTTISH AND BRITISH

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

Question 7

Explain why the Second World War led to improvements to social welfare in Britain.

(8)
O1 & O2

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

- evacuation exposed continuing deprivation in inner cities
- different sections of society socialised as they had not before the war
- bombing destroyed large numbers of houses
- homes of rich and poor alike destroyed – fostered community spirit
- rationing helped establish idea of an equal share for all
- government took more control of the nation's health, eg free milk and vitamins
- government interfered more in people's lives, eg conscription, direction of labour
- Beveridge Report produced
- welfare measures introduced eg free milk and vitamins.

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

SCOTTISH AND BRITISH

Context 8: Campaigning for Change: Social Change in Scotland, 1900s-1979

Question 8

Explain why the Second World War was responsible for changing the working lives of Scottish women.

(8)
O1 & O2

The candidate explains why the Second World War was responsible for changing the working lives of Scottish women by referring to evidence such as:

- men were conscripted into the armed services, so women had to take their jobs
- unmarried women were conscripted to work/many sent to England
- women worked in skilled trades in munitions, shipyards, engineering
- women sacked from skilled trades at the end of the war
- Government set up nurseries to enable mothers to work
- Government provided increased health care to keep the working population fit
- women were drafted to work as land girls
- women had to serve as ARP wardens, fire-fighters, etc after work
- married women were able to work as teachers and in civil service.

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

SCOTTISH AND BRITISH

Context 9: A Time of Troubles: Ireland, 1900-1923

Question 9

Explain why civil war broke out in Ireland in 1922.

(8)
O1 & O2

The candidate explains why civil war broke out in Ireland by referring to evidence such as:

- 1921 Treaty split Nationalists into two groups – one led by Collins, one by De Valera
- De Valera's wing would not accept partition
- De Valera's wing wanted an independent republic/no British control
- Collins saw Treaty as a first step towards independence
- Collins did not see partition as permanent
- two groups/wings clashed over the Treaty
- anti-Treaty group refused to obey the Provisional Government
- both sides used various campaigns and propaganda for support which split loyalties of many people
- June elections appeared to suggest support for the Treaty but results rejected by De Valera
- fighting broke out between two sides in Four Courts in Dublin.

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

EUROPEAN AND WORLD

Context 1: The Norman Conquest, 1060-1153

Question 9

Explain why William of Normandy believed he was the rightful King of England in 1066. **(8)**
O1 & O2

The candidate explains why William of Normandy believed he was the rightful King of England in 1066 by referring to evidence such as:

- by right of conquest after Harold's death at Hastings
- through papal support for his claim
- he fought under the banner of Christ
- he claimed Edward the Confessor had promised him England
- he had a hereditary claim through his wife
- he claimed Harold had accepted him as king
- he claimed Harold had broken his oath to him by becoming king and therefore was never the rightful ruler.

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

EUROPEAN AND WORLD

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

Question 10

Explain why people wanted to go on the First Crusade.

(8)
O1 & O2

The candidate explains why people wanted to go on the First Crusade by referring to evidence such as:

- they believed it was their duty to help Christians in the East and to recapture Holy places from the Muslims, especially Jerusalem
- they believed that their sins would be forgiven and they would go instantly to heaven
- peasants wanted to get away from their ordinary and hard lives
- they believed that Jerusalem was a magical place of “milk and honey”
- some people were very religious and undertook the Crusade as a pilgrimage, eg Raymond of Toulouse vowed to die in the East
- some knights were younger sons and wanted to gain land, eg Bohemond gained Antioch and Baldwin gained Edessa
- others went on Crusade for adventure, eg Tancred went because as a knight he was forbidden to fight in Europe under the “Peace of God” movement
- some went to represent their families or because their friends were going, eg Hugh of Vermandois went to represent his brother and the French royal family.

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

EUROPEAN AND WORLD

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

Question 11

Explain why the Peasants' Revolt broke out in 1381.

(8)
O1 & O2

The candidate explains why the Peasants' Revolt broke out by referring to evidence such as:

- impact of the Black Death
- Statute of Labourers 1351
- desire to end forced labour
- activities of John Ball and the Lollards
- imposition of the Poll Tax
- impact of the war against France
- lack of confidence in the young king
- hatred of the king's advisors.

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

EUROPEAN AND WORLD

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

Question 12

Explain why Spain took a leading role in voyages of exploration between the 1480s and 1530s.

(8)
O1 & O2

The candidate explains why Spain took a leading role in voyages of exploration between the 1480s and 1530s by referring to evidence such as:

- Spain had an Atlantic sea coast making exploration easy
- influence of Ferdinand and Isabella of Spain who sought to increase their power
- development of better sea-going ships such as the caravel
- desire to gain access to the Eastern spice trade and break the Venetian-Genoese monopoly
- to find new sources of gold and silver
- development of improved navigational aids like the compass and astrolabe
- to spread Christianity after defeating the Moors in Europe.

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

EUROPEAN AND WORLD

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

Question 13

Explain why so many other countries became involved in the Revolutionary War by 1780. (8)
O1 & O2

The candidate explains why so many other countries became involved in the Revolutionary War by referring to evidence such as:

- former enemies of Britain had waited to see if Britain would win easily
- defeat at Saratoga made other powers, especially France, believe that it was safe to join the war
- France resented her past defeats at the hands of the British
- France wanted to win back her lost colonies
- France wanted to win back her power at sea
- the colonists had sent Benjamin Franklin to France and he became very popular with the French
- Spain too was angry at past defeats; Britain had Gibraltar and Spain wanted it back – Spain joined in 1779
- Dutch had also lost colonies to Britain and were angry at having their ships searched by the British navy – the Dutch joined the war in 1780
- The League of Armed Neutrality decided they would not allow the British navy to stop them trading with America.

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

EUROPEAN AND WORLD

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

Question 14

Explain why so many people defended the Slave Trade in the eighteenth century.

(8)
O1 & O2

The candidate explains why so many people defended the Slave Trade by referring to evidence such as:

- there was a demand for black slaves; people believed only Blacks could work in the heat of the tropics
- people believed Blacks to be inferior – black because of God’s curse
- profits made some people and cities very rich
- provided money for the development of the docks
- provided orders to the mills – slave produced cotton
- thousands of people found work because of the trade
- ordinary people’s jobs seemed to depend on the trade
- money poured into certain towns and helped towards establishing banking and insurance
- powerful people’s wealth was closely linked to the trade
- credit also given for points relating to plantation owners.

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

EUROPEAN AND WORLD

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

Question 15

Explain why Louis XVI was executed.

(8)
O1 & O2

The candidate explains why Louis XVI was executed by referring to evidence such as:

- long-term cause – king had lost authority since 1789
- unpopularity of monarchy due to flight from Varennes
- Brunswick Manifesto regarded as blackmail and worked against monarchy
- Jacobins, supported by mob, demanded deposition of the king
- new Convention of 1792 declared France a Republic and that Louis should be put on trial
- victories at Valmy and Verdun gave renewed confidence to Jacobins
- allowing king to live might encourage French royalists or Prussia and Austria
- Louis accused of supporting France's enemies and of "spilling French blood"
- Convention voted for death by large majority.

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

EUROPEAN AND WORLD

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

Question 16

Explain why there was a growth of Nationalism in Italy between 1815 and 1848.

(8)
O1 & O2

The candidate explains why there was a growth of Nationalism in Italy between 1815 and 1848 by referring to evidence such as:

- the impact of the ideas of the French Revolution
- the impact of Napoleon Bonaparte's rule of Italy
- reaction against the Vienna Settlement of 1815
- activities of secret societies such as the Carbonari
- activities of Mazzini and Young Italy
- the growth of a dissatisfied Italian middle class
- resentment of Austria.

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

EUROPEAN AND WORLD

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

Question 17

Explain the importance of Bismarck to German unification.

(8)
O1 & O2

The candidate explains the importance of Bismarck to German unification by referring to evidence such as:

- Iron and Blood speech
- pushed through army reforms
- diplomatic preparations for Schleswig Holstein dispute
- isolation of Austria before 1866
- leniency of peace settlement with Austria
- isolation of France before 1870
- use of pragmatism as a counterbalance to master-planner, eg Ems telegram.

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

EUROPEAN AND WORLD

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

Question 18

Explain why Lenin was able to seize power in Russia in October 1917.

(8)
O1 & O2

The candidate explains why Lenin was able to seize power in Russia in October 1917 by referring to evidence such as:

- unpopularity of World War One amongst general public/many turned against the Provisional Government
- conditions for soldiers miserable and many fled from fighting
- food shortages appeared and unrest grew
- many strikes and demonstrations
- Lenin appealed to people (promises of peace, bread, land)
- Lenin had support from the Soviets in both Petrograd and Moscow
- Red Guards were armed following the Kornilov Revolt.

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

EUROPEAN AND WORLD

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

Question 19

Explain why American attitudes towards new immigrants changed during the 1920s.

(8)

O1 & O2

The candidate explains why American attitudes towards new immigrants changed during the 1920s by referring to evidence such as:

- fear of revolution in aftermath of Russian Revolution
- fear that Communism might spread to the USA
- worry about increasing numbers from Southern and Eastern Europe
- concern that immigrants would take jobs
- concern that immigrants would work for less wages
- concern that immigrants would break strikes
- worry that immigrants would create pressure on scarce housing
- feeling that new immigrants often inferior, eg illiterate
- feeling that USA could no longer take unrestricted numbers of immigrants
- feeling that new immigrants involved in organised crime
- influence of WASPs.

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

EUROPEAN AND WORLD

Context 12: The Road to War, 1933-1939

Question 20

Explain why the British Government wanted to avoid war in the 1930s.

(8)
O1 & O2

The candidate explains why the British Government wanted to avoid war in the 1930s by referring to evidence such as:

- the terrible loss of the Great War was still fresh in public memory
- Germany had rearmed with powerful army, navy and air force
- German military strength was perceived as greater than it actually was
- there was fear of bombing from the air – “The Bomber will always get through”, according to the government
- there was a strong pacifist movement in Britain
- Britain had disarmed to a large extent/was militarily weak
- Chiefs of Staff warned government that British forces were unprepared
- fear that British Empire was under threat from Italy and Japan
- Dominion prime ministers warned Britain that they would not support her in another European war
- Britain had no reliable allies – USA neutral and France unstable
- war in Europe would open the door to communism.

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

EUROPEAN AND WORLD

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

Question 21

Explain why the USA and the Soviet Union did not trust each other after World War Two. (8)
O1 & O2

The candidate explains why the USA and the Soviet Union did not trust each other after World War Two by referring to evidence such as:

- different ways of life and they both thought their way of doing things was the right way
- disagreements at Potsdam
- Truman, the new American President, was more anti-Communist than Roosevelt
- the Americans had developed the atomic bomb
- arms raced developed
- Soviet troops were occupying most of Eastern Europe
- the only thing that kept them together was over – World War Two
- candidates can explore any of the longer-term reasons for the Cold War, eg Nazi-Soviet Pact 1939.

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

[END OF PART 1: THE SHORT ESSAY]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

Question 1

Why did the Code of Chivalry improve the way a knight was expected to behave?

(5)
02

The candidate explains why the Code of Chivalry improved the way a knight was expected to behave by referring to evidence such as:

from the source

- knights were expected to be courteous and civil
- knights were expected to show mercy to a defeated enemy
- knights were expected to fight non-Christians
- knighting ceremony was a religious occasion.

from recall

- knights were expected to stay faithful to their vow of knighthood
- knights were expected to protect women, children, the weak and all those unarmed
- knights were expected to serve the king faithfully
- knights were expected to protect the Church and the clergy.

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

Question 2

How far do **Sources B** and **C** agree about how Becket changed when he became Archbishop of Canterbury?

(4)
03

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

Source B	Source C
The sources agree fully	
<ul style="list-style-type: none">• says Becket turned from the power of the king and followed Christ• wore hair shirt covered in lice• spent time with the poor• ate as little as possible and drank stale water	<ul style="list-style-type: none">• says Becket stopped being the king's official and became Christ's ambassador• wore a rough robe• washed feet of the poor• no longer held feasts and gave up drinking wine

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

Question 3

Describe the murder of Becket in Canterbury Cathedral in 1170.

(5)
01

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

- four knights entered the Cathedral and demanded to see Becket
- Becket could have hidden as the Cathedral was dark and the doors locked
- the knights attempted to arrest Becket and take him prisoner
- some monks ran away
- a struggle broke out and Edward Grim, Becket's secretary, had his arm cut as he attempted to protect Becket
- Becket stated he was ready to die a martyr
- Becket refused to be taken prisoner
- Becket received four blows to the head and the crown of his head was sliced off
- the knights fled the scene of the murder.

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 1]

SCOTTISH AND BRITISH

Context 2: Wallace, Bruce and The Wars of Independence, 1286–1328

Question 1

Describe the events that led to the defeat and capture of King John Balliol.

**(5)
01**

The candidate describes the events that led to the defeat and capture of King John Balliol by referring to evidence such as:

- John Balliol and the Scots had made an alliance with France against Edward
- John Balliol had renounced his homage to King Edward
- a number of Scots refused to support King John (eg Bruce)
- John Balliol’s men had attacked the north of England
- King Edward had shocked the Scots by destroying Berwick
- King Edward had defeated King John’s army at Dunbar
- King Edward had pursued King John to the north of Scotland
- King John had surrendered to King Edward
- King Edward had stripped King John of his title and crown.

For 5 marks, 5 supported points must be given.

Question 2

How far do **Sources A** and **B** agree about what happened at the Battle of Stirling Bridge?

**(4)
03**

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

Source A	The sources agree	Source B
<ul style="list-style-type: none"> • the standard bearers of the king and earl crossed the bridge • the Scots attacked when they saw that they could win • they seized the end of the bridge • many were thrown from the bridge • Cressingham was killed 	<ul style="list-style-type: none"> • the Scots allowed the English to cross the bridge • the Scots waited until as many of the English as they could hope to defeat had crossed • they blocked the bridge • they slaughtered all who crossed over • Cressingham was killed 	

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

Question 3

Why were the Scots divided about supporting Bruce or Balliol in 1306?

(5)
02

The candidate explains why the Scots were divided about supporting Bruce or Balliol in 1306 by referring to evidence such as:

from the source

- people had fought for King John since 1297 and were reluctant to throw him aside
- Robert Bruce had no right to the throne
- Bruce had not always supported the Scottish side.

from recall

- Balliol had been defeated and discredited
- Balliol was not in Scotland to lead them
- Robert Bruce was not “next in line” to the throne
- Robert Bruce had alienated the Comyns by killing Red Comyn in a church.

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

[END OF CONTEXT 2]

SCOTTISH AND BRITISH

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

Question 1

Describe the events which led to the assassination of Cardinal Beaton at St Andrews in 1546. (5)

O1

The candidate describes the events which led to the assassination of Cardinal Beaton in St Andrews in 1546 by referring to evidence such as:

- Protestantism had been spreading across Scotland
- the Catholic Church had been executing leading Protestants (Wishart)
- some Scottish Protestants decided to murder the Cardinal
- Cardinal Beaton had been supporting the French interests in Scotland
- Cardinal Beaton had helped prevent the marriage of Mary to Prince Edward
- the assassins tricked their way into St Andrews Castle
- Cardinal Beaton barricaded himself in his room
- Protestants broke the door down and stabbed him to death.

For 5 marks, 5 supported points must be given.

Question 2

Why did Mary's marriage to Bothwell lead to her downfall?

(5)

O2

The candidate explains why Mary's marriage to Bothwell led to her downfall by referring to evidence such as:

from the source

- Bothwell was used to get rid of the king
- nobles persuaded Mary to marry Bothwell
- nobles intended to accuse Mary of being involved in the murder
- Mary was tricked by people around her.

from recall

- nobles signed a bond supporting the marriage
- Mary was kidnapped by Bothwell (or pretended to be kidnapped)
- many believed Mary really wanted to marry Bothwell
- people believed that Mary was already in a relationship with him
- people would not accept being ruled by a murderess
- Mary married Bothwell in a Protestant ceremony.

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

Question 3

How far do **Sources B** and **C** agree about Mary's involvement in the Babington Plot?

(4)
O3

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

Source B	The sources agree	Source C
<ul style="list-style-type: none">• letters were concealed in a beer keg• Elizabeth's men knew about the plot from the start because they had a spy in Mary's household• Mary was enthusiastic in approving the assassination of Elizabeth• a gallows was drawn on the letter		<ul style="list-style-type: none">• letters were hidden in beer kegs• Elizabeth's men knew about the plot because they knew about the beer kegs• Mary mentioned the assassination of Elizabeth but concentrated on practical details• a gallows was drawn on the letter

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

[END OF CONTEXT 3]

SCOTTISH AND BRITISH

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

Question 1

How far do **Sources A** and **B** agree about James VI and I’s belief in the Divine Right of Kings?

**(4)
03**

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

Source A	Source B
The sources agree	
<ul style="list-style-type: none"> • monarchy is the most supreme thing on earth • this power is given to kings by God • kings are God’s lieutenants on earth • kings are called gods by God himself 	<ul style="list-style-type: none"> • kings are not restricted by any laws made by man • he has a God-given right to rule • kings are responsible to God alone • kings as God’s anointed servants are equal to gods

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

Question 2

Describe Charles I’s attempts to finance his government without Parliament 1629-1640.

**(5)
01**

The candidate describes Charles I’s attempts to finance his government without Parliament 1629-1640 by referring to evidence such as:

- collection of tonnage and poundage without Parliament’s consent
- forced loans
- ship money
- sale of offices
- sale of royal lands
- enforcement of ancient laws such as those affecting royal forests
- sale of monopolies.

For 5 marks, 5 supported points must be given.

Question 3

Why did many people in the Long Parliament oppose the king?

(5)
02

The candidate explains why many people in the Long Parliament opposed the king by referring to evidence such as:

from the source

- many county gentry members feared England was becoming Roman Catholic-dominated
- many feared England was becoming an absolutist state
- there was great concern over Strafford's ruthlessness
- there was fear that Strafford could make absolutism work.

from recall

- many believed Archbishop Laud's pro-Catholic religious changes had to be reversed
- members were determined to exercise some control over the king's choice of ministers
- members wished to abolish arbitrary royal financial methods such as Ship Money
- members wished to abolish prerogative courts such as Star Chamber.

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

[END OF CONTEXT 4]

SCOTTISH AND BRITISH

Context 5: “Ane End of Ane Auld Sang”: Scotland and The Treaty of Union, 1690s–1715

Question 1

Why was there bad feeling between Scotland and England in 1705?

**(5)
02**

The candidate explains why there was bad feeling between Scotland and England in 1705 by referring to evidence such as:

from the source

- the Scots thought that Queen Anne was going to free Green
- the Scots said that Captain Green had sunk one of their ships
- the Scots remembered the Darien Expedition
- the Scots resented the effect of England’s wars on Scotland’s trade with France.

from recall

- the “Speedy Return” had vanished, Scots said Green was a pirate
- the Scots had lost a lot of money etc when Darien failed
- the Scots blamed King William and the English for the failure of Darien
- the Scots blamed England’s wars for many of their misfortunes.

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

Question 2

Compare **Sources B** and **C** as evidence about Scottish attitudes to the Union.

**(4)
03**

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

Source B	The sources agree	Source C
<ul style="list-style-type: none"> • written about 1706 – possible eyewitness • written by an opponent of the Union – could be biased • reports dislike of the Union in the countryside • people flock to protest in towns • voiced their displeasure 		<ul style="list-style-type: none"> • written in 1706 by an eyewitness • written by a spy – should be an accurate account of what he found • mob protests in Edinburgh • shouted and cried out “No Union”

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

Question 3

In what ways did the passing of the Act of Union help the Jacobite Cause?

(5)
01

The candidate describes how the passing of the Act of Union helped the Jacobite Cause by referring to evidence such as:

- the Jacobites promised to cancel the Act of Union
- the Union was unpopular – its supporters (Queen Anne and Hanoverians) became unpopular – so the Jacobites became popular
- the Scots objected to Excise Duty and other taxes which would go if the Union was ended
- Scottish traders felt threatened by goods coming in from England
- Jacobites were “native” unlike the “Hanoverians” who were German
- Scots felt that their country had been “taken over” by the English.

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 5]

SCOTTISH AND BRITISH

Context 6: Immigrants and Exiles: Scotland, 1830s–1930s

Question 1

Why did many Scots dislike Irish immigrants in Scotland?

**(5)
O2**

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

from the source

- Irish involved in violent events
- Irish committed vicious fights and crimes
- Irish navvies were shown as especially violent and lawless
- police said Irish more likely to steal, beg and fight.

from recall

- Scots thought they were taking Scottish jobs
- Scots saw them as competition for housing
- Scots felt the Irish were responsible for lowering wage rates
- Protestant/Catholic tensions
- differences over education.

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

Question 2

How far do **Sources B** and **C** agree about emigration from Scotland?

**(4)
O3**

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

Source B	Source C
The sources largely agree	
<ul style="list-style-type: none"> • emigration caused by overpopulation • caused by periodic crop failures • families went to Canada • government established an Emigration Commission 	<ul style="list-style-type: none"> • emigration a solution to overpopulation • a solution to the potato famine • people moved to Australia/Canada • government set up Crofter Colonisation Scheme

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

Question 3

What difficulties faced Scots in countries to which they emigrated?

(5)
01

The candidate describes the difficulties faced by Scots in countries to which they emigrated by referring to evidence such as:

- only a few fellow Scots inhabitants
- wild countryside, difficult farming conditions
- fear of native people, wild animals
- native people resisted the loss of their land
- had no money to establish themselves
- some Highlanders could not speak English well
- strange customs to follow.

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 6]

SCOTTISH AND BRITISH

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

Question 1

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

(4)
O3

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

Source A	Source B
The sources largely agree	
<ul style="list-style-type: none"> • unemployment • only earned 5s (25p) per week • have 5 children • if sick, got nothing 	<ul style="list-style-type: none"> • inability to obtain employment • man's earnings not enough to maintain family • sickness prevented men working • drinking and gambling/old age

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

Question 2

Why did the Liberals introduce reforms for children and the elderly?

(5)
O2

The candidate explains why the Liberals introduced reforms for children and elderly by referring to evidence such as:

from the source

- poor condition of recruits in the Boer War
- need for a healthy workforce
- children soldiers of the future
- most people thought pension payments were a good idea
- New Zealand and Germany had introduced pensions for the elderly.

from recall

- Booth and Rowntree had shown size of problem of poverty
- reports had commented on poor health of children
- Rowntree insisted that children were not well-fed
- Royal Commission of the Aged Poor 1895 argued for pensions
- Labour Party and Trade Unions supported pensions.

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

Question 3

Describe the changes made by the Labour Government after 1945 to create a welfare state. (5)
01

The candidate describes the changes made by the Labour Government after 1945 to create a welfare state by referring to evidence such as:

- Family Allowance Act 1946 gave mothers 25p for second and each subsequent child
- National Insurance Act 1946 was universal/gave men 4 shillings 11d if sick or unemployed
- Industrial Injuries Act 1946 provided £2.25 to men injured at work
- National Assistance Act 1948 helped those who were not covered otherwise
- National Health Service set up
- details of services provided by NHS
- steps taken to improve housing in New Towns Act 1946/Town and County Planning Act 1947
- implementation of 1944 Education Act.

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 7]

SCOTTISH AND BRITISH

Context 8: Campaigning for Change: Social Change in Scotland, 1900s-1979

Question 1

How far do **Sources A** and **B** agree about the effects of suffragette violence on public opinion?

**(4)
03**

The candidate makes an accurate comparison of the two sources with reference to:

Source A	The sources mainly agree	Source B
<ul style="list-style-type: none"> • people turned against suffragettes because of property destruction • NUWSS had carried out valuable work • NUWSS condemned terrorist activities 		<ul style="list-style-type: none"> • window smashing led to great hostility • women’s movement had campaigned successfully • intelligent women must reject the violence of the Pankhursts

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

Question 2

Describe popular entertainment in the 1920s.

**(5)
01**

The candidate describes popular entertainment in the 1920s by referring to evidence such as:

- the music hall was popular
- radio provided music, children’s entertainment and sports coverage
- radio ownership became more widespread
- cinema became popular with adults and children alike
- ‘talkies’ increased audiences even more after 1929
- jazz music from America became popular
- many people went to dance halls.

For 5 marks, 5 supported points must be given.

Question 3

Why were the oil and gas industries so important to employment in Scotland in the 1970s? (5)
02

The candidate explains the importance of oil and gas industries by referring to evidence such as:

from the source

- greater employment in oil-related industries
- increased taxation for the government
- market for oil technology
- potential for servicing industries.

from recall

- people moved to the North-East so jobs in housing
- in the North-West concrete platforms were built
- jobs in banking and insurance
- Scotland converted to natural gas
- jobs building and maintaining pipelines.

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

[END OF CONTEXT 8]

SCOTTISH AND BRITISH

Context 9: A Time of Troubles: Ireland, 1900-1923

Question 1

Why were Unionists opposed to the Home Rule Bill of 1912 ?

(5)
02

The candidate explains why Unionists were opposed to the Home Rule Bill by referring to evidence such as:

from the source

- “Home Rule is Rome Rule” – fear of the Catholic Church and its influence
- industries relied on raw materials from Britain
- Home Rule could lead to full independence
- feared that their way of life would be destroyed.

from recall

- Ireland would be cut off from markets in Britain and Empire
- loss of money and business for many
- conditions in Ireland, eg housing, wages had improved, fear Home Rule would destroy this
- Unionists believed Ireland was too weak to survive on its own.

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

Question 2

Describe the events of the Easter Rising, 1916.

(5)
01

The candidate describes the events of the Easter Rising by referring to evidence such as:

- rebels did not have enough guns/ammunition
- rebels were not well organised
- only 1500 armed men took part, few of the leaders were trained soldiers
- rebels took over the GPO (General Post Office)
- proclamation of the Irish Republic declared, signed by seven members of the provisional government
- general public puzzled by events and indifferent to them
- plan to capture the centre of Dublin and Dublin castle failed
- British army was able to cut the city in half
- British army threw a military cordon around the city
- reinforcements brought in from England, easily outnumbered rebels
- British army brought in artillery and a gunboat, Helga
- rebels surrendered after a week: leaders were executed.

For 5 marks, 5 supported points must be given.

Question 3

How far do **Sources B** and **C** disagree about the reaction to the Anglo-Irish Treaty of 1921? **(4)**
03

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

Source B	Source C
The sources disagree	
<ul style="list-style-type: none">• author against the treaty• does not give Ireland freedom• will not end centuries of fighting• handed over authority to a foreign country• tied to British Empire forever	<ul style="list-style-type: none">• author one of the delegates who signed the treaty• gives Ireland freedom they have not had for centuries• peace can be made on basis of treaty• right to rule in own country• does not tie us to Britain

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

[END OF CONTEXT 9]

EUROPEAN AND WORLD

Context 1: The Norman Conquest, 1060-1153

Question 1

How useful is **Source A** as evidence of William I's methods of controlling England?

(4)
03

The candidate evaluates the usefulness of **Source A** as evidence of William I's methods of controlling England by referring to evidence such as:

- secondary source written with the benefit of hindsight
- by a modern historian who will have researched the topic
- written to explain William's methods of controlling England
- gives good detail on how William maintained a royal army.

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

- no mention of repressive measures such as the Harrying of the North.

Question 2

Describe David I's methods of governing Scotland.

(5)
01

The candidate describes David I's methods of governing Scotland by referring to evidence such as:

- rule by Royal Council
- establishing the duty of knight-service to the king
- creation of royal burghs providing rents for the Crown
- appointment of royal officials directly answerable to the king, eg the Chamberlain
- enforcement of royal feudal rights over the barons
- use of sheriffs at local level
- use of royal justices.

For 5 marks, 5 supported points must be given.

Question 3

Why was David I's reign important for the Church in Scotland?

(5)
02

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

from the source

- David I was a religious man
- Anglo-Norman bishops were appointed
- more parishes were formed
- many monasteries were endowed.

from recall

- leading bishops became royal councillors
- European influence spread with the arrival of new Orders of monks
- extensive grants of royal lands enriched the Church in Scotland
- David maintained the independence of the Church in Scotland against claims over it by the Archbishop of York.

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

[END OF CONTEXT 1]

EUROPEAN AND WORLD

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

Question 1

Describe the capture of Nicaea by the Crusaders.

(5)
01

The candidate describes the capture of Nicaea by the Crusaders by referring to evidence such as:

- Kilij Arslan was away fighting the Danishmends
- Kilij Arslan ignored warnings and did not return to defend the city
- Crusaders attempted to surround the city but could not as one side was next to a lake
- Crusaders asked Alexius for boats so that they could blockade the lake and starve the Muslims
- Muslims inside the city surrendered to Alexius, who took the city and allowed the Muslims to go free
- the Crusaders were not allowed to loot the city.

For 5 marks, 5 supported points must be given.

Question 2

How useful is **Source A** as evidence of the Crusaders' behaviour during the capture of Jerusalem?

(4)
03

The candidate evaluates the usefulness of **Source A** as evidence of the behaviour of the Crusaders at Jerusalem by referring to evidence such as:

- primary source written at the time of the march to Jerusalem
- author was not present during the capture of Jerusalem and therefore information is second-hand
- author is biased, inaccurately refers to Muslims as "Loathsome"
- written to describe the capture of Jerusalem
- describes killing and seizing of goods.

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

- no mention of the treatment of the Jews or that the Crusaders burnt the synagogue in Jerusalem.

Question 3

Why did the Crusaders need a strong leader after the capture of Jerusalem?

(5)
02

The candidate explains why the Crusaders needed a strong leader by referring to evidence such as:

from the source

- needed to organise an army
- the Egyptians were advancing on Jerusalem
- small Crusading army needed to be persuaded to stay in the East
- castles needed to be built for defence.

from recall

- surrounding countryside filled with Muslims
- lack of peasants meant co-operation was needed with local Muslims to get them to work the countryside
- Crusaders unable to provide own supplies and so trade links needed to be set up with Italian ports
- feudal system established in the East: barons needed to be kept in line.

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

[END OF CONTEXT 2]

EUROPEAN AND WORLD

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

Question 1

Why was the Battle of Poitiers important in the Hundred Years' War?

(5)
02

The candidate explains why the Battle of Poitiers was important in the Hundred Years' War by referring to evidence such as:

from the source

- the English encountered greater resistance than in previous battles
- the battle showed the skill of the Black Prince
- the English captured 2000 enemy soldiers
- King John II was captured
- the French were defeated.

from recall

- King John II was held to ransom in England
- John II was replaced by Charles V
- French defeat led to the Treaty of Bretigny
- this led to a short period of peace which marked the end of the first stage of the Hundred Years' War.

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

Question 2

Describe the political problems which faced France during the reign of Charles VI.

(5)
01

The candidate describes the political problems which faced France during the reign of Charles VI by referring to evidence such as:

- Charles became mad in 1392
- this led to a contest for the throne between Orleans and Burgandy
- civil war
- Henry V reasserted his claim to the French throne
- English invasion
- Burgundians sided with Henry
- defeat at Agincourt
- Treaty of Troyes (1420) – Charles forced to accept marriage of his daughter to Henry's son
- Charles declared the Dauphin illegitimate and his claim to the throne invalid.

For 5 marks, 5 supported points must be given.

Question 3

How useful is **Source B** as evidence of Joan of Arc's role in the victory of France in the Hundred Years' War?

(4)
03

The candidate evaluates the usefulness of **Source B** as evidence of Joan of Arc's role in the French victory by referring to evidence such as:

- primary source written at the time of Joan's involvement
- author was a possible eyewitness to events
- written to praise the part played by Joan in Hundred Years' War
- contains detail of Joan's achievements, eg victory at Orleans
- obvious bias in favour of the Maid because the author was her servant.

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

- role of Charles VII in defeating English after 1431.

[END OF CONTEXT 3]

EUROPEAN AND WORLD

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

Question 1

Why did Henry the Navigator encourage voyages of exploration?

(5)
02

The candidate explains why Henry the Navigator encouraged voyages of exploration by referring to evidence such as:

from the source

- to do great deeds
- to learn about the lands beyond the Canaries
- to find out about the extent of Moslem power in Africa
- to spread Christianity in Africa.

from recall

- to increase Portugal's and/or his own fame and importance
- to improve Portugal's trade
- to rival Spain in the struggle against the Moors.

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

Question 2

Describe da Gama's first voyage to India.

(5)
01

The candidate describes da Gama's first voyage to India by referring to evidence such as:

- severe weather at the Cape of Good Hope
- threats of mutiny by some of the crew
- storeship broken up at Mossel Bay
- named Natal on East African coast on Christmas day, 1497
- trouble with Moorish traders in East African ports especially at Mombasa where they were attacked
- found Asian navigator at Malindi to guide them across the Indian Ocean
- landed at Calicut in India
- were able to trade for spices in India though only with difficulty.

For 5 marks, 5 supported points must be given.

Question 3

How useful is **Source B** as evidence of why Spaniards joined the Conquistadors?

(4)
03

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

- primary source written at the time of conquest of South America
- author was there as one of the expedition therefore well-informed/possible bias
- written to explain Spaniards' motives for joining the Conquistadors
- gives reasons for joining the Conquistadors such as to grow rich/to serve God.

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

- no mention of desire for land.

[END OF CONTEXT 4]

EUROPEAN AND WORLD

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

Question 1

What crimes did the colonists accuse George III of having committed against them by 1776? (5)

01

The candidate describes the crimes the colonists accused George III of having committed against them by referring to evidence such as:

- aimed to become a tyrant
- refused to agree to sensible laws in the colonies
- prevented there being a fair justice system
- inflicted troops on the colonists
- imposed taxes which the colonists had not agreed to
- used foreign soldiers against the colonists
- damaged trade.

For 5 marks, 5 supported points must be given.

Question 2

How useful is **Source A** as evidence of the difficulties faced by the British troops fighting in America? (4)

03

The candidate evaluates the usefulness of **Source A** as evidence of the difficulties faced by the British troops by referring to evidence such as:

- primary source from the time when British troops fought the colonists
- author was a British officer who fought the colonists at the time
- bias in favour of the British/thought American methods unfair
- to show that this was not the way British troops were used to fighting
- after the Americans had fired they hid again until they reloaded their guns.

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

- British troops suffered 273 casualties from these ambushes at the time
- British troops forced to shelter in Boston as a result of these attacks.

Question 3

Why was Saratoga a turning point in the war?

(5)
02

The candidate explains why Saratoga was a turning point in the war by referring to evidence such as:

from the source

- Saratoga was a defeat for the British army at the hands of the colonial army
- a disaster for Britain
- it gave the American forces new heart
- encouraged France and Spain to enter the war.

from recall

- the whole British policy of a short campaign lay in ruins
- the war now widened
- fighting took place in the West Indies, the Channel, Gibraltar and Minorca
- Lord North tried to make peace with Congress
- before Saratoga American leaders might have accepted this: now they rejected it.

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

[END OF CONTEXT 5]

EUROPEAN AND WORLD

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

Question 1

How useful is **Source A** as evidence of the treatment of slaves during the Middle Passage? (4)

03

The candidate evaluates the usefulness of **Source A** as evidence of the treatment of slaves by referring to evidence such as:

- primary source from the time of the slave trade
- author was a slave and an eyewitness
- to publicise the cruelty of the Middle Passage
- the shrieks of the women, the groans of the dying
- possible Abolitionist propaganda.

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

- not all crews were cruel – slaves were well treated sometimes.

Question 2

Describe the methods used by the Abolitionists

(5)

01

The candidate describes the method used by the Abolitionists by referring to evidence such as:

- Wilberforce campaigned inside Parliament
- Thomas Clarkson travelled the country to convert people
- persuaded people not to buy slave-produced sugar
- used publicity on articles such as cups, eg Wedgewood
- Granville Sharp used the law against the slave trade
- books were written by John Newton and Equiano
- public meetings
- use of pamphlets.

For 5 marks, 5 supported points must be given.

Question 3

Why did the need for the slave trade decline by the late 18th century?

(5)
02

The candidate explains why the need for the slave trade declined by referring to evidence such as:

from the source

- more and more people began to think of Africans as fellow human beings
- Britain was changing from farming to industrial
- trading interests were changing
- the 'sugar island' colonies were becoming less important.

from recall

- Britain began to trade more with India and East Asia
- many merchants began to support free trade
- slavery was seen as an inefficient way to produce goods.

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

[END OF CONTEXT 6]

EUROPEAN AND WORLD

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

Question 1

How useful is **Source A** as evidence of the behaviour of French citizens in 1789?

(4)
03

The candidate evaluates the usefulness of Source A as evidence of the behaviour of French citizens by referring to evidence such as:

- primary source from start of revolution
- author is an eyewitness to events: foreign observer, might be neutral
- to show the destructiveness of the mob
- shows that troops did not try to prevent violence – stones thrown.

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

- this led to the fall of the Bastille
- king's troops deserted/joined protestors.

Question 2

Describe the ways in which the Constituent Assembly reorganised the government of France by 1791.

(5)
01

The candidate describes the changes in government by referring to evidence such as:

- Assembly decided on a separation of powers between king and itself
- king allowed to govern France as Executive
- the king no longer “owned” France
- the Assembly made the laws and collected taxes
- the king could only delay laws for a period
- Assembly had the right to question the king's ministers
- Assembly elected indirectly by ‘Active Citizens’.

For 5 marks, 5 supported points must be given.

Question 3

Why did so many people live in fear in France in 1793?

(5)
02

The candidate explains why so many people lived in fear by referring to evidence such as:

from the source

- Committee of Public Safety met in secret
- Committee of Public Safety could suspend the Assembly's laws
- Committee of Public Safety could issue warrants of search and arrest
- Committee of Public Safety had to be obeyed.

from recall

- missions were sent to enforce order in the Provinces
- this was often carried out with great brutality
- Revolutionary Tribunals could order executions
- evidence often came only from informers
- executions of all rebels, émigrés, people suspected of disloyalty became the norm
- details of Jacobin ascendancy and attitudes.

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

[END OF CONTEXT 7]

EUROPEAN AND WORLD

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

Question 1

How useful is **Source A** as evidence about the modernisation of Piedmont?

(4)
03

The candidate evaluates the usefulness of **Source A** as evidence about the modernisation of Piedmont by referring to evidence such as:

- primary source written at the time of modernisation of Piedmont
- source written by Cavour – architect of the Piedmont’s modernisation
- possible bias/exaggeration concerning his achievements
- to describe modernisation to parliament
- new roads would help open up commerce.

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

- modernisation of armed forces
- reforms to the Church.

Question 2

Why were many people in Britain sympathetic towards Italian unification?

(5)
02

The candidate explains British sympathy towards Italian unification by referring to evidence such as:

from the source

- Palmerston and Russell were keen to see a united Italy
- British leaders did not want to see foreign domination of Italian peninsula
- a united Italy would aid the balance of power
- Italian unification could help to create a more liberal Europe.

from recall

- British leaders opposed Austria’s presence in Italy
- British leaders (eg Palmerston) were suspicious of Napoleon III’s ambitions in Europe
- admiration of the British public for the exploits of Garibaldi.

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

Question 3

Describe the contribution of Cavour to Italian unification.

(5)
01

The candidate describes the contribution of Cavour to Italian unification by referring to evidence from recall such as:

- modernised Sardinian armed forces
- encouraged the National Society in Sardinia
- encouraged the National Society in other Italian states
- gained foreign sympathy through Sardinia's participation in the Crimean War
- stated Italian grievances at Paris Peace Conference
- made an alliance with France at Plombieres
- provoked conflict with Austria
- role in victorious campaign against Austria (1859)
- ordered Sardinian forces to invade the Papal States.

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 8]

EUROPEAN AND WORLD

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

Question 1

How useful is **Source A** as evidence about nationalist feeling in the German states after 1815?

(4)
03

The candidate evaluates the usefulness of **Source A** as evidence about nationalist feeling in the German states after 1815 by referring to evidence such as:

- primary source from a time of growth of nationalist sentiment
- author is a student, many of whom were nationalists at that time
- to explain the importance of nationalism
- obvious bias in favour of nationalism
- illustrates nature of nationalist sentiment at that time, eg common language and customs.

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

- no indication of strength of nationalist sentiment across the German states.

Question 2

Why did the Frankfurt Parliament fail?

(5)
02

The candidate explains why the Frankfurt Parliament failed by referring to evidence such as:

from the source

- princes refused to accept the resolutions of the Frankfurt Parliament
- parliament had no other plan
- parliamentarians would not lead a popular revolt against the princes
- power of the princes remained strong
- revolutions in Vienna and Berlin crushed.

from recall

- Frederick William's refusal to accept the Parliament's offer of the crown
- major differences of opinion among delegates
- Parliament had no armed forces of its own
- by 1849 the German princes had regained control.

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

Question 3

Describe the dealings between Bismarck and the Prussian Parliament, 1862-71.

(5)
01

The candidate describes the dealings between Bismarck and the Prussian Parliament by referring to evidence such as:

- Bismarck supported the authority of the king over Parliament
- he opposed Parliament's attempts to interfere in government
- he supported the king's plan to increase the size of the army against the wishes of Parliament
- he threatened to use force to collect taxes
- Blood and Iron speech
- he attempted to win the support of liberals in Parliament with his plans to unite Germany
- Parliament supported Bismarck after his military defeat of Austria.

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 9]

EUROPEAN AND WORLD

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

Question 1

Why was the Orthodox Church important in Tsarist Russia?

(5)
02

The candidate explains why the Orthodox Church was important in Tsarist Russia by referring to evidence such as:

from the source

- most Russians were religious
- holy men were held in high regard
- close link between the Church and the Tsar
- the Church supported the Tsar's rule.

from recall

- Orthodox Church was the largest in Russia
- Orthodox Church was very wealthy
- Orthodox Church controlled education
- Orthodox Church encouraged the people to regard the Tsar as their 'little father'.

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

Question 2

How useful is **Source B** as evidence of concern about Rasputin's influence over the government of Tsarist Russia?

(4)
03

The candidate evaluates the usefulness of **Source B** as evidence of concern about Rasputin's influence over the government of Tsarist Russia by referring to evidence such as:

- Rodzianko was a leading figure in the Tsar's government
- primary source written at a time when Rasputin was influential
- written to encourage the assassination of Rasputin
- provides evidence of Rasputin's influence
- source shows strong bias against Rasputin.

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

- Rasputin's personal influence over the Tsarina.

Question 3

Describe Lenin's return to Russia in April 1917.

(5)
01

The candidate describes Lenin's return to Russia by referring to evidence such as:

- Lenin was in hiding in Switzerland
- Germany helped him to return to Russia
- Lenin travelled to Finland in a sealed train
- Lenin arrived at the Finland Station in Petrograd
- he made a speech calling for a second revolution
- he called for non-co-operation with the Provisional Government
- he called for an end to the war
- he demanded land for the peasants
- he said that the Soviets should take control of Russia.

For 5 marks, 5 supported points must be given.

[END OF CONTEXT 10]

EUROPEAN AND WORLD

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

Question 1

How useful is **Source A** as evidence of the activities of the Ku Klux Klan between the First and Second World Wars?

(4)
03

The candidate evaluates the usefulness of **Source A** as evidence of the activities of the Ku Klux Klan by referring to evidence such as:

- primary source from 1926 when KKK was becoming very active
- photograph which shows KKK dress/march
- to show KKK protest in Washington
- shows KKK members with American flags on a peaceful march.

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

- reference to lynchings/beatings.

Question 2

Why was the march on Washington important for the Civil Rights Movement?

(5)
02

The candidate explains why the march on Washington was important for the Civil Rights Movement by referring to evidence such as:

from the source

- large numbers involved: 30 trains, 2000 buses
- march in the capital of the USA
- about 20 per cent were Whites showing support
- march was peaceful and orderly.

from recall

- millions watched march on TV across USA
- march covered by TV crews from across the world
- Martin Luther King delivered his “I have a dream” speech.

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

Question 3

In what ways did the Civil Rights Campaigns change the lives of Black Americans?

(5)
01

The candidate describes the ways Civil Rights Campaigns changed the lives of Black Americans by referring to evidence such as:

- Supreme Court decision that “Separate but Equal” must stop (Brown versus Board of Education, Topeka)
- Rosa Parks ended segregation on the buses
- sit-ins ended segregation in restaurants
- freedom rides ended segregation on transport
- Civil Rights Act 1964 – banned racial segregation in public areas
- banned racial discrimination in education and employment
- Voting Rights Act 1965 – banned literacy tests or other obstacles to Black Americans registering to vote
- Civil Rights Act 1968 – to provide protection for civil rights workers in the South

For 5 marks, 5 supported pieces of evidence must be given.

[END OF CONTEXT 11]

EUROPEAN AND WORLD

Context 12: The Road to War, 1933-1939

Question 1

Why was Germany in a stronger international position by 1937?

(5)
02

The candidate explains why Germany was in a stronger international position by 1937 by referring to evidence such as:

from the source

- the Anglo-German Naval Agreement 1935 allowed Germany a navy one-third the size of Britain's
- Germany had a secret agreement with Italy to work closer together, 1936
- Anti-Communist Treaty with Japan, 1936
- Italy joined Germany and Japan in 1937.

from recall

- Germany had successfully remilitarised the Rhineland
- the Stresa Front had collapsed
- Germany had a non-aggression pact with Poland
- relations between Britain and France had deteriorated.

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

Question 2

Describe the events leading to the Anschluss with Austria in March 1938.

(5)
01

The candidate describes the events leading to the Anschluss by referring to evidence such as:

- Austrian Nazis encouraged Germany to invade/plot discovered
- Schuschnigg banned Austrian Nazi Party
- Schuschnigg went to see Hitler for assurances that Germany would respect Austrian independence
- Hitler intimidated Schuschnigg and demanded senior Nazis should be included in the Austrian government
- Schuschnigg called a plebiscite on independence for 13th March
- Hitler demanded cancellation of the plebiscite
- 12th March, Nazis invaded Austria.

For 5 marks, 5 supported points must be given.

Question 3

How useful is **Source B** as evidence of the British Government's attitude to the Czech crisis in 1938?

(4)
03

The candidate evaluates the usefulness of **Source B** as evidence of the British Government's attitude by referring to evidence such as:

- primary source from the time of Chamberlain's meetings with Hitler
- author is the Prime Minister who led British foreign policy
- to justify reasons for appeasement
- content shows Chamberlain did not think Czechoslovakia was worth going to war over.

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

- Chamberlain would meet with Hitler at Munich
- Duff Cooper would resign over Munich.

[END OF CONTEXT 12]

EUROPEAN AND WORLD

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

Question 1

How useful is **Source A** as evidence of the divisions over Berlin between the USA and the Soviet Union?

(4)
03

The candidate evaluates the usefulness of **Source A** as evidence of the divisions over Berlin by referring to evidence such as:

- primary source from the period of conflict over Berlin
- expressed by the American President who was the leading opponent of the Communist East
- to express continued American support for Berlin
- biased viewpoint
- the great issue between the free world and the Communist world/come to Berlin to see the difference between East and West.

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

- there was little the West could do to remove the wall.

Question 2

Describe the results of the Cuban missile crisis in 1962.

(5)
01

The candidate describes the results of the Cuban Missile Crisis in 1962 by referring to evidence such as:

- Cuba stayed communist
- nuclear missiles were withdrawn under United Nations supervision
- American missiles withdrawn from Turkey
- Kennedy greatly improved his reputation in America and the West
- Khrushchev was able to claim he prevented America from taking over Cuba, a useful ally so close to America
- led to a thaw in the Cold War
- 'hot line' set up between the White House and the Kremlin
- Nuclear Test Ban Treaty signed in 1963.

For 5 marks, 5 supported points must be given.

Question 3

Why were most Americans opposed to the war in Vietnam by 1970?

(5)
02

The candidate explains why most Americans were opposed to the war in Vietnam by 1970 by referring to evidence such as:

from the source

- war was being televised – terrible events were being brought to American homes
- more people began to question the war
- My Lai atrocities fuelled anti-war feelings
- peace talks were making little progress.

from recall

- hundreds of young American soldiers were being killed every week
- use of napalm was heavily criticised
- other tactics were seen as unacceptable – Agent Orange
- 900 000 young Americans were being drafted
- 4 students were killed by the National Guard in a demonstration in Kent State University
- welfare programmes were being dropped because the money was being spent on the war.

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

[END OF CONTEXT 13]

[END OF SPECIMEN MARKING INSTRUCTIONS]