

X044/11/01

NATIONAL
QUALIFICATIONS
2015

FRIDAY, 1 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.

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Part 1 Short Essay Questions.

Answer **one** question only. Pages 4–6

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PART 1: THE SHORT ESSAY

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 had problems when he became king in 1154.

8

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

Question 2: Explain why Edward II was defeated at the Battle of Bannockburn.

8

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

Question 3: Explain why Queen Elizabeth of England was suspicious of Mary, Queen of Scots.

8

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

Question 4: Explain why the reign of Charles I caused problems in England between 1625 and 1640.

8

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

Question 5: Explain why there was bad feeling between Scotland and England before the Union of 1707.

8

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

Question 6: Explain why life was difficult for many Irish immigrants in 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 Labour Government reforms of 1945–1951 were successful in tackling the Five Giants.

8

CONTEXT 8: CAMPAIGNING FOR CHANGE: SOCIAL CHANGE IN SCOTLAND, 1900s–1979	
Question 8:	Explain why Scotland’s traditional industries declined after the First World War.
	8

CONTEXT 9: A TIME OF TROUBLES: IRELAND, 1900–1923	
Question 9:	Explain why support for Sinn Fein increased from 1916.
	8

EUROPEAN AND WORLD CONTEXTS:

CONTEXT 1: THE NORMAN CONQUEST, 1060–1153	
Question 10:	Explain why David I introduced feudalism to Scotland.
	8

CONTEXT 2: THE CROSS AND THE CRESCENT: THE FIRST CRUSADE, 1096–1125	
Question 11:	Explain why people went on the First Crusade.
	8

CONTEXT 3: WAR, DEATH AND REVOLT IN MEDIEVAL EUROPE, 1328–1436	
Question 12:	Explain why war broke out between England and France in 1337.
	8

CONTEXT 4: NEW WORLDS: EUROPE IN THE AGE OF EXPANSION, 1480s–1530s	
Question 13:	Explain why technical improvements in ship design and navigation enabled the voyages of discovery between 1480 and 1540.
	8

CONTEXT 5: “TEA AND FREEDOM”: THE AMERICAN REVOLUTION, 1763–1783	
Question 14:	Explain why the colonists were victorious against the British in the War of Independence.
	8

[Turn over

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

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

8

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

Question 16: Explain why French people lived in fear during the Reign of Terror in 1794.

8

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

Question 17: Explain why Cavour 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 Bismarck was important to the unification of Germany.

8

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

Question 19: Explain why the Reds were successful in the Civil War.

8

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

Question 20: Explain why there was a growing demand for civil rights between 1945 and 1965.

8

CONTEXT 12: THE ROAD TO WAR, 1933–1939

Question 21: Explain why many British people supported a policy of appeasement in the 1930s.

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

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

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PART 2:

HISTORICAL STUDY: SCOTTISH AND BRITISH

**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.

1. Describe the role of a knight in medieval times.

5

Source A explains why monasteries were important in the twelfth century.

Source A

Many monasteries were built in the countryside and were isolated from villages. Despite this, monks tried hard to help and support their community when they could. Most monasteries had an infirmary where the sick could be treated. Monastic fields were also used to grow a variety of herbs, providing medicine for those who needed it. In Arbroath, local monks helped build a harbour establishing a successful fishing industry for the town. Elsewhere, monks played a key part in the wool trade creating work for local people and bringing wealth to the country.

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

5

Source B was written by William Fitzstephen in 1170.

Source B

Using his arm to wipe the blood from his head, Archbishop Becket rose to his feet and spoke. Becket gave thanks to God saying, "I am ready to die a martyr". As he knelt down, the knights struck him four times on the head until he fell flat on his face. Then in an act of pure horror, one of the knights sliced off the crown of Becket's head and removed his brains.

3. How useful is **Source B** as evidence of the murder of Archbishop Becket?

4

[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.

Source A explains why the succession of the Maid of Norway caused problems for the Scots.

Source A

When King Alexander III died, many Scots were unhappy about having the Maid of Norway as queen. Some simply did not want to have a female ruler. In fact, at that time hardly any women had ruled in Europe. People doubted if a woman could command the respect of noblemen. There would also be problems deciding who would rule for her until she was old enough to govern alone. On the other hand, it would be difficult to find a male relation to become king instead of her.

1. Why did the succession of the Maid of Norway cause problems for the Scots? (Use **Source A** and recall.) 5

Source B was written by a Scottish author in 1440.

Source B

Scotland had been leaderless for seven years after the death of Alexander III. John Balliol was made king falsely through the cunning and power of the King of England who wanted a man he could control. Balliol was king for less than four years and was under the domination of King Edward for all of his reign. It was a time of misfortune for everyone under this disastrous king and great divisions arose in the kingdom.

2. How useful is **Source B** as evidence about King John Balliol? 4
3. Describe what happened at the Battle of Falkirk in 1298. 5

[END OF CONTEXT 2]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

1. Describe the events which forced Mary to leave Scotland in 1548.

5

Source A are Mary's orders to pay ministers of the Church of Scotland. They were issued in 1566.

Source A

It has come to my attention that the ministers within Scotland have not been paid for this last year. I want it understood that I look kindly on their work. Consequently, I have, with the advice of my government officials, decided to allocate the sum of £10,000 for their payment. I have also ordered that this sum must be paid in full and immediately.

2. How useful is **Source A** as evidence about Mary's support for the Church of Scotland in 1566?

4

Source B explains why Mary, Queen of Scots, lost power over Scotland in 1567.

Source B

Some Scots simply did not want to be ruled by a woman. They felt that only men should be in positions of power. John Knox wrote a book against women in power. Others were suspicious of Mary's religion and they also opposed her. At that time in Europe, rulers decided their country's religion. Those Scots who favoured England were suspicious of Mary's French background. Eventually, Mary's half-brother, the Earl of Moray, forced her into giving up her power in favour of her infant son.

3. Why did Mary, Queen of Scots, lose power over Scotland in 1567? (Use **Source B** and recall.)

5

[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.

1. In what ways were money and religion the cause of disputes between King James VI and I and Parliament, 1603–1625? 5

Source A is from a history book on the Civil War, written in 2009.

Source A

Charles did not come to Scotland to be crowned until 1633, eight years after he came to the throne. He expressed displeasure at the plain form of service used at his coronation in St. Giles' Cathedral in Edinburgh, which annoyed the Scottish clergy. He was convinced that the Church in England was superior and set about making changes to the Church in Scotland.

2. How useful is **Source A** as evidence of religious tensions in Scotland during the reign of Charles I? 4

Source B explains events between 1640 and 1642 that led to the outbreak of civil war.

Source B

Charles called Parliament in April 1640 and dismissed it again because MPs refused to give him what he wanted. Charles was forced to recall Parliament in November 1640, but for the next 12 months he still did not get the money he wanted. Charles was also facing criticism from Pym and other Puritan MPs regarding his religious policies. In May 1641 Parliament accused the King's chief Minister, Strafford, of treason and executed him. Many MPs were unhappy with the way Pym twisted the laws to get Strafford executed, which led to further disputes in Parliament.

3. Why did events between 1640 and 1642 lead to the outbreak of civil war? (Use **Source B** 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.

Sources A explains why Queen Anne wanted a Union between Scotland and England.

Source A

Union was the preferred solution favoured by Queen Anne and by Lord Godolphin. He was responsible for running Scotland for her and he found it a difficult task. Union would avoid any arguments about the succession because Anne was determined to secure the Protestant Succession. She also thought that the Union of the two countries would create a more powerful state. Besides, Union would protect England from any French threat in the future if the discontented Scots ever wanted to revive the Auld Alliance.

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

5

Source B is from a report by Daniel Defoe who was an English spy in Edinburgh in 1706.

Source B

I had not been there long before I heard a great noise and, looking out, I saw a huge crowd coming up the High Street. I heard a drum and people shouting and crying out, “All Scotland will stand together, No Union, No Union”. By this time the city was in a terrible fright. Nobody could move through the streets and not a light could be seen at a window for fear of stones being thrown at them.

2. How useful is **Source B** as evidence of what the Edinburgh people thought about the Union?
3. In what ways did Scotland change as a result of the Act of Union?

4

5

[END OF CONTEXT 5]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

Source A is from a Scottish coal mine owner in 1856.

Source A

The Irish coal miners are excellent people. They are more obedient than the Scots, don't complain as much and they are very ready to learn new methods. They are willing to work hard for their pay and will take work when they are offered it. We find them very useful as labourers and at present we could not keep our mine open without them.

1. How useful is **Source A** as evidence of Scottish attitudes to Irish workers? 4

Source B explains why conditions in Scotland caused many Scots to emigrate.

Source B

Before the industrial revolution began the agricultural revolution had changed life for the Scottish people. Many small farmers lost their land and homes when farming was reorganised. Farm workers were no longer willing to put up with poor living conditions and boring diets. Increasingly farming jobs were now done by modern machinery so workers had to look for work elsewhere. Industrialisation produced more goods at a cheaper price therefore skilled tradesmen found it hard to make a living in competition with the new factories.

2. Why did conditions in Scotland cause many Scots to emigrate? (Use **Source B** and recall.) 5
3. In what ways was life difficult for Scots in the countries to which they emigrated? 5

[END OF CONTEXT 6]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

Source A explains why the Liberal Government of 1906–1914 introduced social reforms.

Source A

By 1900 Britain's industrial power had weakened. It was believed that if the health of Britain's workers got worse the industrial power of Britain would decline further. Germany was Britain's main industrial rival, and had already set up a system of welfare benefits. Many believed that Britain should do the same. The idea of welfare provision for the working classes was already being promoted in Britain by the Labour movement and if the Liberals were to compete with Labour then social reforms would have to be introduced.

1. Why did the Liberal Government of 1906–1914 introduce social reforms? (Use **Source A** and recall.) 5
2. Describe the successes of the Liberal Government reforms of 1906–1914. 5

Source B is from a modern history book written in 2004.

Source B

During the Second World War the Home Front was treated and run like a battlefield. The war allowed the government to get more involved in people's lives such as giving free medical treatment to bomb victims and war wounded. It soon became apparent that people expected the government to continue looking after them when the war was over.

3. How useful is **Source B** as evidence of the effects of the Second World War on attitudes to welfare provision? 4

[END OF CONTEXT 7]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

Source A explains why women should not be given the vote.

Source A

Although women had become involved in local politics by 1914, many people still believed that women were too emotional to make sensible or difficult decisions, such as who should be a Member of Parliament. MPs had always been men and most were wealthy. Women's minds were considered full of trivial nonsense. Politically active women were also accused of being poor home makers, who neglected their children and husbands. Some even argued that women voters might stop having children and the future of the nation would be at risk.

1. Why did many people in 1914 believe that women should not be given the vote? (Use **Source A** and recall.) 5
2. Describe the changes in popular entertainment in Scotland between 1900 and 1939. 5

Source B is from the memories of a woman who worked as a Landgirl from 1940 to 1945.

Source B

When I was 17 my father decided I should join the Women's Land Army so I had to go. It was hard, cold, outside work. When we were training we were paid 55 pence a week but this went up as we got more experienced. After five years I got £1·65 but that was much less than a single male farm worker got. A married man earned £3.

3. How useful is **Source B** as evidence of inequality facing women during the Second World War? 4

[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.

Source A is a Unionist postcard printed in 1912.

Source A



1. How useful is **Source A** as evidence of Unionists’ attitudes towards the Home Rule Bill? 4

Source B explains why an Anglo-Irish War broke out in 1919.

Source B

In 1919, the IRA ambushed and killed two police officers in Tipperary. In response, the British government banned the Dail and Sinn Fein and imposed a curfew. Despite this, the IRA continued to raid police barracks and to gather supplies. The British government was reluctant to start another war but wanted to put an end to the threat posed by the IRA. The British recruited ex-soldiers, many hardened by the First World War and sent them to Ireland. The British government hoped the rebellion in Ireland could be dealt with quickly.

2. Why did an Anglo-Irish War break out in 1919? (Use **Source B** and recall.) 5
3. Describe the Civil War which broke out in 1922. 5

[END OF CONTEXT 9]

[END OF PART 2: SCOTTISH AND BRITISH CONTEXTS]

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 explains the Norman victory at the Battle of Hastings.

Source A

For many hours there was fierce fighting and neither side gave way. Many were killed on both sides. Then William ordered his troops to pretend to run away. The solid English battle line broke as they chased the fleeing Normans. Then the Normans turned and attacked the English. This led to the deaths of a great many English. On its own however, this tactic did not bring about victory. The English regrouped on the hillside and killed many Normans as they struggled up the hill.

1. Why did the Normans win the Battle of Hastings? (Use **Source A** and recall.)

5

Sources B and **C** describe William, Duke of Normandy's actions after the Battle of Hastings.

Source B

London was the capital of England and William decided that he needed to show his power by controlling the city. William's advance to London took two months. His army stopped along the route in order to burn, steal and kill. In December he met the last remaining Saxon leaders close to London. He made them give in to his demands and allow him to enter the city.

Source C

William marched from Hastings through the south of England. He used the journey to show off his military strength. He ordered his soldiers to attack towns such as Dover and Canterbury and burn all the crops. His aim was to take control of London. At Berkhamstead he met the remaining English earls and forced them to surrender to him. He then travelled into London and was crowned King of England.

2. How far do **Sources B** and **C** agree about William, Duke of Normandy's actions after the Battle of Hastings?
3. Describe the support that David I gave to the church in Scotland.

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.

Sources A and **B** describe what happened when Emperor Alexius met the Crusaders.

Source A

Emperor Alexius was terrified when the Crusader army arrived at Constantinople in 1097. Fearing they would attack his city, Alexius refused to let the Crusaders inside and made the majority of them camp outside. When Hugh of Vermandois was shipwrecked Alexius agreed to give him supplies but only after he took an oath of loyalty. The Emperor's treatment of the Crusaders was so disrespectful that many of them left.

Source B

The Emperor treated the Crusaders with great honour and greeted them as if they were old friends. Even though he was extremely busy, the Emperor insisted on showing the Crusaders around the city and encouraged them to treat Constantinople as their home. The Emperor was very generous to the Crusaders and asked for nothing in return except friendship. The Crusaders believed that with the Emperor's help Jerusalem could be recaptured.

1. How far do **Sources A** and **B** disagree about the way Emperor Alexius treated the Crusaders at Constantinople? 4
2. Describe the capture and defence of Antioch. 5

Source C explains why the First Crusade was a success.

Source C

In 1100, Baldwin I succeeded his brother Godfrey and became King of Jerusalem. Baldwin immediately began building castles, allowing him to control vast areas of land across his kingdom. Despite having a very small army, Baldwin was keen to extend the Crusaders' territory and captured many key coastal cities. Within the first year of his reign, Baldwin had secured important trade routes ensuring the Crusaders had access to vital supplies. Baldwin also exploited Muslim disunity, making peace treaties with some Muslims and fighting against others.

3. Why was the First Crusade a success? (Use **Source C** and recall.) 5

[END OF CONTEXT 2]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

Sources A and **B** describe the effects of the Black Death on England.

Source A

One in three people died. If the same proportion of people killed by the Black Death in England were affected today then about 17 million people would die. Lords, who relied on their peasants to farm their land, became desperate. They were forced to pay more to keep each one on their land. The labour shortage meant that because they were in greater demand, some peasants left their own lords in search of higher pay elsewhere.

Source B

The disease killed about a third of the people and by 1350 the population of England had dropped dramatically from what it had been in 1315. Villages shrank in size or were simply abandoned. However, those peasants who survived it found their lives immeasurably improved. Those who worked were more scarce and therefore more valuable to landowners. Workers wages roughly doubled, while the fall in the population led to a big fall in the price of wheat.

1. How far do **Sources A** and **B** agree about the effects of the Black Death on England? 4

Source C explains why the Peasants' Revolt broke out in 1381.

Source C

In 1377 Richard II became King of England although he was only ten years old. His advisors immediately prompted him to increase taxes. Every adult, rich or poor, had to pay. In 1381 taxes increased again. Many poorer people tried to avoid paying. They were sick of taxes and the latest rise seemed very unfair. To make matters worse, wages were still controlled by law, but prices were not. It was time for a showdown and it came in 1381.

2. Why did the Peasants' Revolt break out in 1381? (Use **Source C** and recall.) 5
3. Describe the part played by Joan of Arc in reawakening French national pride. 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 explains why Columbus' voyages were important.

Source A

Although Portuguese explorers were brave and daring the routes they pioneered were to lands that were already known. When Columbus sailed west he discovered a "New World" that no-one in Europe knew existed. He failed to find the Spice Islands, but he discovered Hispaniola and the northern tip of Cuba. He claimed the new land for Spain which gave great prestige to the King and Queen of Spain who had paid for his voyage. His voyages inspired others to cross the Atlantic and eventually sail round the world.

1. Why were Columbus' voyages so important? (Use **Source A** and recall.)

5

Sources B and **C** are about the Conquistadors' defeat of the native peoples.

Source B

The Spaniards had to fight hard because the native soldiers outnumbered them so greatly. Spanish cannon and muskets killed many of the lightly clothed natives. Any who managed to get close to the armoured Spaniards were laid low by their steel sword blades. The Spaniards greatest weapon was their horses whose size and speed gave them a great advantage. There was no mercy shown by either side because so much was at stake.

Source C

The Conquistadors took full advantage of the quarrels that already existed between different New World tribes and leaders. The natives' unfamiliarity with horses also worked well for the Spaniards who used their horses to terrify them. Superior weapons' technology was very important however. Native weapons were made of wood and stone. The Spaniards used fine steel for their swords and armour. The natives had no protection from their cannon and lead shot.

2. How far do **Sources B** and **C** agree about the Conquistadors' defeat of the native peoples?
3. Describe the events of the voyages of Jacques Cartier.

4

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 complaints of the colonists about British rule.

5

Sources A and **B** are about the reasons why some colonists remained loyal to the British.

Source A

Although there were people from many different lands, most of the colonists were of British descent. By the 1770s, all sorts of farms and businesses were well established throughout the colonies and many colonists had become quite wealthy through trade with Britain. There was much debate in cities such as Philadelphia and New York about the war. Some Americans felt that the conflict was the fault of troublemakers. Many others still felt a great sense of loyalty to the King.

Source B

Some in the American colonies remained loyal to Britain during the course of the war. The loyalists tended to be wealthier colonists who felt that their wealth and power had increased under British control. King George III still commanded some respect among many colonists and they continued to give him their allegiance. The actions of British troops turned some colonists against the British. However, some colonists felt that these events were exaggerated by people who wanted to cause trouble.

2. How far do **Sources A** and **B** agree about the reasons why some colonists remained loyal to the British in the War of Independence?

4

Source C explains why the British surrender at Saratoga was a turning point in the war.

Source C

The British army under the command of General Burgoyne had been surrounded at Saratoga. The ceaseless fire was too much for Burgoyne’s army and they had to surrender. Although Burgoyne was allowed to return to Britain, his army were kept prisoners. Saratoga was a disaster for the British. Victory gave the American forces new heart. The American success at Saratoga also encouraged France and then Spain to enter the war. The British strategy had been to fight a short decisive war to crush the rebels. Following Saratoga, the British strategy lay in ruins.

3. Why was the British surrender at Saratoga a turning point in the war? (Use **Source C** 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 treatment of slaves on the Middle Passage.

5

Source A explains why resistance was difficult on the plantations.

Source A

Slaves attempted to resist their masters in many different ways. The mildest forms of resistance were doing a job slowly or badly. Other slaves ran away. However, on small islands it was difficult to stay free for long. Despite this, many slaves continued to look for any opportunity to gain their freedom. Many West Indian islands passed strict laws to deal with the problem of slave resistance. Slave hunters were offered large rewards to capture runaways. Captured slaves were subjected to brutal torture, or even put to death. This was a powerful warning to other slaves.

2. Why was resistance difficult on the West Indian plantations? (Use **Source A** and recall.)

5

Sources B and **C** are about the reasons why the abolitionist campaign was successful.

Source B

The campaign to abolish the slave trade won increasing public attention and growing public support in the late eighteenth century. Despite this, many MPs continued to support the trade. William Wilberforce emerged as the leader of the abolitionists in parliament. He made many eloquent speeches and began to convince a growing number of MPs to support the abolition of the slave trade. Outside parliament the abolitionists continued to collect and publish ever more shocking evidence about the horrible nature of the trade.

Source C

The bill to abolish the slave trade was finally passed by parliament in 1807. William Wilberforce had led the campaign inside parliament and he spoke out passionately about the evils of the slave trade. Many others campaigned outside parliament. The Society for the Abolition of the Slave Trade was very effective in gaining publicity for their cause. Many books were published detailing the horrors of the slave trade. Olaudah Equiano’s account of life as a slave helped to change the minds of many people about the slave trade.

3. How far do **Sources B** and **C** agree about the reasons why the abolitionist campaign was successful?

4

[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.

Sources A and **B** are about the complaints of French peasants in 1789.

Source A

We ask most respectfully that everyone in society, no matter who they are, pay taxes according to their wealth. In addition the people should be told what happens to the money raised in taxes—for example, how much goes to the army. The Estates General must realise that the land is growing less productive every year and that something must be done to make our lives easier.

Source B

Our soil is not as good at producing food as it used to be and harvests have been bad in recent years. The nobles and landlords grow rich from our work yet they pay no taxes. We pay taxes without understanding what they are being used for. We also ask the Estates General to reform the laws on hunting.

1. How far do **Sources A** and **B** agree about the complaints of French peasants in 1789? 4
2. Describe the ways in which the Legislative Assembly changed how France was governed in 1791. 5

Source C explains why Louis XVI was becoming increasingly unpopular in 1792.

Source C

Although Louis XVI had been allowed to keep his title as King he wanted to act as if the revolution had never happened. In fact, many people suspected that Louis was privately encouraging counter-revolution in France. He hoped Austria would win the coming war so that a French defeat would restore his royal authority. The people were shocked when their King tried to escape to Austria and he and his family were imprisoned in the Tuileries Palace when they were captured.

3. Why was Louis XVI becoming increasingly unpopular in 1792? (Use **Source C** and recall.) 5

[END OF CONTEXT 7]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

1. Describe the growth of nationalism in Italy between 1815 and 1848.

5

Source A explains why the 1848–1849 revolutions in Italy failed.

Source A

The revolutions of 1848–1849 failed mostly because of external factors. The Austrian army gathered reinforcements in the north which overpowered the revolutionaries under the command of Charles Albert. The leadership of Austrian generals like Radetzky was clearly superior to that of Charles Albert. Overall, the Italian nationalists who fought against Austria were not as well armed or trained. The French also had a role in the failure of the revolutions. The new Roman Republic was defeated by the French who had sent in troops to restore the Pope.

2. Why did the 1848–1849 revolutions in Italy fail? (Use **Source A** and recall.)

5

Sources B and **C** are about the contribution of Garibaldi to the unification of Italy.

Source B

Garibaldi was a leader who inspired great enthusiasm and devotion in the Italian masses. His own total devotion to the idea of national unity explained his actions and his influence over other nationalists. It became the driving obsession in his life. As a military leader he was a brilliant commander who was especially good at sizing up the situation. His conquest of the south was his most remarkable achievement.

Source C

One of the great masters of guerrilla warfare, Garibaldi was responsible for most of the military victories of the Risorgimento. As a man of the people he knew how to reach the masses with his message of patriotism. Garibaldi was not considered much of an intellectual, but his own belief in the idea of political unity sparked the first nationalist awareness in many of his fellow countrymen.

3. How far do **Sources B** and **C** agree about the contribution of Garibaldi to Italian unification?

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 explains why nationalism grew in Germany between 1815 and 1848.

Source A

In the run up to the 1850s nationalism within the German states was on the rise. The unification of the German states was helped by the German Confederation of 1815 which saw the states created by Napoleon stay as they were rather than return to 400 separate states. At this time, however the Liberals and Nationalists were disappointed that Germany was not more united and they began to spread ideas of national unity. These ideas were spread mostly by students and intellectuals, but also by German writers and poets who were proud to be German.

1. Why did nationalism grow in Germany between 1815 and 1848? (Use **Source A** and recall.)

5

Sources B and **C** are about the failures of the Frankfurt Parliament.

Source B

Frederick William went back on his promise of leading a new Germany. The rulers of the other 39 states could see little for themselves in a united Germany and maintained control over their own states by withdrawing from the Frankfurt Parliament. Other disagreements within the Parliament also led to its failure. They had failed to agree on what was to be achieved such as whether the new Germany should be a “klein” or “gross” Deutschland.

Source C

The Frankfurt Parliament, which was created after the 1848 revolutions, was riddled with problems. The delegates of the German states withdrew because they preferred to hold on to their own authority. This was made worse by the lack of a leader when Frederick William rejected the offer of becoming its leader. The biggest cause of disagreement came with the inability to decide on the “Kleindeutschland” or “Grossdeutschland” issue.

2. How far do **Sources B** and **C** agree about the failures of the Frankfurt Parliament?
3. Describe the events which led to Prussia’s victory over Austria in 1866.

4

5

[END OF CONTEXT 9]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

1. Describe the ways the Tsar kept control of Russia.

5

Sources A and **B** are about the failure of the 1905 revolution.

Source A

Bloody Sunday had sparked strikes, riots and demonstrations all over Russia. Tsar Nicolas then issued his October Manifesto which offered a constitution and the establishment of a Duma for Russia. Middle class liberals were bought off with this concession and stopped supporting the striking industrial workers. Peasants were later satisfied by the ending of redemption payments. In real terms however, the Tsar had not given away as much as it appeared.

Source B

Nicholas had been persuaded that he must make some concessions to restore order in the towns and the countryside. Ending the war with Japan was welcomed, though Russia was deeply humiliated by the defeat. Discontented peasants settled when they were promised an end to redemption payments for their land. The middle classes were satisfied by the announcement of a Duma. The workers were now isolated and were forced to call off the general strike.

2. How far do **Source A** and **Source B** agree about the reasons for the failure of the 1905 revolution?

4

Source C explains why the Provisional Government lost support by the autumn of 1917.

Source C

Kerensky began as a popular politician who was a member of the Soviet and the Provisional Government. However the Provisional Government still lacked respect in many people's eyes because it continued to delay the calling of elections to the Constituent Assembly. The unpopular war dragged on and the June Offensive was a dismal failure which left thousands dead. Although the July Days seemed to show the government could take effective action, the Kornilov Revolt demonstrated that the Provisional Government could not defend the revolution. Bolshevik slogans simply offered a better alternative.

3. Why did the Provisional Government lose support by the autumn of 1917? (Use **Source C** and recall.)

5

[END OF CONTEXT 10]

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

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

Source A explains why many black Americans moved from the South to the northern cities by the 1930s.

Source A

By the 1930s over half a million black people had moved from the rural South to the cities of the North hoping to escape poverty. A great population shift known as the “Great Migration” had taken place. Migrants often travelled north by train. Some wrote on the sides of their carriages “Bound for the Promised Land” because they believed they could live the American Dream in the North. They expected greater freedoms such as the opportunity to vote. They knew that jobs were available in the manufacturing, mining and meatpacking industries.

1. Why had many black Americans moved from the South to the northern cities by the 1930s? (Use **Source A** and recall.)

5

Sources B and **C** are about the effects of the Birmingham protest in May 1963.

Source B

The television cameras carried alarming images of violence in Birmingham around the world. The events upset President Kennedy deeply. He asked the American people on national television “Are we to say to each other that this is the land of the free except for Negroes?” Five days later an agreement was reached. The businessmen of Birmingham accepted almost all of the protesters demands. King had won another great victory.

Source C

President Kennedy said privately that the image of a huge police dog attacking an elderly woman made him feel “sick”. The news pictures of the confrontation between police and demonstrators shocked the world. The national outrage created by events in Birmingham pressured the city’s leaders into a comprehensive agreement to desegregate parks, libraries and other facilities and to hire black people to work in the city’s department stores.

2. How far do **Sources B** and **C** agree about the effects of the Birmingham protest in May 1963?
3. Describe the non-violent methods used by the Civil Rights Movement in the 1950s and 1960s to achieve their aims.

4

5

[END OF CONTEXT 11]

HISTORICAL STUDY: EUROPEAN AND WORLD

CONTEXT 12: THE ROAD TO WAR, 1933–1939

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

Source A explains why Britain and France thought that Germany was following an aggressive foreign policy by 1935.

Source A

Almost as soon as he became leader of Germany in 1933, Adolf Hitler declared that the Treaty of Versailles should be abolished. This was no surprise because Hitler's foreign policy had been set out in "*Mein Kampf*" as early as 1924. In 1933 Hitler withdrew Germany from the Disarmament Conference and later Germany left the League of Nations for good. Germany then signed a non-aggression pact with Poland, who had been an ally of France. The French Government came to rely increasingly on the Maginot Line for security.

1. Why did Britain and France think that Germany was following an aggressive foreign policy by 1935? (Use **Source A** and recall.) 5

Sources B and **C** are about the Anschluss with Austria.

Source B

Without warning, Germany has invaded Austria. Any intelligent person can see that Germany is now even more powerful and therefore is a greater threat to peace in Europe. The 1919 decision to forbid the union of Germany and Austria was the best way of limiting the aggressive ambitions of Germany. We have allowed Hitler to bully an independent country whose population has no love for Nazism.

Source C

It is clear that the Anschluss is popular among the Austrian people who are, after all, German in language and culture. The Versailles treaty, keeping Germany and Austria apart in 1919, was an evil act of revenge by Britain and France. This has at last been corrected by the union of both German nations. Therefore Europe can look forward to a period of stability and prosperity as Germany and Austria move into a better future.

2. How far do Sources **B** and **C** disagree about the Anschluss with Austria? 4
3. Describe the events of 1938 that led to Germany taking over the Sudetenland. 5

[END OF CONTEXT 12]

**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.

Sources A and **B** are about American actions in Europe after the Second World War.

Source A

The United States established the Marshall Plan to help European countries rebuild after the war. Many European countries were grateful for the financial assistance that came from America after the devastation of war. During the winter of 1948 American aircraft were involved in the Berlin Airlift which was needed to bring vital supplies to the people of the city after road and rail links were cut off. In the months following the airlift America decided that a new alliance, NATO, was needed to offer greater protection for the people of Europe.

Source B

The Soviets regarded the formation of NATO in 1949 as an aggressive act, and a clear threat to the security of the Soviet Union and its allies. Further American actions in Europe had also caused great concern and anger in the Soviet Union. The Marshall Plan was seen by the Soviet Union as a bribe to stop European countries from becoming communist. America was also behind the Berlin Airlift which was seen by the Soviets as an attempt to humiliate their leader, Stalin.

1. How far do **Sources A** and **B** disagree about the reasons for American involvement in Europe after the Second World War? 4

Source C explains why President Kennedy decided to take action over Cuba in 1962.

Source C

By the early 1960s many people in America had become convinced that their country was losing ground in the Cold War. President Kennedy was under pressure to appear stronger in his dealings with other powers. Fidel Castro had seized power in Cuba in 1959. There were fears that Castro would turn Cuba into a communist stronghold. In early 1962 American spy planes photographed missile bases being constructed on Cuba. Kennedy knew that he had to act. Kennedy was determined not to come off second best in a stand-off with the Soviet President Khrushchev.

2. Why did President Kennedy decide to take action over Cuba in 1962? (Use **Source C** and recall.) 5
3. Describe the steps taken to reduce tension between the superpowers during the 1960s and 1970s. 5

[END OF CONTEXT 13]

[END OF PART 3: EUROPEAN AND WORLD CONTEXTS]

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ACKNOWLEDGEMENT

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