

[C044/SQP317]

History
Intermediate 1

NATIONAL
QUALIFICATIONS

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Course Assessment Specification (for use in 2009 onwards)

History (Intermediate 1)

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 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 30 minutes
- has a total mark allocation of 45
- will assess knowledge and understanding and evaluation
- will use language appropriate to the reading age of Intermediate 1 candidates in any question or source.

Question Paper

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

Part 1: Scottish and British Contexts and Part 2: European and World Contexts

- Candidates will answer **three** contexts in total; one from Part 1, one from Part 2 and one other from either Part 1 or 2.
- Each context is worth 15 marks.
- Sources may be written or pictorial.
- Candidates will be required to answer two “Describe”, one “Explain” and one source evaluation question in each context.
- **4–mark** Describe questions will:
 - be source-based but also require at least one point of recall for full marks
 - have the stem “Describe ...” or “In what ways ...”
 - have the rubric “Source X is about...” or “Source X describes ...”
 - include a source of 4-5 lines (approximately 65-75 words) which will comprise of:
 - 3 points which answer the question
 - at least one distracter
 - have 3 points of recall in the Marking Instructions.

- **3–mark Describe questions will:**
 - be source-based but also require at least one point of recall for full marks
 - have the stem “Describe ...” or “In what ways ...”
 - have the rubric “Source X is about...” or “Source X describes ...”
 - include a source of 3-4 lines (approximately 55-65 words) which will comprise of:
 - 2 points which answer the question
 - at least one distracter
 - have 2 points of recall in the Marking Instructions.

- Explain questions will:
 - be worth 4 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 4-5 lines (approximately 65-75 words) which will comprise of:
 - 3 points which answer the question
 - at least one distracter
 - have 3 points of recall in the Marking Instructions.

- Source evaluation questions will:
 - be worth 4 marks
 - be source-based
 - 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 lines (approximately 55 words) which will comprise:
 - 1 point which shows the “content” of the source
 - have points of origin, authorship, purpose, content, bias/exaggeration and content omission 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 component contributes to the Course award. It also indicates how to use the assessment information gathered from this component to estimate candidate performance.

The Course Assessment is based on the Question Paper.

Component	Mark Range
Question Paper	0 – 45
Total Marks	0 – 45

In the *Intermediate 1 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	38 – 45
A	2	31 – 37
B	3	29 – 30
B	4	27 – 28
C	5	25 – 26
C	6	22 – 24
D	7	20 – 21
No Award	8	18 – 19
No Award	9	0 – 17

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 28/45.
- 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/SQP317]

History
Intermediate 1
Specimen Question Paper

Time: 1 hour 30 minutes

NATIONAL
QUALIFICATIONS

Total Marks Available – 45

You must answer the questions from THREE contexts. The FIRST context must come from Part 1: Scottish and British. The SECOND context must come from Part 2: European and World. The THIRD context can come from EITHER, Part 1: Scottish and British, or Part 2: European and World.

Part 1: Scottish and British

Contexts:	Page No.
1. Murder in the Cathedral: Crown, Church and People, 1154–1173	2
2. Wallace, Bruce and the Wars of Independence, 1286–1328	4
3. Mary, Queen of Scots and the Scottish Reformation, 1540s–1587	6
4. “Ane End of Ane Auld Sang”: Scotland and the Treaty of Union, 1690s–1715	8
5. Immigrants and Exiles: Scotland, 1830s–1930s	10
6. From the Cradle to the Grave? Social Welfare in Britain, 1890s–1951	12
7. Campaigning for Change: Social Change in Scotland, 1900s–1979	14
8. A Time of Troubles: Ireland, 1900–1923	16

Part 2: European and World

Contexts:	Page No.
1. The Norman Conquest, 1060–1153	18
2. The Cross and the Crescent: The First Crusade, 1096–1125	20
3. War, Death and Revolt in Medieval Europe, 1328–1436	22
4. New Worlds: Europe in the Age of Expansion, 1480s–1530s	24
5. “Tea and Freedom”: The American Revolution, 1763–1783	26
6. “This Accursed Trade”: The British Slave Trade and its Abolition, 1770–1807	28
7. Citizens! The French Revolution, 1789–1794	30
8. The Red Flag: Lenin and the Russian Revolution, 1894–1921	32
9. Free at Last? Race Relations in the USA, 1918–1968	34
10. The Road to War, 1933–1939	36
11. In the Shadow of the Bomb: The Cold War, 1945–1985	38

**Number your answers as shown in the question paper.
Some sources have been adapted or translated.**

PART 1:**HISTORICAL STUDY: SCOTTISH AND BRITISH****CONTEXT 1: MURDER IN THE
CATHEDRAL: CROWN, CHURCH
AND PEOPLE, 1154–1173**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A describes the role of priests in medieval society.

Source A

The parish priest had 450 people in his care. He baptised newborn babies and buried the dead. So he was there for all the important occasions of people's lives. Usually priests were not rich and only had a little piece of land. Despite this, they gave one-third of their income to the parish poor.

1. What was the role of a priest in medieval society? (Use **Source A** and recall.)

4

Source B explains why people went on pilgrimages.

Source B

Religious pilgrimages were a part of medieval life. Most people believed it was their Christian duty to go on a pilgrimage. Others went because they were paid to make the trip for someone else or because they wanted to see famous holy places. Even though the journey was long and dangerous, thousands travelled to Rome and Jerusalem. Most poor pilgrims walked and those who were doing penance for their sins walked barefoot.

2. Why did people go on pilgrimages? (Use **Source B** and recall.)

4

Source C describes the actions of Henry II when he became king in 1154.

Source C

Henry was only twenty-one when he became King of England in 1154. He immediately knocked down the barons' illegal castles and forced their hired soldiers out of the kingdom. He then appointed new royal officials and also used force to persuade barons to obey him. In this way he was able to reclaim lost royal lands.

3. In what ways did Henry II reduce the power of the barons when he became king in 1154? (Use **Source C** and recall.)

3

Source D is about Thomas Becket's murder in Canterbury Cathedral. It was written by William Fitzstephen, Becket's friend, who was present at the murder.

Source D

The knights and their attendants rushed into the chapel in pursuit of Becket. One knight shouted "You are a prisoner, come with us." Seizing Becket, he tried to drag him from the Cathedral. Becket said, "I will not leave, you must obey your orders here." At that moment the knight struck Becket on the head.

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

4

[END OF CONTEXT 1]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A is about the Succession problem after the death of Alexander III.

Source A

The death of Alexander III shocked everyone in Scotland. It says much for the Scots that everyone agreed to accept a female as their ruler. The main problem came from Robert Bruce. He was a grandson of King William the Lion's brother, David, Earl of Huntingdon. He felt he had a strong claim to the throne if the Maid died. The other strong claimant to the throne was John Balliol.

1. Describe the Succession problem after the death of Alexander III. (Use **Source A** and recall.)

3

Source B describes events after the defeat of King John Balliol at Dunbar.

Source B

After the destruction of Berwick, the Scots were defeated at Dunbar. Edward then marched through Scotland in triumph. He took the Stone of Destiny to London; he ordered that the Great Seal of Scotland was to be broken up and that all the records of the Scottish government were to be taken away.

2. Describe what happened in Scotland after John Balliol was defeated at Dunbar. (Use **Source B** and recall.)

4

Source C was written by an Englishman, Walter of Guisborough, in 1306.

Source C

In the year 1306, Robert Bruce had plans to make himself King of Scots. He feared John Comyn who was powerful enough to stop him. So, Bruce sent two of his brothers to trick Comyn into meeting him at Dumfries. Comyn suspected nothing but just as he had planned, Bruce struck Comyn with his sword and left the church.

3. How useful is **Source C** as evidence about what happened when Bruce met Comyn at Dumfries?

4

Source D is about the Battle of Bannockburn.

Source D

That morning, the English commanders watched the Scots kneel in prayer and then, greatly to their surprise, they saw the Scots advance. Bruce had noticed that the English were trapped by marshy and impassable ground. In fact, their huge numbers hindered rather than helped them. Bruce's well-trained spearmen pushed them back.

4. Why did Robert Bruce win the Battle of Bannockburn? (Use **Source D** and recall.)

4

[END OF CONTEXT 2]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A explains why the Scots broke the Treaty of Greenwich in 1544.

Source A

The Scots soon realised their danger. Even before the Treaty of Greenwich had been finally agreed, Henry VIII seized Scottish shipping. He demanded to have control of the young Queen and tried to bully the Scots into handing over Scottish castles south of the Forth. Clearly he wanted control of Scotland and this is what turned the Scots against him.

1. Why did the Scots break the Treaty of Greenwich in 1544? (Use **Source A** and recall.)

4

Source B was written by the historian Elizabeth Dunn, published in 2003. It describes the childhood of Mary, Queen of Scots.

Source B

Being a queen from birth meant that Mary was brought up surrounded by undeserved praise. Others saw her as a valuable prize in marriage. This meant that Mary grew up not knowing what the world was really like and with a false sense of security.

2. How useful is **Source B** as evidence about the upbringing of Mary, Queen of Scots?

4

Source C is about the death of Darnley.

Source C

Suddenly, at about two hours after midnight, there was a massive explosion that shook the whole town. The King's lodging house had been blown up from its foundations so that not one stone rested upon another. It was not for another three hours that someone looked in the south garden and found the body of the King.

3. Describe the events surrounding the death of Darnley. (Use **Source C** and recall.) **3**

Source D is about events after Mary, Queen of Scots escaped from Loch Leven Castle.

Source D

Mary made a daring escape from Loch Leven Castle in May 1568 and she soon gathered an army at Hamilton. This was far greater than the force which was brought against her ten days later at Langside near Glasgow. However, Mary was beaten, she lost courage and fled to England.

4. What happened to Mary after she escaped from Loch Leven Castle? (Use **Source D** and recall.) **4**

[END OF CONTEXT 3]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A is about the Darien Expedition.

Source A

Although they were short of money, the Directors of the Africa Company had gone ahead with the founding of a Scottish colony at Darien. The climate at Darien was known to be unhealthy and the land there was claimed by the King of Spain. Nevertheless, they went ahead despite opposition from King William because Scotland was jealous of England's colonies.

1. Describe the difficulties facing the Scots when they tried to set up a colony at Darien. (Use **Source A** and recall.)

4

Source B explains why Queen Anne wanted the Scottish and English Parliaments to unite.

Source B

Anne became queen in 1702 and her English government ministers thought that a Union between the Scottish and English Parliaments would solve their problems. It would guarantee the Hanoverian Succession. It would stop the French encouraging a Jacobite rebellion in Scotland. It would also end the squabbles between her English and Scottish governments.

2. Why did Queen Anne want the Scottish and English Parliaments to unite? (Use **Source B** and recall.)

4

Source C is about the effects of the Act of Union.

Source C

In future, Scotland would be represented by 16 peers in the House of Lords and 45 members in the House of Commons. Scots law was to continue as before and so too was Scottish religion. The big difference that people noticed in their everyday lives was the new money that they used.

3. Describe the changes brought about by the Act of Union. (Use **Source C** and recall.) **3**

Source D was written in 1709 by Daniel Defoe who was an English spy in Scotland at the time the Union was passed.

Source D

Some people say Scotland has suffered by the removing of its Parliament and the fact that the nobles and gentry no longer meet in Edinburgh. Others complain about taxes and the effects of the Union on business. But, in time, none of these will matter. What the Scots have in exchange is their liberty.

4. How useful is **Source D** as evidence of Scottish opinion about the Union just after it was passed? **4**

[END OF CONTEXT 4]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A is part of a statement to a Government enquiry in 1836. It was made by a Catholic priest in Aberdeen.

Source A

Several important public works were started, such as greatly improving our harbour, building a new pier, paving the streets, laying gas and water pipes. Among the many strangers who came seeking employment were a considerable number of Irish.

1. How useful is **Source A** as evidence of the reasons the Irish came to Scotland in the nineteenth century? 4

Source B describes the importance of the Catholic Church to Irish immigrants.

Source B

Religion was the only security they had because they did not have very many of the world's goods. They found comfort and strength in their religion. They could go to the local priest and he was there to help them with problems. The church gave them an opportunity to meet their fellow countrymen.

2. In what ways did the Catholic Church in Scotland help Irish immigrants? (Use **Source B** and recall.) 4

Source C describes life in the Highlands of Scotland.

Source C

By the 1840s, many people were leaving the Highlands of Scotland. The soil and weather meant that it was difficult to make a prosperous living there. Most people were crofters who lived on tiny scraps of land. Other ways of living were not a success. Some had made a living from burning kelp but by the 1840s chemicals had replaced kelp.

3. What conditions in the Highlands led people to emigrate? (Use **Source C** and recall.) 3

Source D describes the experience of Scots emigrants in Newfoundland.

Source D

This is a wild country and from what I have seen I do not like it. The people are all mostly Irish except a few merchants who are Scottish. The interior of the island has not been explored but people think that it is filled with savages, deer, foxes and wolves. The houses are all wood except this and another one.

4. Why did Scots emigrants find life difficult? (Use **Source D** and recall.) 4

[END OF CONTEXT 5]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A describes conditions in London around 1900.

Source A

Nowhere in the streets of London can you escape the sight of poverty. Five minutes walk will bring you to a slum. The streets are filled with short, drunken people. We walked through miles of squalor. We saw some children push their arms into a rotting mass of fruit and pull out bits which they ate on the spot.

1. Describe the problems of the poor around 1900. (Use **Source A** and recall.)

4

Source B comments on the Liberal reforms of 1906–1914.

Source B

The Liberals thought their reforms helped the poor, but only a few trades were covered by unemployment insurance. Only insured workers received sickness benefit, not their families. People only received limited medical care. This was paid for by a national insurance scheme. Only a few poor children were given the chance of secondary education.

2. Why did people complain about the Liberal reforms of 1906–1914? (Use **Source B** and recall.)

4

Source C describes some of the effects of the Second World War.

Source C

During the war, rich and poor met up and mixed with each other. This made the better-off aware of levels of poverty which many people thought had disappeared. Aberdeen was the most bombed city in Scotland with 34 attacks. The bombing destroyed the homes of rich and poor alike.

3. In what ways did the Second World War change attitudes to poverty in Britain? (Use **Source C** and recall.)

3

Source D is part of a report by the Department of Health for Scotland in 1948. It gives information about housing in the new town of East Kilbride.

Source D

About 60 acres of land have been bought for the first housing development scheme. 68 houses are under construction. The programme for 1949 will be a further 400 houses. The first phase of road construction will start in 1949. An industrial site of about 50 acres has been selected.

4. How useful is **Source D** as evidence of improvements to housing after 1945?

4

[END OF CONTEXT 6]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A is about women working during the First World War. It is from *Punch*, a humorous magazine, published in 1916.

Source A

It is hard to believe all the new jobs that women are doing in war time: bus conductors, farm labourers, munitions makers and much more. We are proud and delighted.

1. How useful is **Source A** as evidence of the important part played by women during the First World War?

4

Source B is about women in the inter-war years.

Source B

Upper class women enjoyed the same pastimes as before the war, playing golf, tennis and bridge. Working class girls no longer wanted to work as servants and looked for work in the new factories producing wireless sets and other consumer goods. Middle class girls no longer stayed at home until they were married, but found posts as secretaries, nurses and teachers.

2. Describe the changes in the lives of women in the years between 1918 and 1939. (Use **Source B** and recall.)

3

Source C explains the decline of heavy industries in Scotland.

Source C

The First World War led to a decline in shipbuilding due to foreign competitors. The 1930s was an especially difficult time for Scottish workers. By 1930, 30 per cent of coal miners were unemployed. Steel production was also greatly cut back. In towns with only one major industry, such as shipbuilding, nearly all the men were without a job.

3. Why were the 1920s and 1930s a difficult time for workers in the heavy industries? (Use **Source C** and recall.)

4

Source D describes secondary schools in Scotland in the years after the Second World War.

Source D

Those pupils who went to senior secondary schools received a good academic education. Most youngsters went to junior secondary schools and left with no qualifications. The decision about this was made at the age of twelve, but this was too early. Since most working class children went to junior secondaries, much of Scotland's talent was ignored.

4. What problems were there in secondary education in the period after the Second World War? (Use **Source D** and recall.)

4

[END OF CONTEXT 7]

HISTORICAL STUDY: SCOTTISH AND BRITISH**CONTEXT 8: A TIME OF
TROUBLES: IRELAND, 1900–1923**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A describes the reactions of the Unionists to the Home Rule Bill of 1912.

Source A

In September 1912 the Ulster Covenant was signed by 80,000 Ulstermen. There were tremendous scenes when the Ulster leaders left for Liverpool, where the next morning more demonstrations were to be held. The ship, *The Patriotic*, was greeted by 150,000 demonstrators. Two months later the Ulster Volunteer Force was formed. It was organised and trained to carry arms.

1. Describe the reactions of the Unionists to the Home Rule Bill of 1912. (Use **Source A** and recall.)

4

Source B is taken from a British press release in 1920 and describes the events of Bloody Sunday.

Source B

A series of murders took place in Dublin on Saturday morning. The British forces went to raid Croke Park once they found out that these gunmen were there. The British officer planned to go to the centre of the field and use a loud speaker and invite the murderers to come forward. Warning shots were fired which caused a stampede.

2. How useful is **Source B** as evidence of the events of Bloody Sunday in 1920?

4

Source C explains why the IRA was difficult to defeat in the Anglo-Irish war, 1919–1921.

Source C

The British government had 40,000 men in Ireland. The IRA seldom wore uniforms and since they had support in the countryside, they were difficult to identify. The IRA attacked small groups of police but attempts by the Black and Tans to stop this only convinced the public to support the nationalists even more.

3. Why did the British find it difficult to defeat the IRA in the Anglo-Irish War? (Use **Source C** and recall.)

4

Source D describes the terms of the 1921 Anglo-Irish Treaty.

Source D

The Anglo-Irish Treaty did not please everyone when it was signed in 1921. Ireland was to be called the Irish Free State. It was free to make its own laws but it was to remain part of the British Empire, which was a condition some nationalists were unhappy with. As well as this, each member of the Irish Free State was expected to take an oath of loyalty to the British king.

4. Describe the terms of the Anglo-Irish Treaty signed in 1921. (Use **Source D** and recall.)

3

[END OF CONTEXT 8]

[END OF PART 1: SCOTTISH AND BRITISH CONTEXTS]

PART 2:**HISTORICAL STUDY: EUROPEAN AND WORLD****CONTEXT 1: THE NORMAN
CONQUEST, 1060–1153**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A is about Norman castles in England. It was written by an English monk in the early twelfth century.

Source A

King William decided to build castles even in the most remote parts of the country. Such castles were rarely found in England before this and the English found themselves weakened because of them.

1. How useful is **Source A** as evidence of the importance of castles in controlling England? 4

Source B describes how William I treated his English subjects.

Source B

Although William spent much time in France, there was much trouble and great distress in England during his reign. The King passed harsh Forest Laws to oppress the poor. He was also very harsh and took much gold and silver from his people. He often did this with little legal right.

2. Describe William I's treatment of the English people during his reign. (Use **Source B** and recall.) 4

Source C is about how David I of Scotland improved the country's economy.

Source C

King David and his advisers moved constantly about the country. The King set up two royal mints to produce Scotland's first coins and he created a standard system of weights and measures for the whole country. He also granted some towns the right to be royal burghs under the King's protection.

3. In what ways did David I help to make Scotland richer? (Use **Source C** and recall.) **3**

Source D explains Norman influence in Scotland in the reign of David I.

Source D

After his return to Scotland from England, King David made many changes in the country. Many of his Norman friends, such as the Bruces, became important landowners on both sides of the Border. In the Lowlands of Scotland, David introduced a feudal system of land-owning based on Anglo-Norman barons. The King brought many monks from France to set up monasteries in Scotland.

4. Why did the influence of the Normans increase in Scotland during the reign of David I? (Use **Source D** and recall.) **4**

[END OF CONTEXT 1]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A explains why Pope Urban II called the First Crusade.

Source A

In 1095 the Byzantine Empire was under attack and Emperor Alexius had sent a letter asking the Pope for extra soldiers to fight the Seljuk Turks. The Pope wanted to help Christian brothers in the East and recapture churches and holy places. Urban also believed that by sending an army to fight the Muslims he could remove the knights in the West who were fighting among themselves and causing problems.

1. Why did Pope Urban II call the First Crusade? (Use **Source A** and recall.)

4

Source B describes the relationship between Emperor Alexius and the Crusaders.

Source B

The emperor did not want all the Crusaders to gather in his city because he did not trust them. He believed that they might try to capture Constantinople. Alexius hoped to move the Crusaders quickly into Asia Minor but before they left Alexius insisted on an oath of loyalty. The Crusaders eventually took the oath but they were unhappy with their treatment.

2. Describe the difficulties of the relationship between Emperor Alexius and the Crusaders. (Use **Source B** and recall.)

3

Source C describes the methods used to besiege Nicaea.

Source C

Early in June the Crusaders prepared to assault Nicaea. They brought in catapults and other siege weapons like battering rams. The Crusaders managed to mine under a tower. The city could not be starved because the Turks were able to bring in supplies by boat. The Crusaders asked Alexius for help and he sent them boats to blockade the lake.

3. What methods did the Crusaders use to besiege Muslim cities like Nicaea? (Use **Source C** and recall.)

4

Source D was written by a Crusader who was present on the march to Jerusalem.

Source D

During our march to Jerusalem we stayed at Marrat an-Numan for one month and four days. While we were there some of our men were desperate because it was bitterly cold and there was no food to be found outside the city. They ripped up the bodies of the dead Muslims and cooked and ate them.

4. How useful is **Source D** as evidence of the problems faced by the Crusaders on their march to Jerusalem?

4

[END OF CONTEXT 2]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A is about the Battle of Crecy in 1346.

Source A

King Philip ordered his crossbowmen to advance. Suddenly there was a heavy shower of rain. When it cleared the sun shone—but into the eyes of the French. As soon as the French crossbowmen came within range, the English archers took one step forward and shot their arrows which fell like a heavy snowstorm on the French. The French crossbowmen turned and retreated in panic.

1. Describe the defeat of the French army at Crecy. (Use **Source A** and recall.)

4

Source B is taken from a fourteenth-century illustration by a Swiss artist. It shows victims of the Black Death.

Source B



2. How useful is **Source B** as evidence about the effects of the Black Death?

4

Source C is about the peace treaty signed between England and France in 1360.

Source C

In 1356 the English defeated the French at Poitiers and captured John II, King of France. The French asked for a peace treaty. They agreed that John was to be released on payment of three million gold crowns; Edward III was recognised as the ruler of Limousin, Gascony, Calais, and other territories in France. Edward gave up his long-standing claim to the French throne.

3. What were the main terms of the peace treaty between England and France in 1360? (Use **Source C** and recall.)

3

Source D is about the French victory in the Hundred Years' War.

Source D

The French had learned to avoid big battles where they were exposed to longbow fire. Henry V crushed the French army at Agincourt but he died soon after this and the French were rallied by Joan of Arc. The French were able to go on and clear the English out of all of France except Calais.

4. Why did France win the Hundred Years' War? (Use **Source D** and recall.)

4

[END OF CONTEXT 3]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A explains improvements to ships and navigation in the late fifteenth century.

Source A

Many changes helped sailors at this time. Ships were built with sails in the shape of a triangle. These ships were called caravels and were easy to sail on the open seas into the wind. Men became more skilled at making maps. This made it possible to record their voyages.

1. Why were sailors able to make voyages of discovery at this time? (Use **Source A** and recall.)

4

Source B is part of Columbus's letter to the King and Queen of Spain about what he found on his first voyage.

Source B

Finally, to speak only of the results of this voyage, their Highnesses will see I will bring them as much gold as they wish, if they give me a little help. I will also give them all the spices they want and as large a cargo of cotton as they would like. Much glory and honour will come to Spain.

2. What benefits did Columbus claim his voyage would bring to the King and Queen of Spain? (Use **Source B** and recall.)

4

Source C is about the importance of Magellan's voyage.

Source C

Although only one ship and a small crew returned to Spain with a cargo of spices, the courage of both Magellan and his men was remarkable. The voyage provided much information about the world. Eventually this led to many improved maps being made.

3. What were the main results of Magellan's voyage? (Use **Source C** and recall.) 3

In **Source D** the conquistador, Bernal Diaz, describes a city after the Spaniards captured it.

Source D

I say on my oath that all the houses were full of heads and corpses. I do not know how to describe it. In all the streets and gardens it was the same. We could not walk for bodies and heads of dead Indians everywhere.

4. How useful is **Source D** as evidence of how the Spaniards treated the people of the New World? 4

[END OF CONTEXT 4]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A describes the actions of the British government to raise money from the colonists.

Source A

The colonists were heavily taxed to pay for the strong British army stationed in America. Even though the Sugar Act and the Stamp Act were disliked, the British government insisted it was their right to raise money from the colonists. Although opposition continued, other new taxes such as the Townshend Duties were introduced.

1. What actions did the British government take to raise money from the colonists? (Use **Source A** and recall.)

3

Source B is an extract of a letter sent by General Gage to the Secretary of War in Britain after the Battle of Bunker Hill.

Source B

The colonists' anger and enthusiasm have made them more determined than ever for battle. You must, therefore, take them more seriously or give up the whole fight. We have suffered greater losses than we can bear. Small armies can't afford this, especially when the advantage gained is so small.

2. How useful is **Source B** as evidence of the growing problems faced by the British army in America?

4

Source C describes some of the problems of the colonial armies.

Source C

Each state government called on its people again and again for military service. However, many officers were without training and the whole army was short of artillery and cavalry. George Washington had a huge task ahead of him. It was very difficult to persuade men to serve away from their home territory or stay for longer than a few months.

3. What problems did George Washington have commanding the colonial forces? (Use **Source C** and recall.)

4

Source D explains why Canada remained loyal to Britain.

Source D

Throughout the war large numbers of loyalists supported Britain and served in the British army. By 1783 many had moved to Canada. Canada remained British because many merchants believed their best interests lay with Britain. They feared the loss of British support. This would open them up to damaging American competition. The French Canadians preferred British rule.

4. Why did Canada remain part of the British Empire? (Use **Source D** and recall.)

4

[END OF CONTEXT 5]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A describes the work of the slaves on the plantations.

Source A

British people knew virtually nothing of the life that the slaves led on the sugar plantations. The slaves were divided into three gangs. The first of these did heavy work like planting, hoeing and cutting the cane. The second gang was made up of younger slaves who did lighter work such as weeding the cane. The third gang collected green food for the pigs.

1. Describe the work of the slaves on the plantations. (Use **Source A** and recall.)

4

Source B describes the ways the slaves resisted on the plantations.

Source B

Slaves hated the way they were treated. They sabotaged the work by doing things slowly and inefficiently. They broke tools and let animals loose. Owners rarely recognised this as resistance. The slaves pretended to be ill or acted as if they were stupid. For more serious acts of resistance they were harshly punished.

2. In what ways did slaves resist their masters on the plantations? (Use **Source B** and recall.)

3

Source C is part of a speech in Parliament given by Temple Luttrell MP defending the slave trade in 1777.

Source C

Trading in human beings may seem barbarous and inhuman. However, this trade serves many benefits to the nation which outweigh all the real or imaginary bad things which are reported to have happened.

3. How useful is **Source C** as evidence of the difficulties in abolishing the slave trade? **4**

Source D explains why people began to criticise the slave trade.

Source D

Towards the end of the eighteenth century more and more people began to speak out against the slave trade. By 1770 more people knew about the cruelty of the trade. Influential people were more willing to criticise it. One writer, Adam Smith, attacked the slave trade as being inefficient. Others wanted to make life better for the slaves.

4. Why did some people want to abolish the slave trade? (Use **Source D** and recall.) **4**

[END OF CONTEXT 6]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A explains the rights and duties of peasants before 1789.

Source A

Peasants had to work on the landlord's fields for a number of days each year, even though many peasants had bought more land for themselves. In addition, they had to pay to use their landlord's mills to grind corn. They had to hand over part of their harvest to the church. Only nobles were allowed to hunt on the peasants' farms.

1. Why were French peasants discontented before the revolution? (Use **Source A** and recall.)

4

Source B is part of a poem read out to King Louis XVI shortly before the revolution.

Source B

Fighting evil, setting countries free
Father of his people,
Restoring order, peace and liberty
The future will remember you as Louis of France,
Friend of truth and right.

2. How useful is **Source B** as evidence of the popularity of Louis XVI?

4

Source C describes the Women’s March on Versailles.

Source C

A crowd of women from the poor areas of Paris marched on Versailles. They demanded bread for their families. The heavy rain soaked them and made the road very muddy. The King agreed to meet with the women and ordered bread supplies to be shared out among the crowd. Some of the women got into Marie Antoinette’s private rooms.

3. Describe the Women’s March on Versailles in 1789. (Use **Source C** and recall.) 4

Source D describes the execution of Louis XVI in 1793.

Source D

The executioners seized the King and after a brief argument they tied his hands. His head fell at fifteen minutes after ten. The executioner held it up by the hair and showed it to the crowd who roared out “Long live the Republic”. So died Louis XVI, whose family had ruled France for eight hundred years.

4. Describe the execution of Louis XVI. (Use **Source D** and recall.) 3

[END OF CONTEXT 7]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A describes the problems facing national minorities in Russia in 1901.

Source A

The national minorities in Russia are suffering. The Poles and Finns are deprived even of those miserable rights that other Russians enjoy. Georgians and Armenians are not allowed to have their own schools and are not employed by the government. Many millions want to worship according to their own beliefs rather than those of the Orthodox church.

1. Describe the hardships faced by the national minorities living in Russia. (Use **Source A** and recall.)

3

Source B is about the revolution against the Tsar in 1905.

Source B

For the second year running the harvest across most of Russia failed. There were fears that the Tsarist regime was in danger of collapse. Peasants organised rent strikes and began to launch full-scale attacks on big estates. Morale within the armed forces was low. They began to refuse orders and mutinies spread. In June the unrest reached the Black Sea fleet.

2. Describe the events of the 1905 Revolution. (Use **Source B** and recall.)

4

Source C is part of a letter from the Tsarina to Tsar Nicholas in 1916.

Source C

Dearest, I hear that horrid Rodzianko wants the Duma to be called together—oh please don't, they want to discuss things not concerning them and bring more discontent—listen to our friend (Rasputin). God sent him to us so we must pay attention to what he says. I don't like the choice of Polianov as Minister of War. He is our friend's enemy.

3. How useful is **Source C** as evidence about the relationship between Rasputin and the royal family? 4

Source D explains why the Communists won the Civil War.

Source D

In 1919, White armies came close to capturing both Moscow and Petrograd. But the situation began to improve for the Communists because the Red Army was so well organised. The First World War had ended so France and Britain pulled out of Russia. The Czechs handed Admiral Kolchak over to the Communists, who shot him. One by one White forces were pushed back.

4. Why did the Communists win the Civil War? (Use **Source D** and recall.) 4

[END OF CONTEXT 8]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A explains attempts to reduce immigration.

Source A

After the Russian Revolution in 1917, Americans feared that revolutionary ideas would be spread by immigrants. They were also frightened that Communism might spread to the USA. Attitudes towards immigrants were getting tougher. Many Americans had originally come from northern Europe. They disliked the new immigrants from southern Europe who were poor and often illiterate.

1. Why were many Americans against immigration in the 1920s? (Use **Source A** and recall.)

4

Source B is about the Montgomery bus boycott in 1955.

Source B

In December 1955 a woman called Rosa Parks was returning home from work. She got on a bus and sat down. She refused to stand up and allow a white passenger to sit in the seat. She was arrested for breaking the law. Black leaders agreed to tell black people not to use the buses. The boycott lasted more than a year and began to hurt the bus company.

2. Describe the Montgomery bus boycott. (Use **Source B** and recall.)

4

Source C is from a TV interview given by Malcolm X in 1963.

Source C

Reverend Martin Luther King can be criticised. His actions criticise him. Any Negro, like King, who teaches other Negroes to turn the other cheek is disarming the Negro. He is taking away his God-given and moral right to defend himself. Everything in nature can defend itself except the American Negro.

3. How useful is **Source C** as evidence of the beliefs of Malcolm X in the 1960s? **4**

Source D describes the Civil Rights Act 1964.

Source D

Many politicians thought the Civil Rights Act had gone as far as the law could go to help black Americans. However, the new law did nothing to help solve discrimination in housing. It did not give black people a fair and free vote. The act did not end fear and discrimination.

4. In what ways were black people disappointed by the 1964 Civil Rights Act? (Use **Source D** and recall.) **3**

[END OF CONTEXT 9]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A explains Hitler's reasons for German expansion.

Source A

There are eighty five million Germans and our population is increasing, yet our territory has been reduced. Britain and France have large colonies in Asia and Africa. We must ensure that we will have a constant supply of food. Also, it is essential that we can obtain all the raw materials that we need for our survival.

1. Why did Germany want to expand her territory between 1933 and 1939? (Use **Source A** and recall.)

4

Source B describes the growth of the German armed forces by 1937.

Source B

In open defiance of the Treaty of Versailles the German army had thirty six infantry divisions by 1937. Tanks had been built secretly since 1934 so there were three tank divisions. Rearmament was extremely popular with the German people. The army was able to call up over three million men in time of war.

2. What had been done to strengthen Germany by 1937? (Use **Source B** and recall.)

4

Source C is about the meeting in Munich, 1938.

Source C

There was little real negotiation at the Munich Conference and afterwards Chamberlain looked for a general agreement about matters in Europe. At Munich, Britain and France agreed that German troops would occupy the Sudetenland. What remained of Czechoslovakia would be protected by Britain, France, Germany and Italy.

3. Describe the meeting that took place at Munich in September 1938. (Use **Source C** and recall.)

3

Source D is Neville Chamberlain's broadcast announcing the outbreak of the Second World War on 3rd September 1939.

Source D

This morning the British ambassador in Berlin handed the German government a final note stating that unless we heard from them by 11 o'clock, that they were at once prepared to withdraw their troops from Poland, a state of war would exist between us.

4. How useful is **Source D** as evidence of the reasons Britain went to war against Germany in September 1939?

4

[END OF CONTEXT 10]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A describes the Soviet reaction to the formation of NATO.

Source A

President Truman said it was “a shield against aggression” and the members agreed that if one was attacked the others would come to their aid. However the USSR condemned NATO. It said NATO was not defensive but an offensive alliance against the USSR. It claimed the West was preparing for war.

1. What was the reaction of the USSR to the formation of NATO? (Use **Source A** and recall.)

4

Source B is from a letter to *Life Magazine* by President Kennedy in September 1961 about the dangers of the arms race.

Source B

My Fellow Americans:
Nuclear weapons and the possibility of nuclear war are facts of life we cannot ignore today. I do not believe that war can solve any of the problems facing the world today. But the decision is not ours alone.

2. How useful is **Source B** as evidence about the dangers of the arms race?

4

Source C explains why the Soviets built the Berlin Wall in 1961.

Source C

In no other part of the world are so many spies of foreign states to be found as in West Berlin. This cannot be tolerated by the Soviet authorities. Nowhere else can they act with such freedom. These spies are smuggling agents into the German Democratic Republic (East Germany), encouraging sabotage and provoking riots and demonstrations.

3. Why did the Soviets build the Berlin Wall? (Use **Source C** and recall.)

4

Source D describes the tactics used by the Vietcong against the Americans during the Vietnam War.

Source D

The USA had fantastic technology and lots of bombs yet they still found it difficult to defeat the enemy. The Vietcong did not fight open battles. They raided and ambushed American soldiers and then disappeared into the jungle. This frustrated the American forces especially as the Vietcong did most of their fighting at night.

4. What tactics did the Vietcong use against the American forces? (Use **Source D** and recall.)

3

[END OF CONTEXT 11]

[END OF PART 2: EUROPEAN AND WORLD CONTEXTS]

[END OF SPECIMENQUESTION PAPER]

[C044/SQP317]

History
Intermediate 1
Specimen Marking Instructions

NATIONAL
QUALIFICATIONS

History

Intermediate 1

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.”

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

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SCOTTISH AND BRITISH

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

1. What was the role of a priest in medieval society?

4
01

Candidate describes the role of a priest in medieval society by referring to evidence such as:

From the source:

- cared for the people in his parish
- baptised newborn babies
- buried the dead
- gave one-third of their income to the parish poor.

From recall:

- married members of the parish
- educated children from the village
- offered prayers for the sick
- heard confession of sins.

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

2. Why did people go on pilgrimages?

4
02

Candidate explains the reasons for going on a pilgrimage by referring to evidence such as:

From the source:

- Christian duty to go on a pilgrimage
- paid to make the trip for someone else
- to visit famous Christian places
- some went as penance for a sin committed.

From recall:

- to offer prayers for the sick
- to offer thanksgiving
- to visit relics which they believed had religious powers.

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

3. In what ways did Henry II reduce the power of the barons when he became king in 1154?

3
01

Candidate describes the way Henry dealt with the barons by referring to evidence such as:

From the source:

- he knocked down illegal castles
- he forced out barons' hired soldiers
- he appointed royal officials
- he used force to persuade the barons to obey him
- he reclaimed lost royal lands.

From recall:

- introduced Justices in Eyre
- prevented barons from becoming sheriffs
- introduced new laws like the Assize of Clarendon
- introduced new land laws like the Novel Disseisin
- placed his sons in charge of key areas in France.

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

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

4
03

Candidate evaluates Source D as evidence of Becket's murder by referring to evidence such as:

- author was an eyewitness but could be biased as he was Becket's friend
- primary source written at the time
- to show the bravery of Becket
- content: Becket refused to leave, was struck on the head.

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

- the crown of Becket's head was sliced off by one of the knights.

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

1. Describe the Succession problem after the death of Alexander III.

**3
01**

Candidate describes the Succession problem after the death of Alexander III by referring to evidence such as:

From the source:

- they had a female ruler
- Robert Bruce had a strong claim to the throne
- John Balliol also had a strong claim to the throne.

From recall:

- the Maid of Norway was a child
- she was from Norway
- there were other claimants
- Balliol and Bruce might start a war about who would be king.

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

2. Describe what happened in Scotland after John Balliol was defeated at Dunbar.

**4
01**

Candidate describes what happened in Scotland after John Balliol was defeated at Dunbar by referring to evidence such as:

From the source:

- Edward marched through Scotland in triumph
- Edward took the Stone of Destiny to London
- the Great Seal of Scotland was to be broken up
- all the records of Scotland were taken away.

From recall:

- English officials were appointed to govern Scotland
- John Balliol was forced to surrender
- John Balliol was stripped of his kingship
- John Balliol was sent to England as a prisoner
- Scottish nobles had to do homage and fealty to Edward (Ragman Roll).

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

3. How useful is **Source C** as evidence about what happened when Bruce met Comyn at Dumfries? **4**
03

Candidate evaluates Source C as evidence about what happened when Bruce met Comyn by referring to evidence such as:

- it was written at the time so it is a primary source
- it is English and so it is probably biased against Bruce (use of biased language)
- it is written possibly to describe events *or* possibly to blacken Bruce's character
- it tells about the meeting between the two men at Dumfries.

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

- Comyn was finally killed by the altar in the church.

4. Why did Robert Bruce win the Battle of Bannockburn? **4**
02

Candidate explains why Robert Bruce won the Battle of Bannockburn by referring to evidence such as:

From the source:

- the English were surprised by Bruce's tactics
- the English were trapped by marshy and impassable ground
- their huge numbers hampered the English army
- the Scots spearmen were well-trained.

From recall:

- the English were demoralised by the events of the day before
- the English were not able to use their cavalry properly
- the English bowmen were defeated and scattered by the Scots
- the "sma' folk" made the English panic and run away.

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

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

1. Why did the Scots break the Treaty of Greenwich in 1544?

**4
02**

Candidate explains why the Scots broke the Treaty of Greenwich in 1544 by referring to evidence such as:

From the source:

- Henry VIII seized Scottish shipping
- Henry VIII demanded control of Queen Mary
- Henry VIII demanded control of Scottish castles south of the Forth
- Henry VIII wanted control of Scotland.

From recall:

- Mary of Guise was against her daughter marrying Henry's son
- Scottish supporters of France were against the marriage of Mary to Henry's son
- Scots gained French support.

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

2. How useful is **Source B** as evidence about the upbringing of Mary Queen of Scots?

**4
03**

Candidate evaluates Source B as evidence about the upbringing of Mary Queen of Scots by referring to evidence such as:

From the source:

- it was written much later, so it is a secondary source
- it should be reliable because a historian should have researched it
- its purpose is to show she had a sheltered childhood
- says she was surrounded by flattery and did not know what the world was really like.

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

- she was brought up in France.

3. Describe the events surrounding the death of Darnley.

3
01

Candidate describes the events surrounding the death of Darnley by referring to evidence such as:

From the source:

- there was an explosion two hours after midnight
- the King's lodging house had been blown up from its foundations
- the King's body was found in the garden three hours later.

From recall:

- the house was called Kirk o' Fields
- Darnley had only recently returned to Edinburgh
- Mary had left the house a short time earlier to go to a wedding
- Darnley had been suffocated.

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

4. What happened to Mary after she escaped from Loch Leven Castle?

4
01

Candidate describes what happened to Mary after she escaped from Loch Leven Castle by referring to evidence such as:

From the source:

- she gathered an army at Hamilton
- she was defeated at Langside
- she lost courage
- she fled to England.

From recall:

- Mary was made a prisoner by Queen Elizabeth
- she was kept a prisoner for 19 years
- Mary was finally executed by Queen Elizabeth.

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

**SCOTTISH AND BRITISH
CONTEXT 4: “ANE END OF ANE AULD SANG”:
SCOTLAND AND THE TREATY OF UNIONS, 1690s – 1715**

1. Describe the difficulties facing the Scots when they tried to set up a colony at Darien. **4
O1**

Candidate describes the difficulties facing the Scots when they tried to set up a colony at Darien by referring to evidence such as:

From the source:

- they had difficulty raising money
- they suffered from the bad climate
- they had problems from the Spanish
- there was opposition from King William.

From recall:

- they had to raise all the money in Scotland
- the colony had to be abandoned partly because of the bad climate
- the Spanish attacked the colony – and finally forced the Scots out
- the English gave the Scottish colonists no help
- the Scots took the wrong things to trade
- the venture had to be abandoned.

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

2. Why did Queen Anne want the Scottish and English Parliaments to unite? **4
O2**

Candidate explains why Queen Anne wanted the Scottish and English Parliaments to unite by referring to evidence such as:

From the source:

- her English government ministers thought it would solve their problems
- it would guarantee the Hanoverian Succession
- it would stop the French encouraging a Jacobite rebellion in Scotland
- it would end squabbles between the Scottish and English governments.

From recall:

- Queen Anne did not have a natural heir after her last child died
- Queen Anne and her ministers found it difficult to control Scotland’s Parliament
- the Scots objected to “English influence” over what happened in Scotland
- the Scots objected to losing trade because of England’s wars and were creating trouble for Queen Anne’s government.

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

3. Describe the changes brought about by the Act of Union.

3
01

Candidate describes the changes brought about by the Act of Union by referring to evidence such as:

From the source:

- Scotland would have 16 peers
- Scotland would have 45 MPs
- new money was introduced.

From recall:

- Excise Duty was imposed in Scotland
- Customs duties were imposed in Scotland
- Scottish had to use sterling
- Scottish weights and measures were changed.

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

4. How useful is **Source D** as evidence of Scottish opinion about the Union just after it was passed?

4
03

Candidate evaluates Source D as evidence of Scottish opinion about the Union just after it was passed by referring to evidence such as:

From the source:

- it was written at the time – it is primary
- it was written by an English spy – so it could be biased
- author was an eye-witness – he should know what he is writing about
- its purpose is to report Scottish attitudes
- it tells that: Scotland has lost its Parliament and Edinburgh its gentry taxes have been imposed and the Union has affected business.

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

- some Scots began to support the Jacobites because they disliked the Union.

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

1. How useful is **Source A** as evidence of the reasons the Irish came to Scotland in the nineteenth century?

**4
03**

The candidate evaluates Source A as evidence of the reasons the Irish came to Scotland in the nineteenth century by referring to evidence such as:

From the source:

- source is primary, from the time
- Catholic priest likely to know why Irish Catholics came
- purpose to explain why Irish had come to Aberdeen
- says Irish came because of opportunity of gaining jobs.

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

- Irish came because Scotland was close by and cheap to reach.

2. In what ways did the Catholic Church in Scotland help Irish immigrants?

**4
01**

The candidate describes how the Catholic Church in Scotland helped Irish immigrants by referring to evidence such as:

From the source:

- religion provided them with their only security
- they found help and comfort in religion
- priest would help with problems
- could meet their fellow Irishmen.

From recall:

- priests could write letters, get them jobs, houses
- church encouraged a range of social activities
- could continue to worship in the way they knew.

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

3. What conditions in the Highlands led people to emigrate? 3
01

The candidate describes conditions in the Highlands which led people to emigrate by referring to evidence such as:

From the source:

- Highland soil and weather were poor
- crofters lived on tiny scraps of land
- had been employed burning kelp but this was replaced by chemicals.

From recall:

- potato famine in 1840s
- land being cleared for sheep or deer.

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

4. Why did Scots emigrants find life difficult? 4
02

The candidate explains why Scots emigrants found life difficult by referring to evidence such as:

From the source:

- Newfoundland was a wild country
- people were mostly Irish
- interior was unexplored
- people thought the interior was inhabited by savages and wolves.

From recall:

- they often had very little money
- they missed family in Scotland
- sometimes no work was available.

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

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

1. Describe the problems of the poor around 1900.

**4
01**

The candidate describes the problems of the poor around 1900 by referring to evidence such as:

From the source:

- existence of slums
- people of short stature and beer sodden
- miles of squalor
- children so poor they ate rotten fruit.

From recall:

- often unemployed
- unable to access medical treatment
- comment on slums/squalor referring to overcrowding, dampness.

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

2. Why did people complain about the Liberal reforms of 1906 – 1914?

**4
02**

The candidate explains why people complained about the Liberal reforms of 1906 – 1914 by referring to evidence such as:

From the source:

- unemployment insurance applied only to certain trades
- health insurance only for insured worker, not family
- medical provision limited
- secondary education only for small number of poor.

From recall:

- old age pensions only for those over 70
- free school meals not compulsory.

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

3. In what ways did the Second World War change attitudes to poverty in Britain? 3
01

The candidate describes the way the Second World War changed attitudes to poverty in Britain by referring to evidence such as:

From the source:

- rich and poor mixed
- brought awareness of levels of poverty people thought had disappeared
- bombing affected both rich and poor.

From recall:

- rationing provided for greater fairness and equality
- people determined that shared hardship should lead to better social conditions
- Beveridge Report suggested that the “five giants” should be dealt with.

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

4. How useful is **Source D** as evidence of improvements to housing after 1945? 4
03

The candidate evaluates **Source D** as evidence of improvements to housing after 1945 with reference to evidence such as:

From the source:

- source is primary, from the time
- from a government report, so accurate detail
- purpose is to report on progress in East Kilbride
- content tells of the number of houses built in 1948 and to be built in 1949.

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

- only deals with East Kilbride
- no indication of problems the government had in building houses.

**SCOTTISH AND BRITISH
CONTEXT 7: CAMPAIGNING FOR CHANGE:
SOCIAL CHANGE IN SCOTLAND, 1900s – 1979**

1. How useful is **Source A** as evidence of the important part played by women during World War One? **4
03**

The candidate evaluates Source A as evidence of the important part played by women by referring to evidence such as:

From the source:

- primary source from the time
- to express pride in women's contribution during the war
- source content lists diversity of jobs done by women
- it is possible that Punch is poking fun at women doing men's work.

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

- munitions was the single biggest employer of women
- war could not have been won without women's contribution.

2. Describe the changes in the lives of women in the years between 1918 and 1939. **3
01**

Candidate describes the changes in the lives of women by referring to evidence such as:

From the source:

- working class girls no longer wanted to be servants
- working class girls looked for factory work
- middle class girls no longer stayed at home until marriage
- middle class girls worked as secretaries; nurses; teachers.

From recall:

- women were more accepted in the workplace after contribution in World War One
- many women smoked in public
- many young women enjoyed greater freedoms in fashion and leisure
- women given equal voting rights as men in 1928.

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

3. Why were the 1920s and 1930s a difficult time for workers in the heavy industries? 4
02

Candidate explains why the 1920s and 1930s were a difficult time for workers in the heavy industries by referring to evidence such as:

From the source:

- foreign competition in shipbuilding
- high unemployment in coalmining
- steel production cut back
- very high unemployment in single industry areas.

From recall:

- Japan and USA replaced Britain as biggest shipbuilders
- new industries located in areas away from heavy industries
- electricity started to replace coal
- many workers suffered long-term unemployment.

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

4. What problems were there in secondary education in the period after the Second World War? 4
01

Candidate describes the problems in secondary education in the period after the Second World War by referring to evidence such as:

From the source:

- most children went to junior secondary schools
- they left with no qualifications
- the decision about which school they went to was made too early
- much of Scotland's talent was ignored.

From recall:

- qualifying exam sat at age twelve
- senior secondary schools mainly for middle class
- many school buildings damaged during the war/lack of money
- shortage of teachers.

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

**SCOTTISH AND BRITISH
CONTEXT 8: A TIME OF TROUBLES:
IRELAND, 1900 – 1923**

1. Describe the reactions of the Unionists to the Home Rule Bill of 1912.

**4
01**

Candidate describes the reactions of the Unionists by referring to evidence such as:

From the source:

- Ulster Covenant signed
- demonstrations held
- Ulster Volunteer Force formed
- UVF carried out drills and was armed.

From recall:

- gun running in Larne
- support of Conservative politicians, eg Andrew Bonar Law
- attempts to delay the Bill, eg Home-Rule campaign
- Curragh Mutiny, army refused to march on Unionists
- Covenant signed in blood.

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

2. How useful is **Source B** as evidence of the events of Bloody Sunday, 1920?

**4
03**

Candidate evaluates Source B as evidence of the events of Bloody Sunday by referring to evidence such as:

From the source:

- primary source – written at the time
- taken from a British press release so possibility of bias
- purpose was to cover up the incident at Croke Park
- source says shots fired in warning caused a stampede.

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

- does not state that the British officers opened fire on civilian public.

3. Why did the British find it difficult to defeat the IRA in the Anglo-Irish war? 4
02

The candidate explains why the British government found it difficult to defeat the IRA in the Anglo-Irish war by referring to evidence such as:

From the source:

- IRA didn't wear uniform and were difficult to identify
- IRA had support in the countryside
- IRA only attacked small groups of police
- the Black and Tans response turned people against them.

From recall:

- successful use of guerrilla tactics made it difficult for the British to fight
- excellent military leadership from the likes of Collins, spy network and organised assassins
- political credibility of Republicans through Dail Eireann.

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

4. Describe the terms of the Anglo-Irish Treaty signed in 1921. 3
01

Candidate describes the terms of the 1921 Anglo-Irish Treaty by referring to evidence such as:

From the source:

- Ireland to be called the Irish Free State
- free to make their own laws
- Ireland to remain part of the British Empire
- members of the Irish Free State to swear oath to king.

From recall:

- Ireland to have same legal status as Canada and other members of the Commonwealth
- the British king to be represented in Ireland by a Governor-General
- Royal Navy to use three Irish ports to help in the defence of Britain and Ireland
- Britain was to look after the defence of Ireland's coasts for five years
- Boundary Commission to be set up
- Council of Ireland to be set up if Northern Ireland decided to join the Irish Free State.

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

EUROPEAN AND WORLD
CONTEXT 1: THE NORMAN CONQUEST, 1060 – 1153

1. How useful is **Source A** as evidence of the importance of castles in controlling England?

4
03

The candidate evaluates Source A as evidence of the importance of castles in controlling England by referring to evidence such as:

- primary source written at the time/secondary source written after William's reign
- author English therefore possibly biased
- written to show the role of castles in controlling England
- says castles greatly weakened the English.

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

- castles were bases of Norman administrative power.

2. Describe William I's treatment of the English people during his reign.

4
01

The candidate describes William I's treatment of the English people by referring to evidence such as:

From the source:

- William caused the English great suffering
- passed Forest Laws to oppress the poor
- much gold and silver was taken from the people.

From recall:

- brutally repressed opposition, eg his Harrying of the North
- imposed heavy taxes
- castles controlled the English at local level.

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

3. In what ways did David I help to make Scotland richer?

3
01

The candidate describes how David I helped to make Scotland richer by referring to evidence such as:

From the source:

- setting up of two royal mints
- creation of a standard system of weights and measures
- creation of royal burghs.

From recall:

- David encouraged foreign trade
- David brought in foreign workers such as Flemish weavers
- burghs were allowed to trade free of tolls and taxes.

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

4. Why did the influence of the Normans increase in Scotland during the reign of David I?

4
02

The candidate explains why the influence of the Normans increased in Scotland during the reign of David I by referring to evidence such as:

From the source:

- David brought Norman friends like the Bruces to Scotland
- a Norman feudal system of land ownership was introduced into the Lowlands
- David's barons were largely Anglo-Normans
- French monks set up monasteries in Scotland.

From recall:

- because he spent time in England he knew the Normans could threaten invasion
- many of David's new Scottish bishops were Normans
- David's Royal Council had many Norman members
- David used Norman officials such as sheriffs and justices in Scotland.

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

**EUROPEAN AND WORLD
CONTEXT 2: THE CROSS AND THE CRESCENT:
THE FIRST CRUSADE, 1095 – 1125**

1. Why did Pope Urban II call the First Crusade?

**4
02**

The candidate explains why Pope Urban II called the First Crusade by referring to evidence such as:

From the source:

- Alexius asked the Pope for extra soldiers
- the Pope wanted to help Christian brothers in the East
- the Pope wanted to recapture churches and holy places
- the Pope wanted to stop knights fighting in the West.

From recall:

- to recapture Jerusalem
- to re-open the trade and pilgrimage routes
- to heal the Schism between the Eastern and Western Churches
- the Pope wanted to increase his power.

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

2. Describe the difficulties of the relationship between Emperor Alexius and the crusaders.

**3
01**

Candidate describes the difficulties of the relationship between Alexius and the Crusaders by referring to evidence such as:

From the source:

- Alexius did not trust the Crusaders
- believed that the Crusaders wanted to take Constantinople
- Alexius insisted on an oath of loyalty
- the Crusaders were unhappy with their treatment.

From recall:

- some Crusaders refused to take the oath, eg Tancred
- Bohemond and Baldwin did not keep their oaths and stole land from Alexius
- the Crusaders were angry Alexius did not come to help them at Antioch
- the Crusaders were unhappy Alexius freed the Muslims at Nicaea.

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

3. What methods did the Crusaders use to besiege Muslim cities like Nicaea?

4
01

The candidate describes the methods used by the Crusaders to besiege cities like Nicaea by referring to evidence such as:

From the source:

- use of catapults
- use of battering rams
- mined under the city
- blockaded the city/lake.

From recall:

- siege towers used to climb over walls, eg at Jerusalem
- use of bribery, eg at Antioch
- other siege weapons used including trebuchets
- use of ladders to scale walls.

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

4. How useful is **Source D** as evidence of the problems faced by the Crusaders on their march to Jerusalem?

4
03

The candidate evaluates Source D as evidence of the problems faced by the Crusaders on their march to Jerusalem by referring to evidence such as:

From the source:

- primary source written at the time
- author was an eyewitness
- purpose to show the problems faced by the Crusaders
- says Crusaders were cold and hungry and resorted to cannibalism.

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

- fails to mention that the army was much smaller as many knights had stayed at Antioch.

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

1. Describe the defeat of the French army at Crecy.

**4
01**

Candidate describes the defeat of the French army at Crecy by referring to evidence such as:

From the source:

- Philip ordered his crossbowmen forward
- sun shone in the eyes of the French crossbowmen
- English archers unleashed a shower of arrows
- French crossbowmen turned and retreated in panic.

From recall:

- King Philip ordered his knights to run down the retreating crossbowmen
- French knights were cut down by English archers
- English footsoldiers advanced to finish off the French.

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

2. How useful is **Source B** as evidence about the effects of the Black Death?

**4
03**

Candidate evaluates Source B as evidence about the effects of the Black Death by referring to evidence such as:

From the source:

- source is primary, from the time
- Swiss artist – Black Death affected most of Europe
- purpose of the source is to illustrate the effects of the Black Death
- source shows symptoms of the plague (buboes).

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

- does not indicate other symptoms
- does not illustrate extent of the disaster, eg numbers killed.

3. What were the main terms of the peace treaty between England and France in 1360? 3
01

Candidate describes the main terms of the peace treaty between England and France in 1360 by referring to such evidence as:

From the source:

- King John was to be released on the payment of ransom
- ransom was fixed at three million gold crowns
- Edward was recognised as sovereign of Limousin, Gascony, Calais etc
- Edward renounced his claim to the French throne.

From recall:

- treaty to be known as the Treaty of Bretigny
- John to be released after payment of six hundred thousand crowns
- treaty ratified at Calais in October 1360
- under the treaty France was forced to end her alliance with Scotland

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

4. Why did France win the Hundred Years' War? 4
02

Candidate explains French victory in the Hundred Years' War by referring to evidence such as:

From the source:

- French avoided big battles where they were exposed to longbow
- death of Henry V
- French were rallied by Joan of Arc
- French were able to clear the English out of most of France.

From recall:

- Joan of Arc's victories at Orleans and Patay
- use of cannon reduced the effectiveness of longbow.

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

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

1. Why were sailors able to make voyages of discovery at this time?

**4
02**

The candidate explains why sailors were able to make voyages of discovery at this time by referring to evidence such as:

From the source:

- development of better ships such as the caravel
- triangular sails made ships easier to sail on the open sea
- men became skilled at making maps
- they could keep a record of their voyages.

From recall:

- better compasses
- use of instruments such as the astrolabe, quadrant or cross-staff to find latitude
- use of log and line method to calculate a ship's speed/longitude
- willingness of rulers/rich people to finance voyages.

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

2. What benefits did Columbus claim his voyage would bring to the King and Queen of Spain?

**4
01**

The candidate describes what Columbus claimed he would bring to the King and Queen of Spain by referring to evidence such as:

From the source:

- much gold
- all the spices they want
- a large cargo of cotton
- much glory and honour for Spain.

From recall:

- many slaves
- a new route to the East
- many peoples to make Christian.

A maximum of 3 out of 4 marks for answers which refer only to recall or only to the source.

3. What were the main results of Magellan's voyage?

3
01

The candidate describes the main results of Magellan's voyage by referring to evidence such as:

From the source:

- a cargo of spices was brought back to Spain
- the voyage gave much information about the world
- many improved maps and charts were made.

From recall:

- a trade war broke out between Spain and Portugal in the East
- the voyage confirmed the world was round
- the Spanish eventually signed over their rights in the Spice Islands to Portugal
- Magellan's route was too difficult for use as a regular trade route.

A maximum of 2 out of 3 marks for answers which refer only to recall or only to the source.

4. How useful is **Source D** as evidence of how the Spaniards treated the people of the New World?

4
03

The candidate evaluates Source D as evidence of how the Spaniards treated the people of the New World by referring to evidence such as:

From the source:

- primary source written at the time
- author was an eyewitness therefore well-informed/accurate
- to describe the Spanish treatment of the native Indians
- gives details of the dead in the city after its capture.

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

- no mention of Spanish alliances with some tribes.

**EUROPEAN AND WORLD
CONTEXT 5: TEA AND FREEDOM:
THE AMERICAN REVOLUTION, 1763 – 1783**

1. What actions did the British government take to raise money from the colonists? **3
01**

Candidate describes the actions taken by the British government by referring to evidence such as:

From the source:

- the colonists were heavily taxed
- the Sugar Act and the Stamp Act were introduced
- the Townsend Duties were introduced.

From recall:

- the Quartering Act – saved money by billeting soldiers with the colonists
- the Currency Act – clamped down on the colonists printing their own money
- Navigation Acts – only British ships
- Board of Customs set up.

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

2. How useful is **Source B** as evidence of the problems faced by the British army in America? **4
03**

Candidate evaluates Source B as evidence of the problems faced by the British army by referring to evidence such as:

From the source:

- primary source taken from the time
- eyewitness account possibly well-informed/biased
- to warn the British government
- comment on content – small armies can't afford such losses.

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

- British suffered a thousand men killed or wounded
- British troops abandoned Boston.

3. What problems did George Washington have commanding the colonial forces?

4
01

Candidate describes the problems facing George Washington by referring to such evidence such as:

From the source:

- many officers were without training
- always short of artillery and cavalry
- men often did not like to serve away from their home territory
- did not want to serve any longer than a few months.

From recall:

- he was always short of money to pay his men and supplies
- many states did not want to see their own men march too far away
- discipline was poor
- a lack of engineers
- most of the gunpowder had to be imported.

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

4. Why did Canada remain part of the British Empire?

4
02

Candidate explains why Canada remained part of the British Empire by referring to evidence such as:

From the source:

- merchants believed their best interest lay with Britain
- feared the loss of British support
- feared being open to American competition
- French Canadians preferred the British.

From recall:

- Indian peoples there tended to prefer the British
- Catholicism was tolerated by the British in Canada
- Guy Carleton was a capable governor. He successfully defended Canada against American attacks.

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

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

1. Describe the work of the slaves on the plantations.

**4
01**

Candidate describes the work of the slaves by referring to evidence such as:

From the source:

- slaves were divided into three gangs
- the first was heavy work – planting, hoeing and cutting the cane
- the second was lighter work – weeding the cane
- the third group collected green food for the pigs.

From recall:

- at harvest time they worked 18 hours a day
- they worked to the orders of a white overseer
- they worked in the sugar mill where the sugar was produced
- worked on tobacco and cotton plantations
- house servants.

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

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

**3
01**

Candidate describes the ways of resistance of the slaves by referring to evidence such as:

From the source:

- worked slowly and inefficiently
- broke tools
- released animals
- pretended to be ill
- acted stupid.

From recall:

- run away
- burning down property
- rebellion.

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

3. How useful is **Source C** as evidence of the difficulties in abolishing the slave trade? **4**
O3

Candidate evaluates Source C as evidence of the difficulties in abolishing the slave trade by referring to evidence such as:

From the source:

- primary source taken from the time
- author an MP in favour of the trade/possible bias
- to defend the trade
- comment on content – the trade serves many benefits – outweighs the bad things.

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

- benefits to cities like Liverpool and Bristol.

4. Why did some people want to abolish the slave trade? **4**
O2

Candidate explains why some people wanted to abolish the slave trade by referring to evidence such as:

From the source:

- because of the brutalities
- the slave trade was inefficient
- wanted to make life better for the slaves.

From recall:

- revival of religious feeling at this time
- slaves were no longer needed in Britain's new industries
- slaves were no longer needed in the Caribbean
- found to be against the laws of Britain.

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

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

1. Why were French peasants discontented before the revolution?

**4
O2**

Candidate explains why French peasants were discontented before the revolution by referring to evidence such as:

From the source:

- they had to work on the landlord's fields several days a year
- they had to pay to use the landlord's mill
- they had to hand over part of their harvest to the church
- nobles were allowed to hunt on peasants' farms.

From recall:

- peasants were unhappy with taxation (taille, gabelle, paulette)
- peasants resented nobles' exemption from most taxes
- peasants obliged to work on road repairs (corvee)
- peasants could be conscripted into the army.

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

2. How useful is **Source B** as evidence of the popularity of Louis XVI?

**4
O3**

Candidate evaluates Source B as evidence of the popularity of Louis XVI by referring to evidence such as:

From the source:

- primary source from the time
- the author may be writing an official poem – possible bias
- to praise the king
- the source tells us that the king is father of the people.

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

- others in France criticised the king.

3. Describe the Women's March on Versailles in 1789.

4
01

Candidate describes the Women's March on Versailles by referring to evidence such as:

From the source:

- the women came from the poor areas of Paris
- they were demanding bread
- the king met with the women and ordered bread to be shared out
- women invaded the queen's chamber.

From recall:

- the women had broken into the town hall (Hotel de Ville) to seize weapons
- the women were armed with pikes, muskets and cannon
- some men disguised as women joined the march
- they massacred some of the soldiers trying to protect the king
- the Royal Family was forced to return with them to Paris.

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

4. Describe the execution of Louis XVI.

3
01

Candidate describes the execution of Louis XVI by referring to evidence such as:

From the source:

- the king's hands were tied
- the execution took place in the morning
- the executioner showed the king's head to the crowd
- the crowd gave support for the execution.

From recall:

- the king was brought to his execution by carriage
- drum-roll prevented Louis speaking to the crowd
- Louis forgave those who were executing him
- his body was destroyed with quick-lime.

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

**EUROPEAN AND WORLD
CONTEXT 8: THE RED FLAG:
LENIN AND THE RUSSIAN REVOLUTION, 1894 – 1924**

1. Describe the hardships faced by the national minorities living in Russia.

**3
01**

Candidate describes the hardships faced by the national minorities living in Russia by referring to evidence such as:

From the source:

- they did not share same rights as other Russians
- they did not have control over education of their own children
- they could not get jobs working for the government
- they were forced to worship under the Orthodox religion.

From recall:

- they were forced to speak Russian
- they were forced to abandon national customs
- they were ruled by Russian officials
- persecution of Jews.

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

2. Describe the events of the 1905 Revolution.

**4
01**

Candidate describes the events of the 1905 Revolution by referring to evidence such as:

From the source:

- peasants organised rent strikes
- peasants launched attacks on the big estates
- refused to obey orders
- mutinies in the armed forces spread
- unrest in the Black Sea fleet.

From recall:

- factory workers went on strike
- events of Bloody Sunday
- crew of battleship Potemkin mutinied.

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

3. How useful is **Source C** as evidence about the relationship between Rasputin and the royal family?

4
03

Candidate evaluates Source C as evidence about the relationship between Rasputin and the royal family by referring to evidence such as:

From the source:

- primary source written at the time
- written by an important member of the royal family
- written to persuade Tsar to heed Rasputin's advice
- source shows Rasputin's influence over the Tsarina.

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

- does not show Tsar's attitude to Rasputin.

4. Why did the Communists win the Civil War?

4
02

Candidate explains why the Communists won the Civil War by referring to evidence such as:

From the source:

- Red Army was well organised
- France and Britain pulled out of the war after the end of World War One
- Czechs handed over Admiral Kolchak
- White forces were pushed back one by one.

From recall:

- Communists controlled main cities
- factory workers supported Communists
- Communists controlled transport system
- leadership of Lenin and Trotsky.

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

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

1. Why were many Americans against immigration in the 1920s?

**4
02**

The candidate explains why many Americans were against immigration in the 1920s by referring to evidence such as:

From the source:

- feared revolutionary ideas would be spread by immigrants
- frightened communism would spread
- dislike of poor immigrants from southern Europe
- dislike of illiterate immigrants.

From recall:

- worry that immigrants might take jobs
- fear that immigrants would put pressure on scarce housing
- belief that immigrants committed serious crime.

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

2. Describe the Montgomery bus boycott.

**4
01**

The candidate describes the Montgomery bus boycott by referring to evidence such as:

From the source:

- Rosa Parks refused to give up her seat to a white passenger
- Rosa Parks was arrested
- Black people boycotted the buses
- boycott lasted more than a year.

From recall:

- Martin Luther King emerged as a leader
- majority of bus users in Montgomery were black
- reduced the bus company's profits
- boycott was successful in ending discrimination on buses
- use of car pools.

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

3. How useful is **Source C** as evidence of the beliefs of Malcolm X in the 1960s?

4
03

The candidate evaluates Source C as evidence of the beliefs of Malcolm X by referring to evidence such as:

From the source:

- primary source produced at the time
- by Malcolm X himself
- to criticise the views of Martin Luther King
- content – peaceful action/turning the other cheek disarmed the Negro.

Maximum one mark for commenting on content omission such as:

- wanted a Black nation
- Malcolm X was willing to use violence to achieve his aims.

4. In what ways were black people disappointed by the 1964 Civil Rights Act?

3
01

The candidate describes ways in which black people were disappointed by the 1964 Civil Rights Act by referring to evidence such as:

From the source:

- Act did not solve discrimination in housing
- did not give black people a fair and free vote
- did not end fear and discrimination.

From recall:

- Ku Klux Klan still used terror tactics against Blacks
- police often helped to continue discrimination
- difficulties in obtaining well-paid jobs/promotion.

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

**EUROPEAN AND WORLD
CONTEXT 10: THE ROAD TO WAR, 1933 – 1939**

1. Why did Germany want to expand her territory between 1933 and 1939?

**4
O2**

Candidate explains why Germany wanted to expand her territory by referring to evidence such as:

From the source:

- German population is growing
- German territory has been restricted
- Germany must have a constant supply of food
- Germany must have access to raw materials.

From recall:

- Hitler wanted to regain territory lost by Versailles Treaty
- Austria should be annexed to Germany
- belief that the Germans needed Lebensraum in the east
- German minorities had a right to belong to Germany, eg Sudeten Germans.

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

2. What had been done to strengthen Germany by 1937?

**4
O1**

Candidate describes what had been done to strengthen Germany by 1937 by referring to evidence such as:

From the source:

- Germany had thirty six infantry divisions
- Germany had been building tanks secretly
- there were three tank divisions
- there were three million men available for duty.

From recall:

- conscription had been introduced
- Germany had created a large air force
- Anglo-German naval agreement allowed Germany more warships and submarines
- the Rhineland had been remilitarised.

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

3. Describe the meeting that took place at Munich in September 1938.

3
01

Candidate describes the meeting that took place at Munich by referring to evidence such as:

From the source:

- little negotiation took place in Munich
- Britain and France agreed that Germany occupy the Sudetenland
- the rest of Czechoslovakia would be protected by the four powers.

From recall:

- Chamberlain had flown over to meet with Hitler
- Czechoslovakia and Russia were not invited to Munich
- Germany was to get the Sudetenland within ten days
- Chamberlain got Hitler to agree that there would be no war in Europe.

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

4. How useful is **Source D** as evidence of the reasons Britain went to war against Germany in September 1939?

4
03

The candidate evaluates Source D as evidence of the reasons Britain went to war against Germany by referring to evidence such as:

From the source:

- primary source from the time
- authorship is Chamberlain, the Prime Minister who made the decision
- to explain why Britain is going to war
- states that Germany was sent a final note demanding she withdraw from Poland.

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

- Britain's guarantee to Poland
- failure of appeasement.

**EUROPEAN AND WORLD
CONTEXT 11: IN THE SHADOW OF THE BOMB:
THE COLD WAR, 1945 – 1985**

1. What was the reaction of the USSR to the formation of NATO?

**4
01**

Candidate describes the Soviet reaction to the formation of NATO by referring to evidence such as:

From the source:

- USSR condemned NATO
- claimed it was not defensive
- an offensive alliance against USSR
- the West was preparing for war.

From recall:

- they saw it as an attempt to encircle the Soviet Union
- they created their own alliance system: the Warsaw Pact.

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

2. How useful is **Source B** as evidence about the dangers of the arms race?

**4
03**

Candidate evaluates Source B as evidence about the dangers of the arms race by referring to evidence such as:

From the source:

- primary source from the time
- American President who had some responsibility for the threat
- to warn the American public of the dangers
- possible bias – American viewpoint
- possibility of nuclear war.

Maximum one mark for commenting on content omission such as:

- no mention of the dangers to the Russian people
- no mention of the American stockpile of weapons.

3. Why did the Soviets build the Berlin Wall?

4
02

Candidate explains why the Soviet Union built the Berlin Wall by referring to evidence such as:

From the source:

- discourage spies
- to prevent agents being sent into East Germany
- to stop sabotage
- to stop riots and demonstrations.

From recall:

- 20 000 were escaping through Berlin a month
- many of the young and skilled workers were escaping
- created a serious shortage of workers in East Germany.

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

4. What tactics did the Vietcong use against the American forces?

3
01

Candidate describes the tactics used by the Vietcong by referring to evidence such as:

From the source:

- never in open battle
- hit and run tactics
- did most of their fighting at night.

From recall:

- tactics known as guerrilla warfare
- had secret jungle hide-out they retreated to
- knew how best to use the jungles.

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

[END OF SPECIMEN MARKING INSTRUCTIONS]

