

# X044/10/01

NATIONAL  
QUALIFICATIONS  
2015

FRIDAY, 1 MAY  
9.00 AM – 10.30 AM

HISTORY  
INTERMEDIATE 1

**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.**

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

Part 1: Scottish and British

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**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** explains why Henry II had problems with the barons when he became king.

**Source A**

Henry was horrified when he discovered that many of his barons were corrupt. In some parts of England, barons were abusing the law and were accepting bribes from those accused of crimes. Henry ordered an investigation and sent his officials out to every town. Within weeks Henry was informed that his barons had been keeping fines that belonged to the king. Henry immediately banned barons from becoming sheriffs and severely punished the guilty.

1. Why did Henry II have problems with his barons when he became king? (Use **Source A** and recall.)

4

**Source B** describes the role of a knight in medieval times.

**Source B**

Many knights in medieval times were members of a jury because they were expected to uphold the king's laws in their own area. In between jousting tournaments, knights had to report for castle guard duty and to help protect the kingdom from possible invasion. Although not every knight was keen to fulfil their responsibilities most knights took their duties seriously and never broke their oath.

2. Describe the role of a knight in medieval times. (Use **Source B** and recall.)

3

**Source C** is from a history textbook written in 1997.

**Source C**

Although monks were expected to behave well there were some who paid no attention to the vows they had taken. Some monks were regularly drunk when attending services. Others stole relics and sold them to make money. Monks were even known to have wives and children. Worst of all, hundreds of monks were tried for murder and escaped without any real punishment.

3. How useful is **Source C** as evidence of the way monks behaved in medieval times? **4**

**Source D** describes the murder of Archbishop Becket.

**Source D**

Archbishop Becket refused to go with the knights when they came to arrest him. Becket had only recently been allowed to return to Canterbury and had no intention of leaving. A scuffle broke out at the altar and Edward Grim, one of Becket's supporters had his arm cut. Within seconds Becket had been hit on the head four times and violently murdered. Becket's time as Archbishop had come to an abrupt end.

4. Describe the murder of Archbishop Becket. (Use **Source D** and recall.) **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** explains why it was difficult for Scots to decide who should become King of Scots after the death of the Maid of Norway.

**Source A**

The death of the Maid of Norway gave the Scots a problem in deciding who should be their next king. There were two serious candidates to be King of Scots — Bruce and Balliol. Both had royal blood because they were descended from David, Earl of Huntingdon. Bruce said he should be the next king because he was the oldest grandson of Earl David. On the other hand, Balliol claimed the crown because he was descended from the Earl David's eldest child.

1. Why was it difficult for Scots to decide who should become King of Scots after the death of the Maid of Norway? (Use **Source A** and recall.)

4

**Source B** is about how Edward I treated King John.

**Source B**

King Edward interfered directly in the government of Scotland by sending orders to Scottish noblemen without even telling King John. This may have been due to thoughtlessness because Edward had other problems to deal with which he thought were more important. King John was also summoned south for unimportant reasons so King Edward could show his authority over him.

2. Describe how Edward I treated King John Balliol. (Use **Source B** and recall.)

3

**Source C** was written by an English chronicler in 1297.

**Source C**

King Edward's Treasurer, Sir Hugh Cressingham was killed by the Scottish pikemen. The Scots hated him so they cut his skin up into many pieces. They called him the "King's treacherer" and they were close to the truth in that judgement. He was unpopular, a slippery customer, puffed up with pride and hot in the pursuit of money.

3. How useful is **Source C** in describing what happened to Cressingham at the Battle of Stirling Bridge?

4

**Source D** is about the Battle of Bannockburn.

**Source D**

The English army was exhausted by its march from Edinburgh to Stirling. The soldiers blamed King Edward for being badly organised and making them rush. Very early in the morning of the battle, the English commanders saw the Scots appear and start to advance quickly. The English cavalry did not have enough ground to charge at the Scots successfully. Bruce's well-trained spearmen pushed them back.

4. Describe what happened at 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 the problems Scotland faced when Mary became Queen of Scots in 1542.

**Source A**

Mary, the only daughter of King James V, began her reign in 1542 when Francis I was King of France and King Henry VIII ruled England. At that time it was not common for a female to rule a country. Most people preferred to be ruled by a man. Also, Mary was only 7 days old. Almost immediately rival groups of Scottish nobles competed to have control of her and her kingdom.

1. Why were there problems in Scotland when Mary became Queen of Scots in 1542? (Use **Source A** and recall.)

4

**Source B** is about the difficulties facing Mary of Guise in 1559–1560.

**Source B**

As Regent of Scotland, Mary of Guise depended upon the support of the Roman Catholic Church and the French alliance. Her daughter had become Queen of France in 1559. However, by 1559, the French alliance had become deeply unpopular because some Scots resented French influence. The Roman Catholic Church was also facing very strong criticism from some Scots.

2. Describe the difficulties facing Mary of Guise in 1559–1560. (Use **Source B** and recall.)

3

**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. It was night-time so it took a long time for people to find out what had happened. Darnley'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 Darnley's body.

3. Describe the events surrounding the death of Darnley. (Use **Source C** and recall.) 4

**Source D** is from the document Mary signed when she gave up being Queen of Scots in 1567.

**Source D**

Due to the motherly love I have for my only son, I have given up the government and guiding of my kingdom of Scotland in favour of my dear son. I do this so he may be King of Scots. Nothing will please me more than to know that my own son has been placed on the throne of Scotland peacefully and during my own lifetime.

4. How useful is **Source D** as evidence about the reasons for Mary's decision to give up being Queen of Scots? 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 what happened when the Scots tried to set up a colony at Darien.

**Source A**

Although they faced many problems, the Directors of the Africa Company had gone ahead with their plans for a Scottish colony at Darien. The climate at Darien was known to be unhealthy and, as a result, many of the colonists died from diseases soon after they arrived. The survivors then came under attack from the natives and from the Spanish. The Scots were unable to get any help from English traders.

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

4

**Source B** is about the importance of the Alien Act.

**Source B**

Queen Anne felt that the Scottish Act of Succession meant that her Hanoverian cousin would not inherit both Scotland and England after her death. As a result of this, the English parliament passed the Alien Act. It demanded that the Scots should start discussions about the Hanoverian Succession or a treaty of union by Christmas 1705. The Act threatened penalties if the Scots did not agree.

2. Describe the importance of the Alien Act. (Use **Source B** and recall.)

3

**Source C** explains why some Scots supported a Treaty of Union with England.

**Source C**

Early in the eighteenth century, a few Scots began to consider a Union seriously. Scotland was in very serious financial trouble and it would take years for them to recover by themselves. In fact, many Scots were already trading with England's colonies and they thought a Union would bring them opportunities to make even more money. A number of Scots thought a Union would also end the distrust between the two countries.

3. Why did some Scots support a Treaty of Union? (Use **Source C** and recall.)

4

**Source D** is a letter written in Edinburgh a few days after the Union came into force.

**Source D**

We heard that in London the whole day was spent in celebrations with feasting and the ringing of bells. The lack of celebrations here in Edinburgh was a huge contrast to those taking place in the south of Britain. That morning in Edinburgh, the first tune played on its church bells was "Why should I be sad on my wedding day?"

4. How useful is **Source D** as evidence about how the Scots reacted to the Union?

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** explains why many Irish people settled in Scotland between 1830 and 1939.

#### Source A

Areas of Scotland such as Ayrshire were close to Ireland and so attracted Irish people to go there. A large number settled in the Glasgow area because many ships with cheap fares arrived there. During the year 1848 the number of people landing in Glasgow numbered a thousand a week. Many Irish people went to Dundee where they found work in the Dundee jute industry.

1. Why did many Irish people settle in Scotland in the years between 1830 and 1939? (Use **Source A** and recall.)

4

**Source B** describes living conditions for Irish immigrants in Scotland.

#### Source B

Most Irish immigrants moved to Scotland's industrial cities, especially Glasgow. As the factory system grew rapidly in the nineteenth century, housing was built on any land available. When tenements were placed next to factories it meant that people breathed in smoke and polluted air. Rooms on the inside of tenement buildings had no windows so there was no daylight.

2. Describe living conditions for Irish immigrants in Scotland. (Use **Source B** and recall.)

3

**Source C** describes the working conditions in Scotland which led many people to emigrate.

**Source C**

The agricultural revolution had changed life for the Scottish people. Many small farmers lost their land and homes when farming was reorganised. Increasingly farming jobs were now done by modern machinery so workers had to look for work elsewhere. Factories produced more goods at a cheaper price therefore skilled tradesmen found it hard to make enough money to feed their families. For Highland Scots emigration was the only solution.

3. Describe the working conditions in Scotland which led many people to emigrate. (Use **Source C** and recall.)

4

**Source D** is a report from an Australian government official, written in 1853.

**Source D**

I do not think that the people of the islands of Scotland are well suited to the needs of this country. Their poor knowledge of the English language makes it difficult for them to find work. Some of them seem to be lazy and to have low standards of hygiene. Many people do not like them.

4. How useful is **Source D** as evidence of the attitudes of people abroad towards Scottish immigrants?

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 what investigators found out about poverty in the early twentieth century.

**Source A**

Seebohm Rowntree was interested in finding out what caused poverty in York. His survey found a great deal of poverty in York. This meant that poverty was not just a problem in London where a similar survey had already been completed. Rowntree found that two types of poverty existed — primary poverty and secondary poverty.

1. Describe what investigators found out about poverty in the early twentieth century. (Use **Source A** and recall.)

3

**Source B** describes what the Liberal Government of 1906–1914 did to help the old and the young.

**Source B**

The Liberal Government passed reforms to help the most vulnerable. For the old they provided a pension for people over the age of 70. However, some people complained that the reforms did not go far enough. For the young they brought many existing laws together into one system. Children under the age of 16 were not allowed to beg, smoke or drink alcohol. A new system of borstals was set up to deal with child criminals.

2. Describe what the Liberal Government of 1906–1914 did to help the old and the young. (Use **Source B** and recall.)

4

**Source C** was written by a historian in 2004.

**Source C**

During the war the rich were just as much at risk from the German bombers as the poor. The government therefore offered to help all groups in the community. Everyone shared the risks so everyone deserved help. People began to accept the idea of government assistance and a welfare state.

3. How useful is **Source C** as evidence of how the Second World War changed attitudes to welfare provision?

4

**Source D** explains why some people criticised the Labour Government reforms of 1945–1951.

**Source D**

The Labour welfare reforms which attempted to tackle Beveridge's "five giants" were not a complete success. The National Health Service was a major reform but many of the hospitals were old and lacking in modern equipment. The National Insurance scheme needed a lot of people to organise it. Also some nationalised industries ran into financial difficulties and were expensive to manage.

4. Why did some people criticise the Labour Government reforms of 1945–1951? (Use **Source D** and recall.)

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 from a letter written by a senior medical officer in November 1909.

**Source A**

The woman who is to be force fed must be fully controlled. This takes five assistants, one to hold each limb and one to keep the head still. The medical officer inserts the tube into the gullet or the nose, being careful not to put it in the windpipe. Milk or raw eggs may be poured through a funnel attached to the tube.

1. How useful is **Source A** as evidence about the force feeding of suffragettes in prison? **4**

**Source B** describes the development of outdoor leisure activities in Scotland between the wars.

**Source B**

The years between the two world wars saw a great rise in leisure activities in Scotland. People had little money to spare during the Depression but making use of the Scottish countryside was free. Rambling and cycling clubs became very popular with people of all ages. The Scottish Youth Hostel Association opened its first hostel in 1931 in a row of cottages in Selkirk.

2. In what ways did outdoor leisure activities in Scotland develop between the wars? (Use **Source B** and recall.) **3**

**Source C** explains why Scottish education needed reform between the wars.

**Source C**

Scots prided themselves on having the best education system in Europe because all Scottish children had to attend school. However not all children were given the same opportunities. Boys and girls were taught different subjects such as woodwork for boys and laundry work for girls. There was no financial help for clever but poor children to stay on, so most left as soon as they could at 14 to try to earn money.

3. Why did Scottish education need reform between the wars? (Use **Source C** and recall.)

4

**Source D** describes new job opportunities in Scotland since the Second World War.

**Source D**

In contrast to the slump after World War One, new service industries developed in Scotland after World War Two. A range of jobs appeared in local government and the new welfare services needed many more clerical workers. Shops, banks and restaurants also took on more staff when people had more money to spend. Public transport expanded too and airports needed staff to meet the demand for business and leisure travel.

4. Describe the new job opportunities in Scotland since 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** explains why Irish nationalists were unhappy with British rule before 1914.

**Source A**

Irish nationalists believed the British had too much power in Ireland. Although the Irish sent over 100 MPs to the House of Commons there were 600 MPs in total. This meant Irish MPs were outnumbered and rarely listened to. The Irish began to organise themselves and campaign for Home Rule. They felt the British government was too far away to really deal with Ireland's problems.

1. Why were Irish nationalists unhappy with British rule before 1914? (Use **Source A** and recall.)

4

**Source B** describes what happened during the Easter Rising 1916.

**Source B**

Outnumbered and with little support from the general public, the rebels were forced to surrender. The British were angry that the rebellion had happened whilst they were fighting the First World War. They arrested thousands of people and imprisoned anyone who had a connection with the rebels. Within one month the main leaders of the rising had been rounded up and executed without trial. Public opinion in Ireland changed overnight.

2. Describe what happened during the Easter Rising. (Use **Source B** and recall.)

4

**Source C** is from a letter written by Eamon De Valera in 1921.

**Source C**

We reject the Anglo-Irish Treaty because it does not give Ireland real freedom. The people of Ireland have a right to rule themselves and we will not stop until we have it. Ireland does not want to be treated like Australia or Canada. Separation from Britain is the only way there can be peace. The violence can stop now but only if Britain is willing to listen.

3. How useful is **Source C** as evidence of Irish reaction to the Anglo-Irish Treaty?

4

**Source D** describes the tactics used on both sides during the Irish Civil War.

**Source D**

The Irish Civil War lasted for almost a year and was even more violent than the war against the British. The Free State government arrested 11,000 Republican soldiers and imprisoned them without trial. As a warning to those who were against the Treaty, 77 Republicans were executed. Eventually the Republicans accepted they could not win.

4. Describe the actions of both sides during the Irish Civil War. (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 a scene from the Bayeux Tapestry. It was made on the orders of a Norman bishop.

**Source A**

1. How useful is **Source A** as evidence about what happened at the Battle of Hastings? 4

**Source B** explains why William I introduced the feudal system in England.

**Source B**

William used the feudal system to control his new lands. He had made successful use of the same system in Normandy. In fact, this had allowed him to gain support for his invasion of England. He gave land to the barons who, in return, promised to provide valuable knights for his army. The barons gave smaller amounts of land to knights in return for their service. The knights' land was farmed by the peasants.

2. Why did William I introduce the feudal system in England? (Use **Source B** and recall.) 4

**Source C** describes some changes which David I brought to Scotland.

**Source C**

David succeeded his brother Alexander as King of Scots in 1124. David was then in his mid-40s. He founded many abbeys including Holyrood, Melrose and Dryburgh. He was criticised for being too religious to be a successful monarch. However, the monks assisted with his plans to improve the country's economy, for example by developing sheep farming. He also founded royal burghs such as Stirling, Perth and Dunfermline.

3. Describe the changes which David I brought to Scotland. (Use **Source C** and recall.) 4

**Source D** describes ways in which burghs benefited Scotland.

**Source D**

Burghs grew up across Scotland during the Middle Ages. They benefited the country in many ways. They provided a place where farmers could exchange valuable surplus food for clothing and tools at weekly markets. Annual fairs were also held where foreign merchants arrived to sell more exotic and luxury items such as rich cloth from Flanders, soft leather from Italy and even spices and herbs from Asia.

4. In what ways did burghs benefit Scotland? (Use **Source D** and recall.) 3

[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** was written by a chronicler in the twelfth century.

**Source A**

The peasants behaved extremely foolishly on their journey to Jerusalem. One peasant claimed that a certain goose was inspired by God and so hundreds of peasants followed it. Another peasant claimed a goat knew the way and so peasants worshipped it as though it was their leader. Within weeks the People's Crusade had become completely lost and divided and was no closer to reaching Jerusalem.

1. How useful is **Source A** as evidence of the way the People's Crusade behaved on its journey to Jerusalem? 4

**Source B** describes the capture and later defence of Antioch.

**Source B**

With 400 towers and 25 miles of walls, Antioch was almost impossible to capture. Many Crusaders had given up hope when Bohemond bribed a Muslim captain called Firouz. During the night, Firouz let the Crusaders into one of the main towers. Once the tower had been secured the main gates of the city were opened and the rest of the Crusader army let in.

2. Describe the capture and later defence of Antioch. (Use **Source B** and recall.) 4

**Source C** describes the behaviour of the Crusaders when they captured Jerusalem.

**Source C**

The Crusaders joyfully rushed into the city and began to slaughter thousands of Muslims, Jews, men, women and children. Forgetting their Christian vows and the teachings of Pope Urban II, the Crusaders continued to loot and then burn the city all through the night. By morning Jerusalem was full of the blood of those who had been massacred.

3. Describe the behaviour of the Crusaders when they captured Jerusalem. (Use **Source C** and recall.)

3

**Source D** explains why the Crusaders had problems after the capture of Jerusalem.

**Source D**

After the capture of Jerusalem too many Crusaders returned to Europe. Those who were left behind began to set up home in the East. Almost immediately the Crusaders began to build castles. They needed to protect the Latin States, which were too large and too far apart from one another. The Crusaders then made trade links with the West, to get the supplies they needed to deal with the constant threat of Muslim attack.

4. Why did the Crusaders have problems after the capture of Jerusalem in 1099? (Use **Source D** and recall.)

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** explains the succession problem in France in 1328.

**Source A**

Charles IV died in January 1328. Everything then had to wait for the birth of his child. The arrival of a daughter caused a problem because French law prevented a female succeeding to the throne. The strongest claim to the throne was made by Philip of Valois, the dead king's cousin. However, English representatives soon arrived in Paris to argue that Edward III had a better claim.

1. Why was there a succession problem in France in 1328? (Use **Source A** and recall.) 4

**Source B** describes the main terms of the peace treaty between England and France in 1360.

**Source B**

Under the terms of the new treaty Edward's lands in Aquitaine were increased in size. Some Frenchmen complained that the English king could now control all the land from the Auvergne to the Pyrenees. However, in return Edward agreed to drop all his claims to the throne of France. Edward also agreed that King John would be released from his captivity. The French king's ransom was fixed at three million gold crowns.

2. Describe the main terms of the peace treaty between England and France in 1360. (Use **Source B** and recall.) 4

**Source C** is a description of an attack on the Tower of London during the Peasants' Revolt. It was written by a monk in 1381.

**Source C**

These peasants dared enter the king's chamber waving their filthy sticks. They stroked the beards of several knights with their dirty hands. They even spoke with the soldiers urging them to be more friendly. They lay on the bed and several asked the king's mother for a kiss. These rebels were lowly serfs but they came and went like lords.

3. How useful is **Source C** as evidence about those who took part in the Peasants' Revolt?

4

**Source D** describes English tactics at Agincourt.

**Source D**

Henry wanted the French to attack so he ordered his archers to advance until the French were just within range of the English longbows. This provoked a French cavalry charge. The cavalry were followed by the French foot soldiers who made for the English nobles. The constant firing of the longbows killed hundreds of French soldiers.

4. Describe the tactics of the English army at Agincourt. (Use **Source D** and recall.)

3

[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 why the Portuguese went on voyages of discovery.

**Source A**

Portugal lies at the most western point of Europe. This meant it was far from sources of silks and spices. They were very costly because they had to be transported such a long way. The kings of Portugal wanted to find ways of getting spices more cheaply. Henry the Navigator encouraged his sailors to learn all they could about navigation and sea routes south to Africa. He also encouraged them to build better sea-going ships.

1. Why did the Portuguese go on voyages of discovery? (Use **Source A** and recall.)

4

**Source B** is about the accidental discovery of Brazil.

**Source B**

In March 1500 Pedro Alvarez Cabral sailed from Lisbon for India with 13 ships. He had been told to swing away from the African coast and pick up the same route as Dias and da Gama. When he lost sight of one of his ships he went off course to search for it. By chance, he discovered the coast of Brazil and established a port there.

2. In what ways did voyagers discover new lands by accident? (Use **Source B** and recall.)

3

**Source C** was written by a sailor on Magellan's voyage in 1519.

**Source C**

This horrible disease scurvy added to our troubles. Most of our men suffered from it. Their gums grew swollen and black and they could not eat. 29 of us died from it. Others had black patches on their legs that had to be cut open to let the stinking blood out. Very few remained healthy.

3. How useful is **Source C** as evidence of the problems encountered by sailors on voyages of discovery?

4

**Source D** is about the Spanish treatment of native peoples in the Americas.

**Source D**

The Spanish conquistadors were supposed to teach the native peoples about the Christian religion but many were too ignorant or greedy to do this. Instead they made the men work in the mines as slaves. Many of them died of hunger or overwork. The women were put to work for long hours in the fields. Like the men, they received very little food and many died. When the women died, their babies died too.

4. Describe the ways the Spanish treated the native peoples of the Americas. (Use **Source D** and recall.)

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** is about the complaints made by the colonists about British rule.

**Source A**

The war between Britain and France had ended in 1763 but many colonists remained unhappy about life under British rule. Colonists were angry about the continued presence of British soldiers in the colonies. Britain also imposed high taxes on the American colonies. The colonists thought that this was unfair. Some colonists began to plot against the British.

1. Describe the complaints made by the colonists about British rule. (Use **Source A** and recall.)

3

**Source B** is from an article in a Boston newspaper in 1773.

**Source B**

A number of brave men, dressed as Indians, whooped and marched to the harbour. The Indians moved from ship to ship, smashing open chests of tea. The tea was then poured overboard. Within three hours more than three hundred tea chests had been broken up. The broken chests floated when the tide rose, and the tea covered the surface of the water.

2. How useful is **Source B** as evidence about the Boston Tea Party?

4

**Source C** is about some ways that foreign countries helped the colonists in the war against the British.

**Source C**

The involvement of foreign countries in the war added enormously to Britain's problems. The French attacked Britain's colonies in the Caribbean and elsewhere. They harassed British shipping in the Atlantic making it more difficult for Britain to reinforce and supply its forces in America. Spain joined the war against the British in 1780. Spain distracted Britain by attacking Gibraltar.

3. In what ways did foreign countries help the colonists in the war against the British? (Use **Source C** and recall.)

4

**Source D** explains why the British surrendered at Yorktown in 1781.

**Source D**

The British General, Cornwallis, was a daring leader. His army attacked the Americans wherever they could. By August 1781 they had reached Yorktown. Unfortunately, the British forces took up a bad position. The American troops moved in quickly to surround them. General Clinton attempted to reach Cornwallis with reinforcements. However, he was too late. On the 19th October, Cornwallis surrendered. Yorktown was the last major battle of the war.

4. Why were the British forced to surrender at Yorktown in 1781? (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** explains why many people in Britain continued to support the slave trade.

**Source A**

The slave trade had many powerful supporters. The trade brought great wealth to cities such as Liverpool and Bristol and merchants were determined to see the slave trade continue. Many people’s jobs depended on the slave trade and it was felt that the abolition of the slave trade would have a terrible effect. A majority of MPs continued to support the slave trade. Many MPs had invested in plantations and made lots of money.

1. Why did many people in Britain continue to support the slave trade in the eighteenth century? (Use **Source A** and recall.)

4

**Source B** is about the treatment of slaves on the Middle Passage.

**Source B**

Slave ships left the west coast of Africa and sailed across the Atlantic ocean. Each ship carried hundreds of slaves, tightly packed and chained together below deck. The journey lasted several weeks and was often made in rough seas. Occasionally slaves were brought on deck and forced to exercise. Slaves who stepped out of line or failed to obey instructions were whipped or brutally beaten.

2. Describe the treatment of slaves on the Middle Passage. (Use **Source B** and recall.)

4

**Source C** was written by a traveller who witnessed a slave auction in the early nineteenth century.

**Source C**

I shall never forget the scene which took place. The man was put up first and sold to the highest bidder. His wife was then ordered on to the platform, her face wet with tears. The auction began but the suspense did not last long. The woman was sold to a bidder who was not the owner of her husband. They both burst into tears, parted forever on earth.

3. How useful is **Source C** as evidence about a slave auction?

4

**Source D** is about the role of William Wilberforce in the campaign to end the slave trade.

**Source D**

William Wilberforce was a Member of Parliament. He was persuaded to join The Society for the Abolition of the Slave Trade and soon became its leader. Wilberforce had found out about the horrors of the slave trade. He had been given first-hand accounts from people such as John Newton, a former captain of a slave ship. Wilberforce made many speeches in parliament calling for the abolition of the slave trade.

4. Describe the role of William Wilberforce in the campaign to end the slave trade. (Use **Source D** and recall.)

3

[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** was written by an English visitor to France in 1789.

**Source A**

Many of the nobles' country houses have been robbed and then burned. The owners have lost everything. They have been hunted down like animals. All the nobles in the countryside have been treated with the greatest amount of cruelty and there is no end to the blind fury of the peasants.

1. How useful is **Source A** as evidence of events in France in 1789?

4

**Source B** describes the changes brought about by the Declaration of the Rights of Man in 1789.

**Source B**

The Declaration of the Rights of Man said that everyone had the right to keep their property and the government should not take it away from them. This right was very important to the French middle class who owned businesses. The Rights of Man said only the people had the right to decide who governed over France. It also declared that laws must be the ones that the people wanted.

2. Describe the changes brought about by the Declaration of the Rights of Man in 1789. (Use **Source B** and recall.)

4

**Source C** explains why many French people were unhappy with the results of the revolution by 1792.

**Source C**

A large number of ordinary French people had supported the revolution. Many of them were now questioning a system which seemed to be helping mainly the middle class. Only the middle class had the right to vote for the Assembly and if that were not bad enough, only the wealthiest people could become Assembly members. The ordinary French people were pleased that the old regime had been swept away but they felt that the system had to be more fair.

3. Why were many French people unhappy with the results of the revolution by 1792? (Use **Source C** and recall.)

4

**Source D** describes the activities of the Committee of Public Safety in 1793.

**Source D**

The Committee of Public Safety claimed that it was created to protect the gains of the Revolution and the rights of the citizens. The members of the Committee of Public Safety saw it as their duty to find and arrest the enemies of the people. The Committee set up courts in which those it arrested were put on trial according to the rules of the law.

4. Describe the actions of the Committee of Public Safety in 1793. (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 how Russia was ruled before 1905.

**Source A**

In 1905 Russia was the largest country in the world, but it was very backward. When Tsar Nicholas II filled in his census form in 1897 he wrote “Ruler of Russia” as his job title and wrote “Master of the Russian Earth” as his job description. He was helped to rule by his civil servants and government ministers whom he himself appointed. Most of his advisers were members of the nobility and all were big landowners.

1. Describe how Russia was ruled before 1905. (Use **Source A** and recall.)

4

**Source B** describes the activities of revolutionary groups in Russia.

**Source B**

The book “Capital” by Karl Marx laid down the theory of Communism. It encouraged many Russian thinkers to look for other ways to govern their country. Some revolutionaries turned to acts of terrorism, such as the assassination of Stolypin, the President of the Council. Social Revolutionaries were also active in spreading propaganda among the peasants who wanted control of the land.

2. Describe the activities of revolutionary groups in Russia. (Use **Source B** and recall.)

3

**Source C** explains why Russians were unhappy during the First World War.

**Source C**

Despite its huge size, the Russian army made little progress against the Germans. Although Grand Duke Nicholas was a caring commander, the army was poorly led and ill-equipped, particularly at the start of the war. Medical care of the wounded was badly organised and further undermined morale. Most of the soldiers were peasants who had been conscripted. Their loss caused not only grief but left too few men to grow food, leading to shortages.

3. Why were Russians so unhappy during the First World War? (Use **Source C** and recall.)

4

**Source D** is from “My Life” written by Leon Trotsky who led the Red Army in 1919.

**Source D**

We formed the Red Army out of bands of refugees, of peasants and of workers and it became a useful force. To win victories we needed good commanders, a few dozen experienced fighters, some communists ready to make any sacrifice, boots for the barefooted, a bathhouse, food, underwear, tobacco. My train took care of all this.

4. How useful is **Source D** as evidence of Trotsky’s leadership of the Red Army during the Civil War?

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** is a 1930s American poster advertising the benefits of living in the USA.

**Source A**

1. How useful is **Source A** as evidence of the experience of immigrants to the USA after 1918?

4

**Source B** describes the effects of the Jim Crow laws on black Americans in the 1920s.

**Source B**

The Jim Crow laws set up a system which would exist in the South for decades. Black and white people were separated from each other. The Plessy v Ferguson judgement of 1896 supported Jim Crow. This meant that “separate but equal” was established across the southern states. However, facilities for black people were rarely as good as those for whites.

2. In what ways did the Jim Crow laws affect black Americans in the 1920s? (Use **Source B** and recall.)

4

**Source C** explains why the sit-ins of 1960 were important to the Civil Rights Movement.

**Source C**

The sit-ins began in February 1960 in Greensboro, North Carolina. Four students entered Woolworths and ordered food and drink at the lunch counter. They were refused service but remained in their seats all day. By April sit-ins had spread to 78 towns. Nearly 50,000 people became involved in the demonstrations. National TV showed the well-dressed, peaceful, mainly black students and the loud-mouthed whites swearing at them and attacking them. US citizens drew their own conclusions.

3. Why were the sit-ins of 1960 important to the Civil Rights Movement? (Use **Source C** and recall.)

4

**Source D** describes the ways in which the Black Panthers helped black Americans.

**Source D**

The Black Panthers were led by Huey Newton and Bobby Seale. They organised patrols to protect black people from police brutality. They gave black people self-defence and firearm training. A Black Panther uniform was developed. They came up with a ten-point programme which was clearly influenced by Malcolm X and Black Power ideas.

4. In what ways did the Black Panthers help black Americans? (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** describes Hitler's plan to create a Greater Germany.

**Source A**

Hitler made it clear in his book *Mein Kampf* that he wanted to create a country in which all Germans would live. He called this country "Greater Germany". He wanted Alsace-Lorraine, now part of France, to join with Germany because it had been part of Germany before 1919. Other territories he wanted to take back were parts of Belgium and Denmark.

1. Describe Hitler's plan to create a Greater Germany. (Use **Source A** and recall.)

3

**Source B** explains why Germany grew stronger in the years 1933 to 1936.

**Source B**

In 1934 Germany signed a treaty with Poland which meant that Germany was safe from attack from the East. This treaty was Germany's first action since leaving the League of Nations in 1933. In 1935 Germany began to build up a large navy after Britain had agreed that she would not stop Germany from doing this. A year later Germany had remilitarised the Rhineland so France could no longer pose a threat.

2. Why did Germany grow stronger in the years 1933 to 1936? (Use **Source B** and recall.)

4

**Source C** describes the gains that Hitler made as a result of the Munich Settlement of 1938.

**Source C**

Adolf Hitler had become even more popular in Germany because the Munich Settlement had prevented war from breaking out. This settlement had been a disaster for everyone else. Britain was seen to be weak in the face of bullying which made Hitler look stronger than ever to the rest of the world. France had lost valuable allies because Romania and Yugoslavia no longer trusted her. German foreign policy continued to concentrate on the countries of Eastern Europe.

3. Describe the gains that Hitler made as a result of the Munich Settlement of 1938. (Use **Source C** and recall.)

4

**Source D** is from a radio broadcast by the British Prime Minister in September 1939.

**Source D**

This morning the British ambassador had a meeting with the German Government. It was made clear that this country would not tolerate the invasion of Poland and unless Germany announced an end to her aggressive action by 11 o'clock, we would be at war. The hour has passed and the German Government has sent no reply.

4. How useful is **Source D** as evidence of the reasons why Britain declared war on Germany in 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** explains why a Cold War had broken out by 1949.

**Source A**

America's nuclear attack on Japan brought the Second World War to an end. However, it increased tension between the USA and Soviet Union. After the war the Soviet Union controlled many Eastern European countries. This angered America. In 1947 the USA announced the Marshall Plan to help European countries to recover from war. However, the Soviet Union thought that money from the Marshall Plan was a bribe to persuade countries to reject communism.

1. Why had a Cold War broken out by 1949? (Use **Source A** and recall.)

4

**Source B** is a statement by the Soviet Prime Minister in 1955.

**Source B**

The Warsaw Pact is the best way to strengthen the defences of our peace loving countries and to protect us from attack. We have formed this new alliance as a result of the aggressive actions of America and its allies. The treaty has been agreed to serve the aims of friendship, cooperation and mutual aid.

2. How useful is **Source B** as evidence about the Warsaw Pact?

4

**Source C** is about the events that led to a crisis over Cuba in 1962.

**Source C**

Cuba lay a short distance off the coastline of Florida. American governments had always watched what happened on the island. America became greatly concerned when Fidel Castro signed a trade agreement with the Soviet Union. There were growing fears that Castro was turning Cuba into a communist state. The crisis erupted when US spy planes took photographs of missile bases being constructed in Cuba.

3. Describe the events that led to a crisis over Cuba in 1962. (Use **Source C** and recall.) **3**

**Source D** is about ways that people in America showed their opposition to the Vietnam War.

**Source D**

By the late 1960s, public opinion in America had begun to turn against the Vietnam War. Protests and demonstrations were held on college campuses across America. These events often led to a violent response from the authorities. Many young men were reluctant to join a war that they did not agree with. They showed their anger by burning their draft cards in public. Vietnam veterans also took part in powerful public protests against the war.

4. In what ways did people in America show their opposition to the war in Vietnam? (Use **Source D** and recall.) **4**

[END OF CONTEXT 11]

[END OF PART 2: EUROPEAN AND WORLD CONTEXTS]

[END OF QUESTION PAPER]

## ACKNOWLEDGEMENT

Part 2 Context 1 Source A – Scene from Bayeux tapestry.

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Part 2 Context 9 Source A – Poster, “*World’s Highest Standard of Living*” by Foster and Kleiser (1930’s).

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