

# X044/201

---

NATIONAL  
QUALIFICATIONS  
2010

WEDNESDAY, 26 MAY  
9.00 AM – 10.45 AM

HISTORY  
INTERMEDIATE 2

The instructions for this paper are on *Page two*. Read them carefully before you begin your answers. Your Invigilator will tell you which contexts to answer in Parts 2 and 3 of the examination.



## INSTRUCTIONS

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

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

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

Answer **one** other context\* from

**either** Part 2, Scottish and British

**or** Part 3, European and World

\*Answer all the questions in each of your chosen contexts.

## Contents

<b>Part 1</b>	Short Essay Questions. Answer <b>one</b> question only.	Pages 4–6
<b>Part 2</b>	Scottish and British Contexts	
1.	Murder in the Cathedral: Crown, Church and People, 1154–1173	Page 8
2.	Wallace, Bruce and the Wars of Independence, 1286–1328	Page 9
3.	Mary, Queen of Scots and the Scottish Reformation, 1540s–1587	Page 10
4.	The Coming of the Civil War, 1603–1642	Page 11
5.	“Ane End of Ane Auld Sang”: Scotland and the Treaty of Union, 1690s–1715	Page 12
6.	Immigrants and Exiles: Scotland, 1830s–1930s	Page 13
7.	From the Cradle to the Grave? Social Welfare in Britain, 1890s–1951	Page 14
8.	Campaigning for Change: Social Change in Scotland, 1900s–1979	Page 15
9.	A Time of Troubles: Ireland, 1900–1923	Page 16
<b>Part 3</b>	European and World Contexts	
1.	The Norman Conquest, 1060–1153	Page 17
2.	The Cross and the Crescent: The First Crusade, 1096–1125	Page 18
3.	War, Death and Revolt in Medieval Europe, 1328–1436	Page 19
4.	New Worlds: Europe in the Age of Expansion, 1480s–1530s	Page 20
5.	“Tea and Freedom”: The American Revolution, 1763–1783	Page 21
6.	“This Accursed Trade”: The British Slave Trade and its Abolition, 1770–1807	Page 22
7.	Citizens! The French Revolution, 1789–1794	Page 23
8.	Cavour, Garibaldi and the Making of Italy, 1815–1870	Page 24
9.	Iron and Blood? Bismarck and the Creation of the German Empire, 1815–1871	Page 25
10.	The Red Flag: Lenin and the Russian Revolution, 1894–1921	Page 26
11.	Free at Last? Race Relations in the USA, 1918–1968	Page 27
12.	The Road to War, 1933–1939	Page 28
13.	In the Shadow of the Bomb: The Cold War, 1945–1985	Page 29

**[Turn over**

## PART 1: THE SHORT ESSAY

Marks

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

### SCOTTISH AND BRITISH CONTEXTS:

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

**Question 1:** Explain why Henry II faced difficulties on becoming king in 1154.

8

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

**Question 2:** Explain why the Scots won the battle at Bannockburn.

8

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

**Question 3:** Explain why Riccio became unpopular with Darnley and the Scottish nobles.

8

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

**Question 4:** Explain why Charles I was an unpopular monarch in England by 1640.

8

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

**Question 5:** Explain why many Scots were disappointed by the Act of Union by 1715.

8

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

**Question 6:** Explain why Irish immigrants were attracted to Scotland between 1830 and 1930.

8

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

**Question 7:** Explain why the Liberal government passed social welfare reforms between 1906 and 1914.

8

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

**Question 8:** Explain why there was still a need to improve many women's lives after 1918.

8

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

**Question 9:** Explain why the Anglo-Irish War broke out in 1919.

8

**EUROPEAN AND WORLD CONTEXTS:**

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

**Question 10:** Explain why knights were important in medieval society.

8

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

**Question 11:** Explain why the Crusaders were able to keep control of the Holy Land after 1097.

8

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

**Question 12:** Explain why France was unsuccessful in the war against England between 1415 and 1422.

8

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

**Question 13:** Explain why the Spaniards were able to defeat **either** the Aztecs **or** the Incas.

8

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

**Question 14:** Explain why the American War of Independence broke out in 1775.

8

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

**Question 15:** Explain why it took so long for Britain to abolish the slave trade.

8

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

**Question 16:** Explain why the French people were unhappy with their government by 1789.

8

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

**Question 17:** Explain why Garibaldi's leadership was important to the unification of Italy.

8

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

**Question 18:** Explain why the nationalist movement had failed to unite the German states by 1850.

8

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

**Question 19:** Explain why the Tsar was able to remain in power following the 1905 revolution.

8

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

**Question 20:** Explain why the demand for civil rights continued to grow after 1945.

8

**CONTEXT 12: THE ROAD TO WAR, 1933–1939**

**Question 21:** Explain why Hitler's actions created problems in Europe between 1933 and 1939.

8

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

**Question 22:** Explain why America lost the war in Vietnam.

8

[END OF PART 1: THE SHORT ESSAY]

**[Turn over for PART 2: SCOTTISH AND BRITISH CONTEXTS on *Page eight***

## PART 2:

### HISTORICAL STUDY: SCOTTISH AND BRITISH

Marks

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

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

**Source A** explains why castles were important in the twelfth century.

#### Source A

During Henry II's reign, castles were built of stone and with extra walls and towers. These castles became a key symbol of power. They were also the administrative centres of each town. The numerous rooms inside a castle meant that it was an ideal base for the local garrison carrying out guard duty. Although many castles had been built illegally during the civil war there was no doubt that they were useful during times of attack when food, drink and other supplies could be stored there.

1. Why were castles important in the twelfth century? (Use **Source A** and recall.)

5

**Sources B** and **C** describe the life of a monk in medieval times.

#### Source B

At 2 o'clock in the morning, monks were woken for a service in the chapel. Although they were given time to sleep, monks were expected to pray at least 8 times a day. Breakfast included bread and fruit and was eaten in silence. After breakfast, monks were allowed a little free time but were expected to spend most of the day working in the fields or carrying out other duties.

#### Source C

Many monks lived their lives by St Benedict's rule. During meal times talking was strictly forbidden so monks listened to prayers or to readings from holy books. Services began in the middle of the night and every monk was expected to pray in church several times a day. Isolated from the local community, monks were not allowed to leave the monastery and had to forget their previous life.

2. How far do **Sources B** and **C** agree about the lives of monks in medieval times?
3. Describe the murder of Archbishop Becket.

4

5

[END OF CONTEXT 1]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

1. Describe the events between 1286 and 1292 that led to Edward I becoming overlord of Scotland. 5

**Source A** explains why the leadership of William Wallace was important.

#### Source A

Wallace has become a folk hero in Scotland. Although he was only the second son of an unimportant knight, for a short while he became Guardian of Scotland uniting people under his leadership. He reorganised the army of Scotland and prepared for an English invasion. He also looked for foreign help. Bishop Lamberton was sent to Rome and Paris to plead Scotland's cause there. Wallace also renewed trade with Germany to obtain iron for weapons which he needed for his army.

2. Why was the leadership of William Wallace important during the Wars of Independence? (Use **Source A** and recall.) 5

**Sources B** and **C** are about the amount of support Robert Bruce had in 1320.

#### Source B

In the Declaration of Arbroath of 1320, the Scottish nobles explained to the Pope why all the Scots thought Robert Bruce was their king. They argued that he had royal blood and that his actions had won him the support of the Scottish people. On top of that, they argued that they wanted him as king because he had saved Scotland from being taken over by the King of England.

#### Source C

Even while the Declaration of Arbroath was being written, some Scottish nobles were plotting against Robert Bruce. They felt he was a ruthless thug who had murdered his main rival in a church. Other Scottish nobles claimed to be more closely related to the Scottish royal family than Bruce. They, however, had not been successful in war. These disagreements caused problems in Scotland.

3. How far do **Sources B** and **C** disagree about the amount of support Robert Bruce had in 1320? 4

[END OF CONTEXT 2]

**HISTORICAL STUDY: SCOTTISH AND BRITISH**

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

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

**Source A** explains why Henry VIII ordered the invasions of Scotland after 1544.

**Source A**

The death of King James V after the Scottish defeat at Solway Moss gave King Henry VIII the opportunity to break the Auld Alliance between France and Scotland. He freed Scottish prisoners of war on condition they supported the marriage of Mary to his son, Edward. Within a year the Scots had agreed to this in the Treaty of Greenwich. However, when Henry then made more and more demands on them, the French encouraged the Scots to resist. Finally the Scots announced that the Treaty was broken.

1. Why did Henry VIII of England order the invasions of Scotland after 1544? (Use **Source A** and recall.) 5
2. Describe the events leading up to the signing of the Treaty of Edinburgh in 1560. 5

**Sources B** and **C** are about how well Mary, Queen of Scots ruled Scotland.

**Source B**

Mary returned to Scotland as Queen in 1561. Mary was a Roman Catholic who believed that she should rule England instead of her Protestant cousin, Elizabeth. She neglected the government of Scotland by leaving the running of the country to a group of Protestant nobles. She did not really care about the issue of religion in Scotland.

**Source C**

Until Mary allowed her heart to rule her head by marrying Darnley, she had been a successful ruler in Scotland. She had defeated the nobles who challenged her authority and had established a successful government under her half-brother Moray. As a Roman Catholic, her tolerant treatment of Scotland's new Protestant church was ahead of its time.

3. How far do **Sources B** and **C** disagree about how well Mary, Queen of Scots ruled Scotland? 4

[END OF CONTEXT 3]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

**Sources A** and **B** describe James VI and I.

#### Source A

James VI and I was well educated and clever. The Union of the Crowns united the monarchs of Scotland and England and James became king of both countries. He claimed that kings were appointed by God, and could do as they wished. He lost people's respect by giving money and power to favourites at court. His son, Charles I was to prove a less popular king.

#### Source B

The reign of the Stuarts began in 1603. James VI and I was a highly intelligent man. From the start of his reign he spent a lot of money, not only on himself but on gifts and pensions to courtiers. Although he believed in the Divine Right of Kings he did not try to be an absolute monarch in his relations with Parliament. Charles I would use his royal prerogative to a greater extent.

1. How far do **Sources A** and **B** agree about James VI and I? 4
2. Describe the methods used by James VI and I to raise money during his reign. 5

**Source C** explains why Charles I faced opposition to his rule in Scotland.

#### Source C

When Charles decided to enforce his religious views on the Scottish people, he met fierce resistance. Many Scots were Presbyterians who carried out their own religious services and they disliked these changes. They showed this when they signed the National Covenant in 1638, sometimes in blood. The Scots also resented Charles because he was an absentee King and he visited Scotland only once during his reign. Scotland was a poor country and many Scots thought Charles did not care. Deep resentment and suspicion grew across Scotland.

3. Why did Charles I face opposition to his rule in Scotland? (Use **Source C** and recall.) 5

[END OF CONTEXT 4]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

1. Describe what happened during the Worcester affair.

5

**Source A** explains why Queen Anne wanted a Treaty of Union.

**Source A**

Queen Anne came to the throne of Scotland and England in 1702. She wanted a complete Union of the two countries because she found it difficult to control the Scottish Parliament. She also faced complaints that her policies were harming Scotland. The Scottish Parliament was even threatening to end the Union of the Crowns. However, at first, these problems with Scotland made it more difficult for England to fight the war against France.

2. Why did Queen Anne want a Treaty of Union between England and Scotland? (Use **Source A** and recall.)

5

**Sources B** and **C** are about Scottish attitudes to the Treaty of Union.

**Source B**

The Treaty of Union was passed in 1707. Scots thought the Equivalent was money to help the country recover from the Darien Scheme. Scots felt they would have influence in a new and more powerful kingdom. They thought their traders would benefit from access to English colonies.

**Source C**

Scots feared that, once they lost their independence, they would have little influence over government decisions. Others worried that businesses in Scotland would suffer from competition from English imports. They also thought the money paid to Scotland was a bribe to rich and powerful men—the only way that a Union could be passed.

3. How far do **Sources B** and **C** disagree about Scottish attitudes to the Treaty of Union?

4

[END OF CONTEXT 5]

**HISTORICAL STUDY: SCOTTISH AND BRITISH**

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

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

**Sources A** and **B** are about Scottish attitudes to Irish immigration.

**Source A**

Irish immigrants tended to concentrate in particular areas because they were disliked by the native Scots. It was natural that the immigrants should live together but the determination to stick to their own culture was looked upon with suspicion. There were accusations that they did not wish to become “new Scots”. In addition, the Irish did not receive much credit for their contribution to the Scottish economy.

**Source B**

There was a reluctance to admit that Irish workers were essential to the development of industry in Scotland even though they were to be found wherever work needed doing. Many Scots criticised immigrants for keeping to their native language and religion. It became clear that there was a great deal of resentment against the immigrants in Scotland.

1. How far do **Sources A** and **B** agree about Scottish attitudes to Irish immigration? 4

**Source C** explains why poor Scots were able to emigrate in the nineteenth century.

**Source C**

Some landlords saw it as in their own interests to encourage poor tenants to seek their fortunes elsewhere. The landlords were willing to pay the full travelling costs, especially to Canada. Landlords often wrote off rent arrears so that the tenants would have some money for their new life and some even bought their cattle which provided the emigrant with some extra help. Glasgow and Edinburgh feared a massive influx of Highlanders and the city authorities made a contribution towards their expenses in emigrating.

2. Why were many poor Scots able to emigrate during the nineteenth century? (Use **Source C** and recall.) 5
3. In what ways did Scots help to improve the lands to which they emigrated? 5

[END OF CONTEXT 6]

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

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

**Sources A** and **B** describe the Old Age Pensions Act of 1908.

**Source A**

The Liberal government passed a series of welfare reforms to help the old, the young and the sick. A pensioner with a yearly income of up to £21 received the full 25p a week. Pensions were not made available to those who had been in prison during the previous ten years. The pension was not a generous amount. The Liberals were criticised for not doing enough to tackle the real causes of poverty.

**Source B**

The Pensions Act entitled people over seventy with an annual income of up to £21 to 25p a week of a pension. The government stated that these payments were not meant to be a complete solution to the problem of poverty in old age. However, the foundation stones of the welfare state had been laid. Any seventy year old was entitled to a pension provided they had avoided imprisonment in the previous ten years and they had not continually avoided work.

1. How far do **Sources A** and **B** agree about the Old Age Pensions Act of 1908? 4
2. Describe the ways the Beveridge Report of 1942 suggested tackling the social problems facing Britain. 5

**Source C** is about the welfare reforms passed by the Labour government between 1945 and 1951.

**Source C**

Poor housing and homelessness were still serious problems by 1951. The Labour government also did little to enhance the educational opportunities for working class children, most of whom left school at fifteen with no paper qualifications. People thought the National Health Service was a great success but there was still a shortage of hospitals and health centres. There was still a long way to go before the problems of poverty and deprivation were adequately solved. The Labour Party lost the General Election of 1951.

3. Why were some people disappointed with the Labour welfare reforms by 1951? (Use **Source C** and recall.) 5

[END OF CONTEXT 7]

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

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

**Sources A** and **B** describe changes to Scots drinking habits in the early twentieth century.

**Source A**

By 1900, people were drinking less alcohol. The number of public houses decreased and convictions for drunkenness fell. This was due more to the increased tax on alcohol than to the temperance movement. People also preferred to spend their money on the new consumer and household goods which were increasingly available, as well as on leisure activities.

**Source B**

As the twentieth century progressed Scottish men were drinking much less than they had in the nineteenth century. The reasons for this are many. One was the development of many different things to do. The number of pubs in some areas fell where people voted for this. Alcohol became much more expensive when the government raised the tax on spirits by 34% in 1909 and then cut pub opening times to five and a half hours a day in 1914.

1. How far do **Sources A** and **B** agree about reasons why people were drinking less in Scotland in the early 20th century? 4
2. Describe the unrest on Red Clydeside between 1915 and 1919. 5

**Source C** describes the effects of North Sea Oil on the north of Scotland.

**Source C**

Oil had a huge impact upon the north of Scotland. Aberdeen became the oil capital of Europe and the boom spread to smaller east coast towns such as Fraserburgh, Peterhead and Montrose. Giant rigs became a common sight in the Moray and Cromarty Firths because of the construction yards at Ardersier and Nigg. There were almost 3,000 new jobs created in the Shetland Islands. Dozens of companies moved to the north east to provide support and other services to the industry.

3. Why was the development of North Sea Oil so important for the economy of the north of Scotland? (Use **Source C** and recall.) 5

[END OF CONTEXT 8]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

**Sources A** and **B** are two Irish opinions on the Union with Britain.

**Source A**

The Irish people have benefited greatly from the Union. We are better housed, fed and receive better wages for our work. Our freedom and rights have been protected and this has led to great success. In the past Ireland was a poor country with little or no future. Today Ireland works in partnership with Britain. It would be a disaster to listen to those who want to destroy all that Ireland has achieved.

**Source B**

Until Ireland has the right to make its own laws we will have no freedom. For years we have been the losers in the Union with Britain. Although the Union is against the wishes of the people, the British are unwilling to listen. Unemployment and poor wages have made many Irish men and women desperate yet the British government does nothing to help. Conditions are so bad, Irish families are being forced to emigrate abroad in an attempt to try and improve their lives.

1. How far do **Sources A** and **B** disagree about the Union? 4
2. Describe the actions taken by the Unionists against the Home Rule Bill. 5

**Source C** explains why De Valera opposed the 1921 Treaty.

**Source C**

After months of negotiations the Irish delegation in London reluctantly signed the 1921 Treaty. De Valera had remained in Dublin and was furious that terms had been agreed without consulting him. He refused to accept that six counties in the north of Ireland would be separated from the rest of the country. He also refused to swear an oath of allegiance to the British King. Although most people in Ireland wanted an end to the war, De Valera argued that only full independence would lead to peace.

3. Why did De Valera oppose the 1921 Treaty? (Use **Source C** and recall.) 5

[END OF CONTEXT 9]

[END OF PART 2: SCOTTISH AND BRITISH CONTEXTS]

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

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

**Source A** is about the events leading up to the Battle of Hastings.

**Source A**

William arrived at Pevensey with a huge army. He had countless horsemen and archers. When it was reported that William had landed, Harold at once forced his exhausted army to march south. Although he knew that some of the bravest of the Saxons had fallen in the two previous battles he advanced with full speed into the south of England. On 14 October Harold fought with the Normans nine miles from Hastings. However some of his soldiers refused to remain loyal to him and deserted from his army.

1. Why did Harold lose the battle of Hastings? (Use **Source A** and recall.)

5

**Source B** describes how William gained control of England after the Battle of Hastings. It was written by his priest in 1077.

**Source B**

William went to various parts of his kingdom. He tried to organise everything to suit his people as well as himself. Wherever he went the people surrendered to him. There was no resistance, but everywhere men submitted to him and asked for his peace. He gave rich fiefs to the men he had brought over from France but no Frenchman was given anything that had been unjustly taken from an Englishman.

2. How useful is **Source B** as evidence about William's attempts to control England after 1066?
3. In what ways did Scotland change during the reign of David I?

4

5

[END OF CONTEXT 1]

**HISTORICAL STUDY: EUROPEAN AND WORLD**

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

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

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

**Source A**

In 1095 Emperor Alexius sent messages to the Pope begging him for help against the Turks. Although Urban II had not been Pope for very long, he could see that the Turks were a threat to Christianity. Eight months later the Pope delivered a successful speech at Clermont. Almost immediately peasants and knights left their homes and took the cross. The Pope hoped the Crusade would stop western knights fighting amongst themselves and encourage them to recapture Jerusalem from the Turks.

1. Why did Pope Urban II call the First Crusade? (Use **Source A** and recall.) 5
2. Describe the siege and capture of Antioch by the First Crusade. 5

**Source B** describes the behaviour of the Crusaders at Marrat au Numan. It was written by a priest who went on the First Crusade.

**Source B**

Although many knights stayed in Antioch or returned home, the main Crusading army continued the journey to Jerusalem. On the way we stayed at Marrat au Numan. Our men were starving and desperate for food. Some Crusaders began to rip up the bodies of their dead enemies. They cut their flesh into slices, cooked and ate them. Many of us were shocked by what we saw and could not wait to leave.

3. How useful is **Source B** as evidence of the Crusaders' behaviour in the Holy Land? 4

[END OF CONTEXT 2]

**HISTORICAL STUDY: EUROPEAN AND WORLD**

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

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

1. Describe the problem of succession to the French throne after 1328. 5

**Source A** is about the effects of the Battle of Poitiers on France. It was written by Froissart the chronicler in 1388.

**Source A**

The battle was fought on the 19th day of September 1356. The finest knights of France died on that day. This severely weakened the realm of France. The country fell into great misery. In all, 17 lords were taken prisoner. Between 500 and 700 men-at-arms were killed. In all, 6,000 Frenchmen died.

2. How useful is **Source A** as evidence of the effects of the Battle of Poitiers on France? 4

**Source B** is about the end of the Peasants' Revolt.

**Source B**

The King was determined that the revolt would not succeed. He sent out his messengers to capture those who had led the revolt. Many were hanged. Gallows were set up all around the city of London and in other cities and boroughs to put people off joining in the revolt. At last the King, seeing that too many of his subjects would die, took pity. He granted pardons to some of the troublemakers on condition that they should never rebel again on pain of losing their lives. So this wicked revolt ended.

3. Why was the King able to crush the Peasants' Revolt? (Use **Source B** and recall.) 5

[END OF CONTEXT 3]

**HISTORICAL STUDY: EUROPEAN AND WORLD**

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

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

**Source A** is from a letter by Columbus to a friend of Queen Isabella, written in 1500.

**Source A**

I was sent as a captain from Spain to the Indies to conquer a large and warlike people, who had customs and beliefs very different from ours. These people live in mountains and forest without any settled townships. Here by God's will I have brought this new world under the dominion of Spain. By doing this, Spain, which was thought of by some people as poor, has now become rich.

1. How useful is **Source A** as evidence of reasons for European exploration between 1480 and 1530? 4
2. In what ways did Vasco da Gama's voyage benefit Europe? 5

**Source B** explains some of the problems faced by Magellan on his voyage round the world.

**Source B**

Magellan left Seville with five ships full of goods to trade in the east. As a Portuguese captain commanding a Spanish fleet he was unpopular. He kept the destination secret so that the crew would not be afraid but this made him seem untrustworthy. In Patagonia the other captains plotted a mutiny against him. He crushed this and brutally executed the ringleaders. Further south, his ships had to pass through a stormy narrow straight which now bears his name. Two of his ships were lost there.

3. Why did Magellan face difficulties during his voyage round the world? (Use **Source B** and recall.) 5

[END OF CONTEXT 4]

**HISTORICAL STUDY: EUROPEAN AND WORLD**

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

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

1. Describe the Boston Tea Party and the British government’s response to it. 5

**Source A** is from a letter written by the leaders of the 13 colonies when they met in May 1775.

**Source A**

On the 19th day of April, General Gage sent out a large detachment of his army who made an unprovoked attack on the inhabitants of the town of Lexington. They murdered eight of the inhabitants and wounded many others. The troops then proceeded to the town of Concord, where they cruelly slaughtered several people and wounded many more, until they were forced to retreat by a group of brave colonists suddenly assembled to repel this cruel aggression.

2. How useful is **Source A** as evidence about what happened at Lexington and Concord in April 1775? 4

**Source B** explains the effects of the involvement of foreign countries in the American War of Independence.

**Source B**

Representatives of America and France signed an alliance on 6 February 1778. The entry of France into the war added enormously to Britain’s difficulties. The French attacked Britain’s colonies in the Caribbean and elsewhere undermining Britain’s control. They harassed British shipping in the Atlantic interfering with Britain’s trade. Spain and the Netherlands had joined the anti-British alliance by 1780. As a result, Britain lost control of the seas for the first time that century. It became ever more difficult for Britain to reinforce and supply its forces in America.

3. Why did the involvement of foreign countries cause difficulties for Britain in the War of Independence? (Use **Source B** and recall.) 5

[END OF CONTEXT 5]

**HISTORICAL STUDY: EUROPEAN AND WORLD**

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

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

1. Describe the different stages of the triangular trade. 5

In **Source A**, a modern historian describes slave revolts in the West Indies.

**Source A**

The British needed all the military help they could get in the 1790s when they faced slave unrest in Dominica, St Lucia, St Vincent and Grenada. Their greatest concern was for Jamaica, which was the biggest, the richest and most troublesome of their slave colonies. By the early nineteenth century, the island was undergoing what seemed like an endless series of revolts. In one of the worst rebellions, 226 properties were damaged at a cost estimated to be £1 million.

2. How useful is **Source A** as evidence of slave resistance in the West Indies? 4

**Source B** explains why the slave trade was abolished in Britain.

**Source B**

During the late nineteenth century, attitudes towards the slave trade were changing. More people began to think of Africans as fellow human beings and felt that they should be treated as such. Britain’s trading interests were also changing. Trade with India and East Asia was growing while trade with the West Indies had become less important to Britain. Many merchants supported free trade. They argued that slavery was an inefficient way to produce sugar. In 1807, a new law made it illegal for British people to buy slaves in Africa.

3. Why was the slave trade abolished by Britain in 1807? (Use **Source B** and recall.) 5

[END OF CONTEXT 6]

**HISTORICAL STUDY: EUROPEAN AND WORLD**

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

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

**Source A** is from the Tennis Court Oath agreed by the Third Estate in June 1789.

**Source A**

Wherever the members of the Third Estate choose to meet, that is legally the National Assembly. No one has the right to prevent the members of the Assembly from gathering together when they want to. The National Assembly has the task of writing the constitution of France and to restore public order.

1. How useful is **Source A** as evidence of the relationship between the Third Estate and the King in June 1789? 4

**Source B** explains why France was at war with other European countries after 1791.

**Source B**

Austria and Prussia went to war because they objected to the way that Marie Antoinette, an Austrian Princess, was being treated. Louis XVI also wanted war but only because he secretly hoped that a French defeat would mean an end to the Revolution. On the other hand the revolutionaries wanted to spread their ideas throughout Europe. Only some of the radical Jacobins opposed war, preferring to consolidate and expand the Revolution at home. Britain joined the war against France to prevent the French interfering in other countries.

2. Why did war break out between France and her neighbours after 1791? (Use **Source B** and recall.) 5
3. Describe the Reign of Terror. 5

[END OF CONTEXT 7]

**HISTORICAL STUDY: EUROPEAN AND WORLD**

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

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

**Source A** is about the failure of the Italian nationalist movement up to 1850.

**Source A**

Before 1848 there was little sign of Italian nationalism, except as a wild idea. Mazzini's dream of a democratic republic lost support. The nationalists failed to work together. The revolutionaries of Sicily wanted nothing to do with those of Naples. The revolutionary leaders did not encourage mass participation. The middle classes feared that democratic government would give power to the lower classes. The revolutions were not supported by autocratic leaders, such as King Ferdinand of Sicily.

1. Why did the revolutions of 1848–1849 fail to unite Italy? (Use **Source A** and recall.) 5
2. Describe the steps taken by Piedmont to bring about Italian unification up to 1860. 5

**Source B** was written by a politician in Piedmont in 1861.

**Source B**

Count Cavour has the talent to assess a situation and the possibilities of exploiting it. It is this wonderful ability that has helped to bring about a united Italy. Cavour had to seek out opportunities wherever he could. He manipulated events to suit his purpose. He was Prime Minister of an unimportant country so he did not have the resources of a great power like Britain or France.

3. How useful is **Source B** as evidence of the skills of Cavour as a leader? 4

[END OF CONTEXT 8]

**HISTORICAL STUDY: EUROPEAN AND WORLD**

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

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

**Source A** is about the growth of Prussia before 1862.

**Source A**

Prussia came to be regarded as the natural leader of a united Germany and therefore emerged as the champion of German nationalism. Prussia controlled the rivers Rhine and Elbe, which were vital communication and trade routes. Other states hoped to benefit from Prussia's industrial development. Prussia took the lead in improving roads and railways. After the revolutions of 1848 Frederick William IV of Prussia promised to work for a united Germany.

1. Why was Prussia able to take the lead in German unification by 1862? (Use **Source A** and recall.)

5

**Source B** is from the memoirs of Otto von Bismarck in 1898.

**Source B**

I assumed that a united Germany was only a question of time, that the North German Confederation was only the first step in its solution. I did not doubt that a Franco-Prussian War must take place before the construction of a united Germany could be realised. At that time my mind was taken up with the idea of delaying the outbreak of war until our military strength had increased.

2. How useful is **Source B** as evidence of the methods used by Bismarck to bring about the unification of the German states in 1871?
3. Describe the events that led to war between France and Prussia in 1870.

4

5

[END OF CONTEXT 9]

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

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

**Source A** explains the treatment of national minorities in the Russian Empire.

**Source A**

The diversity of the Empire made it difficult to govern. Many minorities resented the policy of Russification. It made non-Russians use the Russian language instead of their own. Russian style clothes were to be worn and Russian customs were to be adopted. Russian officials were put in to run regional government in non-Russian parts of the Empire like Poland, Latvia and Finland. When Poles complained they were treated as second class citizens, they were told to change and become Russian citizens.

1. Why did national minorities dislike the policy of Russification? (Use **Source A** and recall.)

5

**Source B** is from a letter by the leader of the Provisional Government to his parents on 3 July 1917.

**Source B**

Without doubt the country is heading for chaos. We are facing famine, defeat at the front and the collapse of law and order in the cities. There will be wars in the countryside as desperate refugees from the cities fight each other for food and land.

2. How useful is **Source B** as evidence of the problems facing the Provisional Government?
3. In what ways did the Civil War affect the Russian people?

4

5

[END OF CONTEXT 10]

**HISTORICAL STUDY: EUROPEAN AND WORLD**

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

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

1. Describe the problems facing European immigrants to the USA in the 1920s. 5

**Source A** is from a speech made in 1954 by the Grand Dragon of the Federated Klans of Alabama.

**Source A**

The Klan don't hate nobody! In fact, the Klan is the black man's best friend. He should behave himself and not allow himself to be fooled by the lies of Northerners. Then he will reap the rewards of hard work, instead of the disappointments of chasing unrealistic dreams!

2. How useful is **Source A** as evidence of attitudes towards Black Americans in the southern states at the time of the Civil Rights movement? 4

**Source B** is about the Civil Rights march in Selma, Alabama in 1965.

**Source B**

Late in 1964 President Johnson told King that there was little immediate hope that Congress would pass any more Civil Rights legislation. King decided that Johnson, like Kennedy before him, needed a "push". King decided to mount a new protest in Selma, Alabama. The local police chief, Sheriff Clark, was a crude, violent racist. Like Bull Connor he would make a wonderfully obvious enemy. King decided to lead a march from Selma to the state capital Montgomery to protest to Governor George Wallace about police brutality and racism.

3. Why did Martin Luther King plan a Civil Rights protest in Selma, Alabama in 1965? (Use **Source B** and recall.) 5

[END OF CONTEXT 11]

**HISTORICAL STUDY: EUROPEAN AND WORLD**

**CONTEXT 12: THE ROAD TO WAR,  
1933–1939**

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

1. In what ways did Britain appease Germany between 1933 and 1936? 5

**Source A** explains why Germany wanted Anschluss with Austria.

**Source A**

The Treaty of Versailles had forbidden unification with Austria. It was obvious that Austria was the key to south eastern Europe, where Germany wanted to spread her influence. Also, Austria had a close relationship with Hungary whom Germany wanted as an ally. Strategically, joining up with Austria would surround western Czechoslovakia and prevent it from being a base for Germany's enemies. Ever since 1918, German governments wanted to unite with Austria. Germany and Austria were joined economically in 1936 so political union was the next logical step.

2. Why did Germany want Anschluss in 1938? (Use **Source A** and recall.) 5

**Source B** is from a report by the British ambassador to Germany, August 1938.

**Source B**

No matter how badly the Germans behave, we must also condemn Czechoslovakia. No one has much faith in the Czech government's honesty or even their ability to do the right thing over the Sudetenland. We must not blame the Germans for preparing their army because they are convinced that the Czechs want to start a war as soon as possible so they can drag Britain and France into it.

3. How useful is **Source B** as evidence of Britain's attitude to Czechoslovakia in 1938? 4

[END OF CONTEXT 12]

**HISTORICAL STUDY: EUROPEAN AND WORLD**

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

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

**Source A** explains why the Cold War broke out after 1945.

**Source A**

The Allies met at Potsdam in July, 1945. The new American leader, Truman, distrusted the Russians and Stalin did not trust him. Stalin had good reason for being uneasy. While the Allies met at Potsdam a message had reached Truman informing him that America had successfully tested its first atomic bomb. On the 6th of August, the USA dropped an atomic bomb on Hiroshima; three days later, it dropped a second on Nagasaki. Truman had not told Stalin that this was about to happen. Wartime friends, who had fought together to defeat a common enemy, were about to become peacetime enemies.

1. Why did the Cold War break out after 1945? (Use **Source A** and recall.) 5
2. Describe the part played by the USSR in the Cuban Missile Crisis. 5

**Source B** is from a speech to the American people by President Reagan in March 1983.

**Source B**

Our efforts to rebuild America's forces began two years ago. For twenty years the Soviet Union has been accumulating enormous military might. They didn't stop building their forces, even when they had more than enough to defend themselves. They haven't stopped now. I know that all of you want peace, and so do I. However, the freeze on building nuclear weapons would make us less, not more, secure and would increase the risk of war.

3. How useful is **Source B** as evidence of why the process of détente had come to a halt by the early 1980s? 4

[END OF CONTEXT 13]

[END OF PART 3: EUROPEAN AND WORLD CONTEXTS]

[END OF QUESTION PAPER]

**[BLANK PAGE]**

**[BLANK PAGE]**

**[BLANK PAGE]**