

X044/10/01

NATIONAL
QUALIFICATIONS
2014

WEDNESDAY, 7 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 describes the problems faced by Henry II when he became king.

Source A

In 1170 Henry began an investigation into the way the law was enforced across England. Henry discovered that many sheriffs were corrupt, accepting bribes and keeping fines for themselves. Henry sacked twenty of the worst sheriffs and replaced them with men he could trust. Next, Henry introduced the Assize of Northampton. He hoped by doing this he would stop barons stealing land and increasing their power.

1. Describe the problems faced by Henry II when he became king in 1154. (Use **Source A** and recall.)

3

Source B explains why knights were important in medieval times.

Source B

Knights in medieval times took the Code of Chivalry very seriously. As part of their vow to God, knights promised to protect the Church and often went on Crusade. During times of conflict, knights were expected to protect the weak, making sure the young, old and sick were safe. Although knights spent much of their time travelling to tournaments, they often returned home to act as members of a jury and to uphold the king's laws.

2. Why were knights important in medieval times? (Use **Source B** and recall.)

4

Source C describes the role of a priest in medieval times.

Source C

The church in medieval times was one of the most important buildings in the village. Every Sunday, villagers gathered to listen to the priest who offered comfort and support during hard times. Although priests were often uneducated, they spent each service explaining the Bible and teaching villagers how to be good Christians. Priests also enforced the Church's laws, making sure Holy Days remained special and that only fish was eaten on a Friday.

3. Describe the role of a priest in medieval times. (Use **Source C** and recall.)

4

Source D was drawn by an English artist in the twelfth century.

Source D



4. How useful is **Source D** 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**

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

Source A is about the Succession Crisis in Scotland.

Source A

King Alexander III knew that he needed to leave a son to follow him as king. His last son died and, after that, his only close relation was his grand-daughter, the Maid of Norway, but there were problems because she was a girl. King Alexander then re-married and hoped to have more sons. Two distant cousins, John Balliol and Robert Bruce both thought that they should be next-in-line to become king.

1. Describe the Succession Crisis in Scotland. (Use **Source A** and recall.)

4

Source B is part of a letter from King John Balliol to King Edward written in 1296.

Source B

You have come into my kingdom with a vast number of soldiers and have brutally carried out acts of murder and burning. You have done great harm to my subjects. I cannot endure these wrongdoings any longer and I cannot remain as your subject. As a result, I am cancelling the homage which you forced me to do to you.

2. How useful is **Source B** as evidence about why King John Balliol turned against King Edward?

4

Source C explains why William Wallace was defeated at the Battle of Falkirk.

Source C

Wallace did not want to fight King Edward's army. He retreated when the English advanced but King Edward caught up with him at Falkirk. Wallace was heavily outnumbered but he chose a battlefield to suit his schiltrons. He had taught the Scots how to fight in this formation. However, when King Edward attacked, the Scottish cavalry fled. Without their protection English bowmen easily killed the men in the schiltrons.

3. Why was William Wallace defeated at the Battle of Falkirk? (Use **Source C** and recall.)

4

Source D is about how Robert Bruce won control over Scotland.

Source D

Robert Bruce always thought that he should be King of Scots because his grandfather had been cheated by King Edward. He had serious opponents in Scotland and in 1306 he murdered their leader, John Comyn, at Greyfriars Kirk in Dumfries. King Edward said that was sacrilege. Bruce took many years to capture the castles in Scotland from their English garrisons.

4. Describe how Robert Bruce won control over Scotland. (Use **Source D** and recall.)

3

[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 describes “The Rough Wooing” between 1544 and 1548.

Source A

Henry VIII was determined to punish the Scots for breaking the Treaty of Greenwich. In May 1544, an English army spent two days burning Edinburgh and all the villages close to it. That was not enough to persuade the Scots to allow Mary to marry Henry VIII's son, Prince Edward. English armies returned in November to burn the Border Abbeys. They also destroyed the freshly-harvested crops.

1. Describe what happened during the “Rough Wooing” between 1544 and 1548. (Use **Source A** and recall.)

4

Source B was written by John Knox in 1560.

Source B

It is the right of the people in each and every congregation in the Church of Scotland to elect their own minister. It is wrong for any person to be sent to a congregation against his will. Every individual member of a congregation must have their own vote to elect the minister for their congregation.

2. How useful is **Source B** as evidence about how John Knox wanted the church to be organised?

4

Source C explains why Riccio was murdered.

Source C

Riccio came to Scotland in 1561 with the ambassador from Savoy. Mary first employed him as a musician and then, in 1564, to write letters to France for her. He quickly gained her trust which made the Scottish nobles jealous. They persuaded Darnley that Riccio was advising Mary not to make him “King of Scots” so Darnley developed a great hatred of Riccio. There were even stories that Riccio was a spy sent by the Pope.

3. Why was Riccio murdered? (Use **Source C** and recall.)

4

Source D describes how Mary, Queen of Scots, was treated while she was in England.

Source D

Mary, Queen of Scots, probably expected help and support from Queen Elizabeth. Instead, she was kept in England and treated like a prisoner. Mary wrote to Elizabeth to complain about her treatment. Queen Elizabeth also arranged an investigation of Mary’s rule in Scotland and whether she was involved in the death of her husband, Darnley.

4. Describe how Mary, Queen of Scots, was treated while she was in England. (Use **Source D** and recall.)

3

[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 explains why Scotland had become a poorer country by 1700.

Source A

Perched on the edge of Europe, Scotland had never been a rich country but it had become much poorer by 1700. The harvests had failed for several years in a row and there was not enough food for people to eat. Landowners had no money because people could not afford to pay their rents. In towns, businessmen and merchants were badly affected by England’s wars against France.

1. Why had Scotland become a poorer country by 1700? (Use **Source A** and recall.) 4

Source B describes the ways in which the Scots showed their unhappiness with Queen Anne’s government in London.

Source B

The early 1700s was a difficult time for Queen Anne’s government in Scotland. The Scots refused to pay taxes which left the government short of money. The Scots then put more pressure on London. Their Parliament gave them permission to trade with France even although Queen Anne’s government said that Scotland and France were at war.

2. In what ways did the Scots show their unhappiness with Queen Anne’s government in London? (Use **Source B** and recall.) 3

Source C describes how some Scots showed their opposition to the Treaty of Union.

Source C

It did not take long for opposition to a Union to become obvious in Scotland. Ministers of the Church of Scotland spoke out against it in public. In some places the opposition was so fierce that riots took place and soldiers had to come to restore law and order. In Edinburgh, opponents of the Union roamed the streets and attacked the homes of leading supporters of the Union.

3. In what ways did some Scots show their opposition to the Treaty of Union?
(Use **Source C** and recall.)

4

Source D was written by a Jacobite in December, 1715.

Source D

The Earl of Mar announced that he had taken up arms by order of his true ruler, King James. He pointed out all the hardships Scotland had endured since the passing of the Treaty of Union. He told us he was acting to free Scots from this suffering. By the beginning of October, we had gathered an army.

4. How useful is **Source D** as evidence about Jacobite opposition to the Union in 1715?

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 describes the factors which made Scotland attractive to Irish immigrants.

Source A

Farms were most busy at harvest time and good money could be made by those who were prepared to travel around Scotland to gather in the various crops. At a time when every member of the family had to work for a living, there was plenty of employment for men, women and children.

1. Describe the factors which made Scotland attractive to Irish immigrants. (Use **Source A** and recall.)

3

Source B is part of a letter from an Irish immigrant in 1840.

Source B

Many of us live near the church and I am glad of this for the priest is a kind and helpful man. Even though Father O'Brien is not from Galway I can understand him very well. He found me a place to sleep in a rooming house and told me where to look for work.

2. How useful is **Source B** as evidence of the importance of the Catholic Church for Irish immigrants?

4

Source C describes ways in which Scots were persuaded to emigrate.

Source C

The countries of the Empire sent agents to persuade Scots to emigrate. Scottish farmers who had some money to invest were in great demand and for this reason cheap or even free land was offered to encourage them. Many lowland Scots who wanted a new life could attend the meetings held in towns and cities where they were only told of the positive side of emigration.

3. Describe the ways in which Scots were persuaded to emigrate. (Use **Source C** and recall.)

4

Source D explains why it was easy for Scots emigrants to settle in their new homelands.

Source D

English was spoken by almost everyone in many countries of the Empire. In addition, the way of life was not very much different from that in Scotland. The culture of the native people in countries such as Canada and Australia was usually ignored completely. It was often the case that Scottish emigrants joined communities of Scots who had emigrated earlier and gave help and quickly made them feel at home.

4. Why was it easy for Scots emigrants to settle in their new homelands? (Use **Source D** and recall.)

4

[END OF CONTEXT 5]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

Source A explains why the Liberal Government of 1906-1914 introduced reforms to help the poor.

Source A

In the early 1900s, it was becoming clear that government action was needed to help the poor. People were worried that the Empire could not be defended properly if the country's soldiers were unfit. Britain could not remain an efficient industrial nation if the workforce was not properly taken care of. Many poor working class men had been given the vote. As a result, each political party competed to win their votes by promising to meet their needs.

1. Why did the Liberal Government of 1906-1914 introduce reforms to help the poor? (Use **Source A** and recall.)

4

Source B is from a Liberal Government poster from 1909 about the new Children's Act.

Source B

Parents or other persons having the charge of children could be fined or face other penalties if they:

1. Leave a child under the age of 7 in a room with a fire without a fireguard
2. Take or send a child under the age of 14 into the drinking bar of a public house.

2. How useful is **Source B** as evidence of what the Liberal Government 1906-1914 did to help children?

4

Source C describes what the government did to meet the needs of the people during the Second World War.

Source C

The bombing of civilian houses left thousands of people dead, injured or homeless. Emergency medical assistance was given to victims free of charge. Also, the government would help to re-house bombing victims. Some financial support was also given to people to replace their belongings. The horrors of war ensured that the government took responsibility for the welfare of those who needed it, no matter if they were rich or poor.

3. Describe what the government did to meet the needs of the people during the Second World War. (Use **Source C** and recall.)

4

Source D describes the ways the Labour Government of 1945-1951 helped everyone from “the cradle to the grave”.

Source D

The Labour Government provided assistance for those living in poor conditions by starting a house building programme and getting rid of slum housing. To help those living beneath the poverty line, financial help was given through the National Insurance scheme and National Assistance Board. The Labour Government went on to provide help for everyone from the “cradle to the grave”.

4. Describe the ways the Labour Government of 1945-1951 helped everyone from the “cradle to the grave”. (Use **Source D** and recall.)

3

[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 describes ways women's lives improved between 1918 and 1939.

Source A

In 1919, Parliament passed an act making it illegal to keep women out of some professions, such as being solicitors and architects, just because they were women. Nursing, a job mainly done by women, was raised to the status of a profession. In 1923 and 1925 other new laws gave women the same rights as men if they divorced. The years after the First World War saw the status of women raised in many ways in Scotland.

1. In what ways did women's lives improve between 1918 and 1939? (Use **Source A** and recall.)

4

Source B is written by a shipyard worker in Clydebank in the 1930s.

Source B

I was on the dole for almost three years until work started up at John Brown's yard again in 1934. I had just been left hanging around without hope. Then there was work for thousands of skilled men like me. The whole town got a lift from building the *Queen Mary*. There was new hope again.

2. How useful is **Source B** as evidence of the effects of unemployment in the 1930s?

4

Source C describes the attractions of dancing between the wars.

Source C

For a time dancing was as popular as cinema with young Scots. It was a great opportunity to try out a range of popular dances such as a waltz or a tango. In the cities, the popular dance halls put on famous big bands who would play American music. Huge crowds would go. The Barrowland Ballroom in Glasgow held up to 2000 people.

3. In what ways was dancing attractive between the wars? (Use **Source C** and recall.) 3

Source D explains the changes to women's working lives during the Second World War.

Source D

When war broke out in 1939, many women who worked in domestic service left to take up better paid war work, like they had in the First World War. However, the government needed many more workers so conscription of all single women without children began in 1941. The government decided that these women could be sent to work anywhere in Britain whether they liked it or not. Government propaganda made it sound important and exciting.

4. Why did many women's working lives change during the Second World War? (Use **Source D** and recall.) 4

[END OF CONTEXT 7]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

Source A describes the 1914 Curragh Mutiny.

Source A

The government feared there would be violence if the Home Rule Bill became law and so began organising the army to stop any protests. Army officers at the Curragh were asked if they would deal with the protestors. The officers refused. Many of them had homes in Ulster and were against the Home Rule Bill.

1. Describe the 1914 Curragh Mutiny. (Use **Source A** and recall.)

3

Source B was written by a rebel in 1916.

Source B

We followed James Connelly to the gates of Dublin Castle. Just as we were about to go in, a police sergeant came out and blocked our path. Connelly shot the sergeant and shouted at us to attack. Quick as a flash the castle gates were closed. Before we knew it we were being fired at. We stood no chance so took cover in a deserted building.

2. How useful is **Source B** as evidence of the reasons for the failure of the Easter Rising?

4

Source C explains why Sinn Fein became popular after 1916.

Source C

After 1916 the majority of Irish people turned against Home Rule. For the first time voters began to listen to Sinn Fein because they shared their views that Ireland should be independent. In 1917, the British government released the Easter Rising rebels from prison. This was a mistake. Many of the rebels became Sinn Fein candidates. Their success in local by-elections encouraged more people to support them.

3. Why did Sinn Fein become more popular after 1916? (Use **Source C** and recall.)

4

Source D describes what happened during the Irish Civil War.

Source D

Using artillery lent by the British army, the Free Staters attacked the Four Courts. Within nine days the Republicans were defeated in Dublin. Despite this, any hope that peace could be agreed quickly disappeared. The Republicans continued their campaign of violence in the countryside attacking Free Staters where they could. Irishmen who had fought together against the British only a year before were now bitter enemies.

4. Describe what happened during the Irish Civil War. (Use **Source D** and recall.)

4

[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 was written by a servant of William of Normandy in 1070.

Source A

Harold broke the oath he had taken to support William's rightful claim to the throne. With the help of only a few supporters he seized the throne on the very day of Edward's funeral when all the people were mourning their loss. Harold was illegally crowned by Stigand of Canterbury, who had been excommunicated by the Pope.

1. How useful is **Source A** as evidence about William's right to the throne?

4

Source B describes the effects of castle building on the people in England.

Source B

These fortifications which the Normans called castles were hardly known of in England. Castles made it very difficult for the English to put up any resistance. King William ordered castles to be built by people living nearby which was a great hardship for the poor.

2. Describe the effects of castle building on the English people. (Use **Source B** and recall.)

3

Source C explains why many abbeys and monasteries were built in Scotland during the reign of David I.

Source C

King David was very religious. He wanted to continue the good works of his saintly mother, Queen Margaret. From the start of his reign, he set about building new abbeys and monasteries. Much of the wealth that David gained from his burghs was spent on these great new projects. The kingdom was alive with a new spirit and the work was carried on by the kings that followed.

3. Why were many abbeys and monasteries built in Scotland during the reign of David I? (Use **Source C** and recall.)

4

Source D describes the terms of the charter given by King David I to Robert de Brus in 1124.

Source D

David, by the grace of God, King of the Scots, does hereby give to his faithful servant, Robert de Brus, all the lands of Annandale. He is also granted the castle of Lochmaben which is to be the centre of the Lordship. In return Robert will provide ten knights fully armed and each with a good horse to fight in the army of the king when called upon to do so.

4. Describe the terms of the charter given by King David to Robert de Brus in 1124. (Use **Source D** and recall.)

4

[END OF CONTEXT 1]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

Source A explains why people went on the First Crusade.

Source A

Some knights agreed to go to Jerusalem because they wanted glory and adventure. Others, forbidden from fighting in Europe, wanted the chance to use their military skills in battle. As going on crusade was expensive, most knights sold everything they owned and vowed never to return home. Knights such as Bohemond hoped to use the opportunity to grow rich by seizing land. Few knights understood how difficult their journey was going to be.

1. Why did people go on the First Crusade? (Use **Source A** and recall.)

4

Source B describes what happened on the People's Crusade.

Source B

The People's Crusade set out almost immediately after the Pope's speech at Clermont. Inexperienced and badly prepared, the Crusaders lost their way and quickly used up all their supplies. Against the orders of Peter the Hermit, some Crusaders began to attack local communities and steal from them. By the time the Crusaders reached Constantinople they had begun to argue amongst themselves and were no longer working together.

2. Describe what happened on the People's Crusade. (Use **Source B** and recall.)

4

Source C describes what happened when the Crusaders fought Kerbogha's army at Antioch.

Source C

The Crusaders were outnumbered and half-starving when they met Kerbogha's army outside Antioch. Kerbogha did not believe the Crusaders could win and so decided not to attack them straight away. This was a terrible error. The Crusaders quickly organised themselves and charged at Kerbogha's army. Kerbogha realised his attempt to seize Antioch for himself was over.

3. Describe what happened when the Crusaders fought Kerbogha's army at Antioch. (Use **Source C** and recall.)

3

Source D was written by a Chronicler in 1100.

Source D

When Godfrey was chosen as ruler of Jerusalem, life changed for the better in the East. Godfrey immediately stopped the Crusaders from fighting amongst themselves and encouraged them to unite against the enemy. Next Godfrey began to deal with the problems facing the Latin States. He ordered that castles be built in key areas and that knights be recruited from Europe.

4. How useful is **Source D** as evidence of Godfrey's reign as ruler of Jerusalem?

4

[END OF CONTEXT 2]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

Source A explains why England went to war with France in 1337.

Source A

Edward III was prepared to fight to hold on to his lands in France. Also Edward III's mother was a French princess. This allowed him to claim that he was the rightful king of France. Some English merchants supported a war against France because they were annoyed by the way the French had stopped cloth merchants in Flanders from buying English wool.

1. Why did England go to war with France in 1337? (Use **Source A** and recall.)

4

Source B describes the effects of the Black Death on England.

Source B

There was a shortage of labour because so many people, particularly peasants, had died of the disease. Many farm animals also died due to the lack of shepherds and other farm workers. Lords who relied on their peasants to farm their land became desperate. They were forced to pay more to each peasant worker. Wages rose so much that peasants became much better off.

2. Describe the effects of the Black Death on England. (Use **Source B** and recall.)

4

Source C describes the actions taken by King Richard II to defeat the Peasants' Revolt.

Source C

The King was determined to end this challenge to his rule. He sent out his messengers to round up all of those who had led the peasants. Gallows were set up all around the city of London and other cities to put people off joining the revolt. And so this wicked revolt ended.

3. Describe the actions taken by King Richard II to defeat the Peasants' Revolt. (Use **Source C** and recall.)

3

Source D was written by Joan of Arc's servant in 1429.

Source D

France was a ruin. Half of it belonged to England. Then came Joan to confront the enemy which had ravaged France for three generations. She began the briefest and most astonishing campaign. At Orleans she struck a staggering blow. At Patay, two thousand English were killed. With her little hand she struck down the enemy.

4. How useful is **Source D** as evidence about Joan of Arc's fight against the English?

4

[END OF CONTEXT 3]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

Source A is from the journal of a Portuguese captain, published in 1483.

Source A

In our voyage down the coast of Africa we never lost sight of land yet kept it at a safe distance. We carefully observed the sun above the horizon and so held a southerly course. When we arrived at the Rio del Oro we noted the four stars in the form of a cross that lie directly south.

1. How useful is **Source A** as evidence of methods of navigation in the 15th century?

4

Source B is about the voyage of Christopher Columbus in 1492.

Source B

Columbus had the backing of the King and Queen of Spain to attempt an Atlantic crossing. He set off from Palos in August 1492 with three ships and landed first in the Canaries to take on water and supplies. He then sailed due west into the unknown ocean. It was important that everyone kept watch for a sight of land. After 33 days sailing they landed on San Salvador in the Bahamas and claimed it for Spain.

2. Describe the events of Columbus' voyage in 1492. (Use **Source B** and recall.)

4

Source C explains why the voyage of Vasco da Gama was successful.

Source C

When Vasco da Gama returned to Lisbon in 1499 he had lost two ships and the voyage had taken two years. He had made a bad impression on the rulers of the Kingdoms he had visited. However he had weakened the Venetian grip on the spice trade from India to Europe. His voyage enabled the Portuguese to set up trading posts in Persia and India. The king rewarded him well with wealth and a title.

3. Why was the voyage of Vasco da Gama successful? (Use **Source C** and recall.)

4

Source D is about the ways Europe benefited from the discovery of the Americas.

Source D

The Voyages of Discovery had begun as a way to get wealth and bring eastern spices to Europe more cheaply. However Europe gained other benefits from the New World. New foods such as tomatoes and chillies were introduced to Europe. Chocolate used by Aztec priests was brought back from Mexico to Spain and became a fashionable drink. In exchange, Europeans introduced horses to the Americas.

4. In what ways did Europe benefit from the discovery of the Americas? (Use **Source D** and recall.)

3

[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 from a letter written by George Washington in 1769.

Source A

Our masters in Great Britain will be satisfied with nothing less than denying Americans our freedom. It seems necessary that something should be done to maintain our liberty. But how we should do this is the question. We should not hesitate to use arms in defence of our freedom. This, however, should be a last resort when everything else has failed.

1. How useful is **Source A** as evidence of the colonists’ attitude to British rule?

4

Source B is about the Boston Massacre in 1770.

Source B

Tension had been building in Boston for some time. However, on the 5th March 1770 things got totally out of control. A group of angry colonists began shouting and throwing rocks at some British soldiers outside the Custom House. They were there to protect tax money that had been collected from the colonists. In the chaos that followed the Redcoats panicked and opened fire.

2. Describe what happened during the Boston Massacre in 1770. (Use **Source B** and recall.)

3

Source C explains why the British army failed to defeat the colonists.

Source C

The British army had a great reputation. They wore red coats, white breeches and tall felt hats. However, their uniforms were not suitable for the conditions in America. When the war started the British only had around 8000 soldiers in America so they had to rely on foreign soldiers. The war was fought far away from Britain. This made it very difficult for the British government to communicate with its generals in America.

3. Why did the British army fail to defeat the colonists? (Use **Source C** and recall.)

4

Source D is about the British defeat at Yorktown and the end of the war.

Source D

The end of the war came with the Battle of Yorktown in 1781. American soldiers, helped by French soldiers, surrounded the British troops there. Guns fired and cannons roared for days on end. Finally they stopped. The American forces watched as an English drummer boy climbed on top of a hill. He beat his drum. An officer stood beside him waving a white handkerchief. The British were surrendering. America had finally won its independence.

4. Describe the events which led to the British defeat at Yorktown and the end of the war. (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 is about the treatment of slaves who had been captured in Africa.

Source A

Captured slaves were usually collected by traders at markets and they were then forced to march to the coast. This sometimes meant a journey of hundreds of miles. The slave traders had often built forts on the coast and slaves would be held there as prisoners in terrible conditions. These slaves were destined for plantations in America or the West Indies.

1. Describe how slaves were treated after they had been captured in Africa. (Use **Source A** and recall.)

3

Source B was written by a traveller who visited a plantation in the West Indies in 1785.

Source B

I saw about a hundred men and women of different ages, all occupied in digging ditches in a cane field. The majority of them were naked or covered in rags. The sun shone down with full force on their heads. They were all exhausted, but the hour of rest had not come. Several foremen armed with large whips moved among them, lashing those who tried to take a rest.

2. How useful is **Source B** as evidence about working conditions for slaves on the plantations?

4

Source C describes the methods used by the abolitionists to bring about the end of the slave trade.

Source C

Thomas Clarkson was a member of the Society for the Abolition of the Slave Trade. He visited British ports and collected evidence about the cruelty of the slave trade. On one occasion he was attacked by supporters of the slave trade. Public meetings and petitions were also used by the abolitionists to win support. Olaudah Equiano, a former slave, toured the country and spoke out against the slave trade.

3. Describe the methods used by the abolitionists to bring about the end of the slave trade. (Use **Source C** and recall.)

4

Source D explains why it took so long to abolish the slave trade.

Source D

The slave trade had many important supporters such as the plantation owners and the merchants who bought their goods. There were many debates in parliament about slavery. Many MPs continued to defend the slave trade. They believed that the slave trade helped to make Britain wealthy and powerful. It was not until 1807, with the support of a new government, that the slave trade in the British Empire was eventually abolished.

4. Why did it take so long to abolish the slave trade? (Use **Source D** and recall.)

4

[END OF CONTEXT 6]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

Source A explains why the Estates General demanded reforms in 1789.

Source A

The Estates General was flooded with suggestions for reform from all over France. The peasants felt like slaves because they were forced to work on the roads when the land owners ordered them to. Others complained about a system of justice in which the king could lock people up without a fair trial. Most French people believed that it was wrong for the king to have complete control over the country.

1. Why did the Estates General demand reforms in 1789? (Use **Source A** and recall.)

4

Source B shows the March on Versailles in 1789.

Source B

2. Describe the March on Versailles in 1789. (Use **Source B** and recall.)

3

Source C is from a speech by a revolutionary at the trial of Louis XVI in 1792.

Source C

There is no need for a trial for such an evil tyrant. Louis wanted to punish his own people only because they demanded their rights. When a ruler acts like this he has given up his own rights to a trial. The people have the right to demand his death as a punishment for his crimes.

3. How useful is **Source C** as evidence of the trial of Louis XVI?

4

Source D describes Robespierre's fall from power in 1794.

Source D

Robespierre's Terror had given him a tight grip over the people of France. However, many of his supporters became afraid of him after he made a speech which demanded even more executions in July 1794. Now many leading revolutionaries decided that it was time to get rid of him. Robespierre's enemies gained control of the National Convention which took away his power. Most French people were relieved by this.

4. Describe Robespierre's fall from power in 1794. (Use **Source D** and recall.)

4

[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 is about difficulties facing minorities in Russia before the First World War.

Source A

There were around 7 million Jews in the Russian Empire, mainly in the west of the country. Jews had in fact been living in Russia for over 2000 years but the Tsar did not like them and encouraged the Orthodox Church to force them to give up their religion and become Orthodox Christians. They also suffered vicious attacks known as pogroms.

1. Describe the difficulties facing minorities in Russia before the First World War. (Use **Source A** and recall.)

3

Source B is about the problems facing the Tsar in 1905.

Source B

In 1904 Russia had gone to war with Japan over a dispute about the Trans-Siberian Railway. As Japan was small, Russia expected to win easily but by 1905 the war against Japan had gone badly and the Russian people blamed the Tsar. In St Petersburg, the Tsar's troops fired on a demonstration of unhappy workers who tried to petition the Tsar, causing great bitterness against him. Strikes and riots spread all over Russia.

2. Describe the problems facing the Tsar in 1905. (Use **Source B** and recall.)

4

Source C is from a letter written by Lenin to the Bolsheviks in October 1917.

Source C

The situation is critical. It is absolutely clear that to delay now will be fatal. I am instructing my comrades with all my heart and strength to realise that everything now hangs by a thread. We must, at all costs, arrest the Government tonight. We must not wait or we will lose everything! History will not forgive us for delaying.

3. How useful is **Source C** as evidence about Lenin's leadership of the revolution? **4**

Source D explains why the Reds won the Civil War.

Source D

Although the Reds came close to losing the Civil War, by early 1921 they had defeated the Whites. Trotsky's leadership played a big part because he boosted morale among the Red Army soldiers. The Reds controlled the central area of Russia and this allowed them to use the railways to move troops and supplies easily. Both sides depended on getting food from the peasants. The Reds had the help of the Cheka to collect their grain.

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

[END OF CONTEXT 8]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

Source A explains why many black Americans feared the Ku Klux Klan in the 1920s.

Source A

The KKK would use extreme violence against black people who stood up for themselves. Klan members were rarely caught and punished for their crimes because most senior law officers in the South were sympathetic towards the aims of the Klan. Even whites who had contacts with black people were frightened of the KKK. When the NAACP asked the government for new laws to combat KKK violence they received no help.

1. Why did many black Americans fear the Ku Klux Klan in the 1920s? (Use **Source A** and recall.)

4

Source B is about the Supreme Court decision to end segregation in schools in 1954.

Source B

The NAACP helped Linda Brown's father take her case to the highest court in the land - the Supreme Court. They won the case. However, the final decision of the Supreme Court went further than this. It demanded that all children should be allowed to enter state schools on equal terms. However, some of the Southern states chose to oppose the court's decision.

2. Describe the results of the Supreme Court decision to end segregation in schools in 1954. (Use **Source B** and recall.)

4

Source C describes the March on Washington in 1963. It was written by one of the marchers.

Source C

When Dr King came to the microphone there was thunderous applause. He did not expect the tremendous response he got to his "I Have A Dream" speech. When he had finished some of us began to sing 'We shall overcome'. It was a moment of defiance. It helped to make the whole day a tremendous success.

3. How useful is **Source C** as evidence of the success of the March on Washington?

4

Source D describes what Malcolm X said black Americans needed to do to win Civil Rights.

Source D

Malcolm X aimed his message at the large numbers of African Americans who lived in the slums of America's large cities. He said that African Americans would have to use any means necessary to tackle racism. He said that the demands of African Americans would only be taken seriously if they took pride in their race and colour.

4. Describe what Malcolm X said black Americans needed to do to win Civil Rights. (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 is from a Nazi school book written in the 1930s.

Source A

For many centuries the Germans defended Europe against invaders from eastern Europe and Asia. This proves the superiority of our race. The history of human beings is the story of the struggle between the various races. It is important that the Aryan race remains pure to spread German culture and civilisation everywhere.

1. How useful is **Source A** as evidence of Nazi ideas on race?

4

Source B describes Germany's actions by 1936 that worried Britain and France.

Source B

Britain and France noticed that from 1933 onwards Germany's policies were beginning to change. When Hitler removed Germany from the League of Nations it looked as if Germany was preparing for a fight. Germany's treaty with Poland meant that France lost a valuable ally in Eastern Europe. When Germany reoccupied the Rhineland in 1936 it made it easier for them to attack France and Britain might have to go to war.

2. Describe Germany's actions by 1936 that worried Britain and France. (Use **Source B** and recall.)

4

Source C explains why Hitler wanted to take over Austria in 1938.

Source C

Adolf Hitler had become involved in German politics after the First World War but he was Austrian and therefore wanted Austria to be part of the German nation. The Austrian Empire had dominated south east Europe. Hitler was determined to spread German power into that area by controlling Austria. Hungary and Austria had been partners in the past and Hitler was eager to have Hungary as an ally in case of war.

3. Why did Hitler want to take over Austria in 1938? (Use **Source C** and recall.)

4

Source D describes the ways in which Britain appeased Germany in the 1930s.

Source D

Some people in Britain believed that only a strong Germany could protect Europe from Communism and therefore they did not want to stop her from breaking the Treaty of Versailles. Most British people did not want to fight another war. They were relieved when the British Government allowed Germany to take the Sudetenland away from Czechoslovakia.

4. Describe the ways in which Britain appeased Germany in the 1930s? (Use **Source D** and recall.)

3

[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 is about the events which led to the outbreak of a Cold War by 1949.

Source A

During the war the Soviet Union and the USA had formed an alliance to defeat Germany. However, they fell out when the Americans used an atomic bomb against Japan. They also disagreed about what should happen in Europe at the end of the war. Winston Churchill made a speech in which he said that the Soviet Union had drawn an iron curtain across Europe. This criticism made the Soviets very angry.

1. Describe the events which led to the outbreak of a Cold War by 1949. (Use **Source A** and recall.)

3

Source B is a statement by the Communist government of East Germany in 1961.

Source B

We have been left with no option but to construct a barrier in Berlin. No other part of the world has as many spies as West Berlin. These spies are smuggling secret agents into East Germany through Berlin. They are disrupting our way of life. They are encouraging riots and demonstrations. This cannot be allowed to continue.

2. How useful is **Source B** as evidence about the building of the Berlin Wall in 1961?

4

Source C explains why there was a crisis over Cuba by 1962.

Source C

Fidel Castro angered America by taking over American companies based in Cuba. Castro also declared that he was a communist and he made trade agreements with the Soviet Union. America had only recently elected a new president and many thought that he did not have the experience to stand up to the Soviet Union. When a U2 spy plane took photographs of missile bases being built on Cuba, President Kennedy knew that action had to be taken.

3. Why was there a crisis over Cuba by 1962? (Use **Source C** and recall.)

4

Source D is about American tactics in Vietnam.

Source D

In the late 1950s the Americans began to send military advisors to help the South Vietnamese to fight against the Vietcong. In 1964 the USA accused the North Vietnamese of attacking one of its warships in the Gulf of Tonkin and this led to a change in American tactics. Giant B-52 bomber planes were used to destroy targets in North Vietnam. The number of US troops in Vietnam also grew rapidly, reaching 380,000 by 1966.

4. Describe the tactics used by the Americans in Vietnam. (Use **Source D** and recall.)

4

[END OF CONTEXT 11]

[END OF PART 2: EUROPEAN AND WORLD CONTEXTS]

[END OF QUESTION PAPER]

ACKNOWLEDGEMENTS

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