

X044/10/01

NATIONAL TUESDAY, 14 MAY
QUALIFICATIONS 9.00 AM – 10.30 AM
2013

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

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

Part 2: European and World

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

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



PART 1:

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

Source A was written by a chronicler in the twelfth century.

Source A

Henry's first act as king was to abolish the barons' private armies. Even barons who had supported Henry's mother Matilda in the civil war had to obey the king's orders. Henry viciously attacked anyone who rebelled against him. The Earl of York lost Scarborough Castle as well as his private army because he did not listen to the king.

1. How useful is **Source A** as evidence of how Henry II dealt with the barons when he became king?

4

Source B describes the way castles changed during the reign of Henry II.

Source B

When Henry II strengthened his castles he thought about comfort as well as protection. The stone keep at Newcastle had individual rooms built into its walls and several fireplaces to keep it warm during the winter. Although it was very expensive and took a long time to build, Henry insisted that his castles include lavatories and pipes which carried water from the well to the tower.

2. In what ways did castles change during the reign of Henry II? (Use **Source B** and recall.)

3

Source C describes the life of a monk in the twelfth century.

Source C

Monks often slept in their clothes so that they were ready to attend services in the middle of the night. In order to keep everyone awake in church, one of the monks would shine a candle on those who had fallen asleep. Monks spent hours praying and singing before the service was over. Afterwards, the monks met at the chapter-house. There the abbot gave them their work for the day including gardening and sheep-rearing.

3. Describe the life of a monk in the twelfth century. (Use **Source C** and recall.)

4

Source D explains the quarrel between Henry II and Archbishop Becket.

Source D

Henry was outraged when Becket defended the rights of Criminous Clerks. The two men had been friends for years and Henry had hoped that his problems with the Church would end once he appointed Becket as Archbishop. The crisis grew worse when Becket told Henry he intended to obey God's laws before obeying the king's law. Henry called a meeting to settle the dispute but Becket refused to limit his own power over the Church.

4. Why did Henry II and Archbishop Becket quarrel? (Use **Source D** and recall.)

4

[END OF CONTEXT 1]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

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

Source A

When the Maid of Norway was named heir to Alexander III, many nobles believed females could not be rulers. That did not matter to the king because he planned to remarry and to have sons. Unlike women, men could lead their army into battle and defend their kingdom. Besides, everyone knew that there would be difficulties if she married a foreigner because he would take control over the kingdom and some nobles might not like that.

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

4

Source B describes what happened when King Edward arrived to attack Berwick.

Source B

Edward arrived at Berwick and ordered his army to surround it. Berwick was the richest and most important town in Scotland but it was also very close to the English border. Edward gave the townsfolk three days in which to surrender. He thought that would give them enough time to realise the danger of refusing. He was furious when they rejected his offer in an offensive and rude way.

2. Describe what happened when King Edward arrived to attack Berwick. (Use **Source B** and recall.)

4

Source C describes William Wallace's rise to importance.

Source C

William Wallace first came to public attention when he killed the Sheriff of Lanark. At that time he was described as being "an outlaw" or "a bandit" by the English chroniclers. Historians are not sure where Wallace went immediately afterwards. The chronicles state that a few months later he launched a successful attack on Ormsby, the English Justiciar for Scotland, at Scone.

3. Describe how William Wallace rose to importance. (Use **Source C** and recall.) **3**

Source D was written by a Scottish poet in 1375 about the Battle of Bannockburn.

Source D

The English spurred their horses and galloped at the Scots. The Scots met them with a wall of extremely sharp spears and axes. The terrifying noise of battle could be heard for miles. The fight was so hard and fierce that many a brave man was killed in the struggle.

4. How useful is **Source D** as evidence about the Battle of Bannockburn? **4**

[END OF CONTEXT 2]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

Source A is from a letter sent to Mary of Guise in 1551 by a relative.

Source A

I can assure you that your daughter Mary is the most lovely and charming little queen in all the world! I believe you would have great happiness if you saw her because her talk and behaviour have nothing childish about them now. She has promised me to be as good as she can so that, when you come again to France, you will be pleased.

1. How useful is **Source A** as evidence about the young Mary, Queen of Scots?

4

Source B explains why many Scots had turned against the French in Scotland by 1559.

Source B

After the marriage of Mary, Queen of Scots, to the Dauphin of France, Mary of Guise took stronger control over Scotland. She used French soldiers to control important places in Scotland. More Frenchmen arrived to help her govern the country. There was an area, just outside Edinburgh, called "Little France". There were even rumours that Scots would be forced to live in France and that Frenchmen would replace them in Scotland.

2. Why had many Scots turned against the French in Scotland by 1559? (Use **Source B** and recall.)

4

Source C is about the Earl of Huntly's revolt against Mary in 1562.

Source C

The Earl of Huntly was a cousin of Mary, Queen of Scots. He was furious when Mary gave the Earldom of Moray to her half-brother and not to him. He gathered soldiers and planned to march on Aberdeen. This was the first serious trouble Mary had faced. Soon her half-brother, the new Earl of Moray, defeated and captured Huntly at Corrichie.

3. Describe Huntly's revolt against Mary, Queen of Scots in 1562. (Use **Source C** and recall.)

3

Source D is about the Civil War which started in Scotland after Mary escaped from Loch Leven Castle.

Source D

Mary's supporters quickly gathered an army after she escaped from Loch Leven Castle. They had never agreed that she should have been forced to abdicate and give up being queen. Although they outnumbered her opponents, they were easily defeated at the Battle of Langside. However, they did not give up, even after Mary fled to England. They were able to bring about the deaths of two of the Regents who had replaced her as ruler.

4. Describe the Civil War which broke out in Scotland after Mary escaped from Loch Leven Castle. (Use **Source D** and recall.)

4

[END OF CONTEXT 3]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

Source A describes how Scotland was governed before the Union of Parliaments.

Source A

After 1603 Scotland and England were two separate kingdoms which shared a monarch in London. King James VI compared himself to a creature with two heads because he had two separate governments; one in London for England and one in Edinburgh for Scotland. He and some of the monarchs after him found this very difficult because these governments often wanted different things.

1. Describe how Scotland was governed before the Union of Parliaments. (Use **Source A** and recall.)

3

Source B explains why the Scots were annoyed by the English government before 1705.

Source B

Tensions between Scotland and England had grown during the reign of King William. The Scots blamed the English government for the failure of the Darien Scheme in which Scotland had lost most of its money. They also complained that England's wars with France were ruining Scotland's trade. Even worse, after suffering these losses, Scotland never gained anything when peace agreements were made. Tensions got worse after Anne became Queen.

2. Why were the Scots annoyed by the English government before 1705? (Use **Source B** and recall.)

4

Source C describes the changes brought about in Scotland by the Treaty of Union 1707.

Source C

The Treaty of Union brought great changes not only to the way in which Scotland was governed but also to everyday life in Scotland. Scotland had only 45 Members of Parliament which was a big reduction. Very few Scottish lords were able to stay in Parliament as members of the House of Lords. It was the changes in everyday things which most Scots noticed. For example, the Pound Scots was replaced by the Pound Sterling.

3. Describe the changes brought about in Scotland by the Treaty of Union 1707. (Use **Source C** and recall.)

4

Source D was written in 1714 by an English visitor to Scotland.

Source D

Now, the Scottish nobility have gone to London and spend all their time and all their money in England. The Union has opened the door to all English manufacturers and the Scottish ones have gone out of business. Scotsmen send their cattle to England and the money is spent there as well. Soldiers raised in Scotland serve in England so no money comes back to Scotland from them.

4. How useful is **Source D** as evidence about the effects of the Union in Scotland?

4

[END OF CONTEXT 4]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

Source A explains why it was easy for Irish immigrants to find work in Scotland.

Source A

Many of the Irish were experienced farm workers and their skills were especially useful in autumn in Scotland as the various crops became ready for harvesting. The immigrants were willing to take whatever work was available. Those Irish who already had family members in Scotland had a place to sleep and most of them had moved to areas where new factories were being built.

1. Why was it easy for Irish immigrants to find work in Scotland? (Use **Source A** and recall.)

4

Source B describes the attitude of many Scots towards Irish immigrants.

Source B

Irish immigrants were often accused of being unpatriotic and not wishing to fight for Queen and country. In the past, Britain's greatest enemies had been France and Spain, which were Catholic countries. Irish immigrants and their children remained Catholic and many Scots said this proved they did not want to belong to Scottish society.

2. Describe the attitude of many Scots towards Irish immigrants. (Use **Source B** and recall.)

3

Source C was written by an unemployed Scottish weaver in 1848.

Source C

The new weaving machines have destroyed our way of life. Once we were respected craftsmen earning enough to keep our families in comfort but now we are expected to become low paid factory hands. What choice is there but to leave Scotland and take our skills to other countries where they are appreciated?

3. How useful is **Source C** as evidence about why Scots wanted to emigrate? **4**

Source D is about the lives of Scots emigrants to other countries.

Source D

Many Scots were given land in the Indian Territory in the state of Nevada. A traveller noticed that many Highlanders were given miserable and useless land. He claimed that some were close to starvation and he hoped he would never have to see such sights again. The traveller went on to record that he had heard that those poor people were willing to work for almost nothing.

4. Describe the lives of Scots emigrants to other countries. (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 is about the help available to working class people in the early twentieth century.

Source A

For those who were poor in the early 1900s there was limited help available. Members of the working class could help themselves by saving some money with a Friendly Society or Savings Bank when they were in work. Some communities got together to form Co-operative Societies which would sell cheap food in a local grocery store.

1. In what ways could working class people deal with poverty in the early twentieth century? (Use **Source A** and recall.)

3

Source B explains why the Liberal reforms of 1906–1914 improved people's lives.

Source B

The lives of the young, old, sick and unemployed were improved by the Liberal Government because it took more responsibility for ordinary people than previous governments had. The new National Insurance Act meant that workers who were ill could now receive an income whilst sick. Labour Exchanges were introduced in 1909. The introduction of these improved the situation for many unemployed by helping them to find work.

2. Why did the Liberal reforms of 1906–1914 improve people's lives? (Use **Source B** and recall.)

4

Source C was written by William Beveridge in 1942.

Source C

The aim of victory is to live in a better country than the one we had; citizens are more likely to concentrate on their war effort if they feel their government will be ready with plans for that better country. The scheme proposed here is in some ways a revolution.

3. How useful is **Source C** as evidence about the aims of the Beveridge Report?

4

Source D describes what the Labour Government of 1945–1951 did to set up a welfare state.

Source D

Between 1945 and 1951 the Labour Government created reforms which were to set up a welfare state. The National Insurance Act of 1946 improved the previous insurance schemes to help everyone from the “cradle to the grave”. They also introduced the National Assistance Act in 1948 to help those who had not made insurance contributions. Families with more than one child were also helped by being paid a weekly Family Allowance.

4. Describe what the Labour Government of 1945–1951 did to set up a welfare state? (Use **Source D** and recall.)

4

[END OF CONTEXT 6]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

Source A is a poster produced by the government in September 1918.

Source A

1. How useful is **Source A** as evidence of the role of women during the First World War?

4

Source B describes changes in popular entertainment after 1920.

Source B

After 1920, although people still enjoyed live variety shows, there was much more entertainment to choose from. Radio broadcasts from Scotland as well as London could be heard by the whole family. 40% of Scottish homes had a radio by 1933. New cinemas appeared all over Scotland; Glasgow alone had 104 by 1938. Italian cafés with the latest decor became increasingly attractive meeting places for young people.

2. In what ways did popular entertainment change after 1920? (Use **Source B** and recall.)

4

Source C is about unemployment in Scotland in the 1930s.

Source C

Unemployment in Scotland in the 1930s was generally higher than in other parts of Britain. Job opportunities had normally been for men in the traditional heavy industries. When they declined, up to 50% of the workforce became unemployed in towns such as Motherwell and Dundee. Hunger marches raised awareness of the problem but did not create work.

3. Describe unemployment in Scotland in the 1930s. (Use **Source C** and recall.)

3

Source D explains the importance of North Sea oil for the north of Scotland in the 1970s.

Source D

When oil was discovered in the North Sea, Britain's economy was boosted. Thousands of jobs were created around Aberdeen to develop this new industry. When further oil fields opened, a huge oil terminal was built in the Shetland Islands, employing thousands more. Workers had to be brought from all over Britain, from America and from Europe because local people could not fill all these new jobs.

4. Why did North Sea oil become important for the north of Scotland in the 1970s? (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 tactics used by Unionists to oppose Home Rule.

Source A

Fearing the loss of their businesses and trade, Unionists from all over Ireland and Britain signed the Solemn League and Covenant. The promise to stand together was taken so seriously that some men signed the covenant in their own blood! Next, Unionists enlisted the help of powerful politicians; they hoped that by doing so they could fight the Home Rule Bill in Parliament.

1. Describe the tactics used by Unionists to oppose Home Rule. (Use **Source A** and recall.)

3

Source B explains why the Easter Rising failed.

Source B

On Easter Monday the rebels, led by Patrick Pearse, captured the GPO building and announced that Ireland was an independent country. Dubliners working and shopping in the area were unimpressed with this act and refused to join in. News of the rebellion spread across the country but despite this there were few uprisings outside the capital. Without the support of the Irish public the rebels became isolated and were easily defeated.

2. Why did the Easter Rising fail? (Use **Source B** and recall.)

4

Source C is taken from an IRA newspaper written in 1919.

Source C

The Dail Eireann has declared war on England. All Irish soldiers are to report for duty and prepare themselves for battle. Now is the time to strike against our enemies and drive them from our country. All methods of warfare are legal and soldiers are ordered to fire at the English even if this results in loss of life.

3. How useful is **Source C** as evidence of the start of the Anglo-Irish War?

4

Source D describes the events which led to the Irish Civil War.

Source D

In October 1921, a meeting was arranged in London to discuss the terms of the treaty. After several weeks of tough negotiations, Michael Collins finally agreed to the partition of Ireland. De Valera and many other Nationalists refused to accept the loss of six counties to Northern Ireland and voted against it. Although most people were tired of war and wanted peace, De Valera promised to fight on when the Dail accepted the treaty.

4. Describe the events which led to 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 the chaplain to William of Normandy in 1073.

Source A

News reached us in Normandy that England had lost its king and that Harold had been crowned in his place. William was determined to avenge this insult. He was angry that Harold had broken his sacred oath and had seized the throne on the very day of the dead king's funeral.

1. How useful is **Source A** as evidence about William of Normandy's opposition to King Harold? 4

Source B describes William's attempts to crush opposition to his rule in the north of England.

Source B

King William ordered his men to search the forests and hills to hunt down his enemies. William had never before shown such cruelty towards his opponents. In his anger, he ordered the destruction of all the crops, animals and food of all kinds so that farmland in the whole region north of the Humber was left devastated.

2. Describe William's attempts to crush opposition to his rule in the north of England. (Use **Source B** and recall.) 3

Source C explains why David I became King of Scotland in 1124.

Source C

In 1107 David's elder brother Alexander became King of Scots. However, the previous king had ordered that all land south of the Forth should be given to David. Alexander was not pleased with this but had to accept it. This was mainly because David had powerful Norman friends who would support his claim to be King. Alexander ruled until 1124. During this time David became well known and respected throughout Scotland.

3. Why was David I able to become King of Scotland in 1124? (Use **Source C** and recall.)

4

Source D describes the methods used by David I to govern Scotland.

Source D

The "royal progress" was one way in which David could show his authority throughout Scotland. He would make his way from one lord's estate to another enjoying free hospitality from his land-holders. He was accompanied by his royal officials. These men were also appointed by the king to govern whenever he was away from Scotland. David was also accompanied by scribes who would record his orders and draw up the charters which gave land in return for service.

4. Describe the methods used by David I to govern Scotland. (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 was written by a chronicler in the twelfth century.

Source A

Inspired by the Pope's speech, Peter the Hermit left his home and began travelling across France preaching to peasants. Although he was a small man, he had a loud voice and was an excellent speaker. Wherever he went, hundreds gathered to hear him. Impressed by his passion, knowledge and holiness, the peasants declared Peter their leader and set off to Jerusalem.

1. How useful is **Source A** as evidence about Peter the Hermit?

4

Source B describes what happened when Emperor Alexius met the Crusader knights at Constantinople.

Source B

Despite their long journey, the Crusader knights were not welcomed at Constantinople and were forced to set up camp outside the city's walls. Constantinople was the richest city in the world and Emperor Alexius feared that they were plotting to capture it. Eager to protect his city, the Emperor summoned the most important Crusaders and forced them to take an oath of loyalty.

2. Describe what happened when Emperor Alexius met the Crusader knights at Constantinople. (Use **Source B** and recall.)

3

Source C explains why Antioch was difficult to capture.

Source C

The Crusaders were shocked when they saw Antioch. One of the largest cities in the East, Antioch was flanked by mountains and a river and could not be surrounded. A direct attack was also impossible as the city was protected by four hundred towers. Many Crusaders feared Antioch could not be captured. Even the leaders of the Crusade began to doubt they could defeat five thousand Muslim guards, trained and ready to protect their city from attack.

3. Why was Antioch difficult to capture? (Use **Source C** and recall.)

4

Source D describes the problems faced by the Crusaders after the capture of Jerusalem.

Source D

The Crusaders' joy in capturing Jerusalem did not last for long. Thousands of Crusaders returned home after the battle and as a result the army was short of knights. Although the Crusaders had been victorious they were still surrounded by hostile Muslim neighbours and had to be prepared for an attack at any time. The Crusaders acted immediately and built castles to help protect their lands which were far apart and isolated.

4. Describe the problems faced by the Crusaders after the capture of Jerusalem. (Use **Source D** and recall.)

4

[END OF CONTEXT 2]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

Source A describes Edward III's claim to the French throne.

Source A

In 1337 the English king, Edward III began his invasion of France claiming he had the right to rule over all French lands. Edward's mother was the sister of the French king who had died without sons. Edward believed that he had a better claim to the throne than the man who had been crowned King of France, Philip Valois.

1. Describe Edward III's claim to the throne of France. (Use **Source A** and recall.)

3

Source B is from a French chronicle written in 1377.

Source B

The English were jubilant about their victory at Poitiers, but the people of France were deeply disturbed by it. All of the best knights of France were dead or in prison. The three royal princes who had escaped from the battlefield were too young and inexperienced to lead France. There seemed little chance of a recovery from this defeat.

2. How useful is **Source B** as evidence about the effects of the defeat at Poitiers on France?

4

Source C describes the defeat of the Jacquerie.

Source C

Noblemen set fire to the town of Meaux and burnt it to ashes together with all the rebellious peasants who were trapped inside. After this there were no more risings of the Jacquerie. Lord de Coucy placed himself at the head of a large company of knights and lords who wiped out the rebels whenever they found them, without pity or mercy.

3. Describe the defeat of the Jacquerie. (Use **Source C** and recall.)

4

Source D explains why the English won the Battle of Agincourt.

Source D

The French tried to charge but were slowed down by the thick mud. When French soldiers did manage to get through they chose to attack the English knights instead of the archers. It was more impressive to kill a knight rather than a mere archer. The longbows were free to continue their long-range slaughter. At the end of the battle, thousands of French lay dead. English losses were only a few hundred men.

4. Why did the English win the Battle of Agincourt? (Use **Source D** and recall.)

4

[END OF CONTEXT 3]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

Source A explains why the Portuguese wanted to explore the world in the 15th century.

Source A

Europeans wanted to buy fine luxuries and spices from the east but these had become very expensive because the overland routes were controlled by Arab traders. They placed a high tax on these goods and also did most of their trade only with Italian merchants. If Portuguese explorers could find new sea routes to the east they could get the goods for themselves. They would become rich too. Many Portuguese were already experienced sailors.

1. Why did the Portuguese want to explore the world in the 15th century? (Use **Source A** and recall.)

4

Source B is about the voyage of Bartholomew Dias in 1487.

Source B

Dias's fleet of three ships, including a supply ship, set off from Lisbon to find the Indian Ocean. He expected a long voyage. After sailing south for hundreds of miles he finally found a strong westerly wind that carried him round to Mossel Bay and the Great Fish River. He built a padrao – a stone cross – at the furthest point he reached. This was usually done by Portuguese explorers to mark Portuguese territory.

2. Describe what happened on the voyage of Bartholomew Dias. (Use **Source B** and recall.)

4

Source C is about Columbus's relationship with native people.

Source C

According to Columbus, the natives were friendly people. They had no iron or weapons except small spears. Some of them wore gold nose rings but very few clothes. They rowed out to the ships and brought him gifts of parrots, cotton and other goods including a dried leaf they valued highly. Columbus gave them little bells and glass beads in exchange.

3. Describe Columbus's relationship with the native people he met. (Use **Source C** and recall.)

3

Source D is from the logbook of Jacques Cartier, written in 1535.

Source D

On Sunday 19th September, we sailed up river with the tide. Along both shores we saw the finest and most beautiful land with the most magnificent trees in the world. On the banks were many vines loaded with grapes. There were a large number of native huts beside the river. These natives catch great quantities of fish there.

4. How useful is **Source D** as evidence about Cartier's exploration of Canada?

4

[END OF CONTEXT 4]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

Source A was written by a Boston colonist in 1765.

Source A

The good people of Boston are sick of British interference in our trade. A colonist cannot make a button, horse-shoe or hob-nail without the British manufacturers complaining. The British complain that they are being cheated and robbed by rascally Americans. They are wrong. It is we, the colonists, who are being cheated and robbed.

1. How useful is **Source A** as evidence of the attitudes of the colonists towards the British?

4

Source B is about what happened during the *Gaspee* incident in 1772.

Source B

HMS *Gaspee* was a British navy ship commanded by Lieutenant Dudington. Its job was to stop the colonists smuggling goods without paying taxes. The vessel was attacked by boats full of armed colonists who took control of the ship. Many of the colonists made a great deal of money through smuggling and resented British interference. They forced the crew from the ship and set it on fire.

2. Describe what happened during the *Gaspee* incident in 1772. (Use **Source B** and recall.)

3

Source C explains why the British army was forced to surrender at Saratoga in 1777.

Source C

The British General Burgoyne marched his army towards Saratoga from Canada. After capturing Fort Ticonderoga, things became more difficult for the British. The Americans cut down trees to block the army's progress. The colonists also destroyed crops which could have fed the British soldiers. Despite these difficulties, General Burgoyne decided to continue his march south. The situation got even worse when the Indians who had been fighting for the British deserted them.

3. Why was the British army forced to surrender at Saratoga in 1777? (Use **Source C** and recall.)

4

Source D describes the help foreign countries gave to the colonists.

Source D

Many European countries had little sympathy towards Britain and saw the war as an opportunity to increase their own power. France wanted to gain revenge for past defeats at the hands of Britain and provided professional soldiers to help the colonists. She also provided essential supplies such as weapons and gunpowder. In 1779 Spain joined the war against Britain. The Spanish threatened to invade Britain which distracted the British navy at an important time in the war.

4. Describe the help foreign countries gave to the colonists. (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 importance of the slave trade to British cities such as Liverpool.

Source A

In the eighteenth century the slave trade was the pride of Liverpool. The trade brought great wealth which helped to transform the town in a short period of time. Many ships made the journey to the port of Liverpool from plantations in the West Indies and southern states of America. Raw materials such as sugar, tobacco and cotton that were unloaded in Liverpool provided work for many.

1. In what ways was the slave trade important to cities such as Liverpool? (Use **Source A** and recall.)

3

Source B is a speech about the Middle Passage given by a slave trader in 1789.

Source B

The slaves' quarters on board ship are fitted up as well as possible. The slaves are provided with several meals a day. After breakfast they have water to wash themselves, while their quarters are perfumed with spices and lime juice. Before dinner they are entertained with singing and dancing in the manner of their country.

2. How useful is **Source B** as evidence about the treatment of slaves on the Middle Passage?

4

Source C is about the working conditions for slaves on the sugar plantations in the West Indies.

Source C

The West Indian plantations specialised in the production of sugar. Growing sugar was hard, heavy work. The busiest time was when they harvested the crop. At harvest time the slaves would work from dawn till dusk, and sometimes by the light of the moon. When the sugar cane had been harvested it was taken to the mills to be processed. This was dangerous work and many slaves were killed or badly injured while working in the mills and boiling houses.

3. Describe the working conditions for slaves on the sugar plantations in the West Indies. (Use **Source C** and recall.)

4

Source D explains why many people in Britain supported the abolition of the slave trade by the end of the eighteenth century.

Source D

After 1750 attitudes towards the slave trade changed in Britain. Some people began to oppose the trade for religious reasons. Many people attended meetings of the Society for the Abolition of the Slave Trade and became convinced that the slave trade was cruel and unnecessary. People also realised that the British economy no longer depended on the continued existence of the slave trade. Britain was becoming more industrialised.

4. Why did many people in Britain support the abolition of the slave trade by the end of the eighteenth century? (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 describes the complaints of the Third Estate in 1789.

Source A

Louis XVI claimed that he was chosen by God so he refused to share power and ruled France by himself. The lawyers and businessmen who made up most of the Third Estate did not like this. They also believed that French nobles had far too many privileges which they no longer deserved. The Third Estate resented the wealth of the Catholic Church and believed that it was far too powerful.

1. Describe the complaints of the Third Estate in 1789. (Use **Source A** and recall.)

4

Source B describes the actions of the peasants against the nobles during the French Revolution.

Source B

When the revolution began the peasants took the opportunity to attack the manor houses of the nobles in many country areas. All documents which listed the feudal dues owed to the landlord were destroyed. The peasants were inspired to act by copying the violent actions of the Paris mob, especially the storming of the Bastille.

2. Describe the actions of the peasants against the nobles during the French Revolution. (Use **Source B** and recall.)

3

Source C was written by a revolutionary soldier at Varennes in 1791.

Source C

The King and Queen were seated at their table and were ready to eat supper when a large number of our soldiers rushed into the room. We carried guns and torches and were eager to arrest the royal family. Louis was shocked and looked very guilty but neither he nor his servants did anything to stop us.

3. How useful is **Source C** as evidence about the arrest of the royal family at Varennes in 1791?

4

Source D explains why many French citizens were afraid of the Committee of Public Safety in 1793.

Source D

The Committee of Public Safety was set up by the Jacobins to protect the revolution against its enemies. In most cases an accused person was found guilty just because someone accused them of treason, even though there was no real evidence. The only sentence the Committee could pass for any crime was the death sentence. The power of the Committee was absolute and there was no appeal against its sentences.

4. Why were so many French citizens afraid of the Committee of Public Safety in 1793? (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 was written by a peasant about his childhood home in the 1890s.

Source A

We lived in a little mud house with a straw roof. The walls on the outside had deep cracks which were a breeding place for snakes. The low ceiling leaked during heavy rain and pots and basins would be placed on the floor to catch the water; the floors were of clay and were infested with fleas.

1. How useful is **Source A** as evidence about living conditions for Russian peasants under the Tsars? 4

Source B describes the ways Nicholas II kept control of his opponents in Russia before 1917.

Source B

Nicholas II realised that he had to give the people some say in the running of the country so he allowed a Duma to be elected. Political parties no longer had to meet in secret. However, there was still censorship of newspapers. The army was still used to keep order and crush any revolt. One hundred and seventy workers were killed during a strike in the Lena Goldfields.

2. In what ways did Nicholas II keep control of his opponents in Russia before 1917? (Use **Source B** and recall.) 3

Source C explains why the war made life more difficult for the people of Petrograd in March 1917.

Source C

By March 1917 the war had drawn thousands more into the overcrowded city to work in the munitions factories. Many peasants had been drafted into the army so fewer people were producing crops. To make matters worse, the army had first call on transport so it was even harder to bring food into the city, causing prices to rise sharply. Thousands of men and women gathered to demonstrate in the streets in protest.

3. Why did the war make life more difficult for the people of Petrograd in March 1917? (Use **Source C** and recall.)

4

Source D is about the way the Bolsheviks treated the Russian royal family during the Civil War.

Source D

The Bolsheviks kept the Tsar, his wife, son and four daughters under house arrest in Ekaterinburg. The Bolsheviks were worried that the Whites might try to rescue them. The Cheka carried out many executions at this time and were told to deal with the situation. On 17th July 1918 the family was woken in the early morning and ordered to dress. They were taken down to the basement area under the house.

4. Describe the way the Bolsheviks treated the Russian royal family during 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 is about American attitudes to immigration from Europe in the 1920s.

Source A

In the 1920s the government passed three new laws which ended the rights of many Europeans to enter America. This went against a long tradition of welcoming people from other nations. There was a strong racist belief that people from countries in southern and eastern Europe were inferior. Apparently, these people had nothing good to offer America. The religions practised in these countries were also a problem. Many Americans were prejudiced against Jews and Catholics.

1. Describe American attitudes towards immigration from Europe in the 1920s. (Use **Source A** and recall.)

4

Source B is about the campaign against segregation on the buses of Montgomery, Alabama in 1955–56.

Source B

Black people in Montgomery simply walked to work. Some had to walk many miles. They organised car-pools; those who owned cars would give lifts to those who did not. White racists bombed the homes of Martin Luther King and other black leaders and burned black churches. King told his followers “We must love our white brothers no matter what they do to us”.

2. Describe the ways in which black people in Montgomery supported the campaign against segregation on the city’s buses. (Use **Source B** and recall.)

3

Source C explains why Martin Luther King chose to hold a Civil Rights protest in Birmingham, Alabama in 1963.

Source C

For his next campaign King chose Birmingham which was believed to be the most racist city in the south. For example, there had been attempts to ban African American music from local radio stations, and to ban a children's book featuring white rabbits and black rabbits living together. Black residents lived in constant fear of white violence. Birmingham's police chief, "Bull" Connor was a brutal and foul-mouthed racist. King believed he would be an ideal opponent.

3. Why did Martin Luther King choose to hold a Civil Rights protest in Birmingham? (Use **Source C** and recall.)

4

Source D is taken from a speech made by Stokely Carmichael in 1967.

Source D

I look at Dr Martin Luther King on television and I say to myself: "Now there is a man who's desperately needed in this country. There is a man full of love. There is a man full of mercy." But then I hear the views of the US President and I say to myself "Martin, baby, you got a long way to go."

4. How useful is **Source D** as evidence about Stokely Carmichael's opinion of Martin Luther King?

4

[END OF CONTEXT 9]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

Source A explains why the Nazis believed that the German people were superior.

Source A

Hitler had written that the greatest thinkers and scientists of past centuries were German. His book *Mein Kampf* had sold over one million copies by 1934 although very few people had actually read it. Nazi historians claimed that the German attitude to hard work and enterprise had helped all of Europe to become richer and that in the twentieth century only German courage would save the world from Communism.

1. Why did the Nazis believe that the Germans were superior to other people? (Use **Source A** and recall.)

4

Source B describes German foreign policy between 1933 and 1936.

Source B

Most Germans thought that the Treaty of Versailles was very unfair and were pleased when Hitler declared that he was willing to break it and take back the territory that Germany had lost. In 1933 Hitler withdrew Germany from the League of Nations so that he would not have to stick to the rules. Germany's first attempt to take over Austria failed only because Italy put a stop to it.

2. Describe German foreign policy between 1933 and 1936. (Use **Source B** and recall.)

4

Source C is from the words of a German documentary film in March 1938.

Source C

This unification of the German Reich and Austria is a great social occasion for all Germans. Our Austrian brothers have finally achieved what they have wanted for so many long years, to be together with the German Fatherland. The enthusiastic reception given to German troops in the streets of Vienna is proof of that.

3. How useful is **Source C** about attitudes towards the Anschluss in 1938?

4

Source D describes the events of 1939 which led to war.

Source D

At the start of 1939 Britain and France were determined to avoid a war with Germany at all costs. However, both countries promised Poland that they would protect her in case of a German attack. In the summer Russia made a treaty with Germany in which they promised not to go to war with each other.

4. Describe the events of 1939 which led to war. (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 formation of NATO in 1949.

Source A

In the years after the war, Europe remained a very dangerous place. The Soviet Union took control of many countries in Eastern Europe and this was a great concern for America and its European allies. In 1948 Stalin tried to force the western allies to leave Berlin. Stalin was eventually forced to abandon his plan to seize Berlin. After that, Britain, France and America decided that something had to be done to improve their security.

1. Describe the events that led to the formation of NATO in 1949. (Use **Source A** and recall.)

3

Source B is written by a modern historian about the Cuban Missile Crisis.

Source B

In 1962 the Soviet Union and the United States came very close to fighting a nuclear war against each other. This crisis came about when the Americans discovered that the Soviets had built launch-pads for nuclear missiles on Cuba, an island close to the coast of Florida. To the American public, the Cuban missiles were a major threat. They demanded that President Kennedy take action.

2. How useful is **Source B** as evidence of the threat of war at the time of the Cuban Missile Crisis?

4

Source C explains why America became involved in a full scale war in Vietnam.

Source C

America provided President Diem, the leader of South Vietnam, with money and weapons. They did this to prevent all of Vietnam becoming Communist. In the years after the Second World War, the United States had decided that they would stop the Soviet Union from trying to spread Communism across the world. In the 1960s America began to send soldiers to Vietnam. When an American warship was attacked by North Vietnam in 1964 it gave America the excuse they wanted to start a war.

3. Why did America become involved in a full scale war in Vietnam? (Use **Source C** and recall.)

4

Source D describes the events which caused relations between the superpowers to worsen.

Source D

The 1970s was a time of detente between the United States and Soviet Union and the world seemed a safer place. However, in 1979 relations between the superpowers broke down when Soviet forces invaded Afghanistan. America reacted by stopping negotiations to limit nuclear weapons. The tension between the superpowers could be seen in other areas too. In 1980 the Americans boycotted the Moscow Olympics and the Soviets retaliated by boycotting the Los Angeles Olympics four years later.

4. Describe the events which caused relations between the superpowers to worsen in the 1980s. (Use **Source D** and recall.)

4

[END OF CONTEXT 11]

[END OF PART 2: EUROPEAN AND WORLD CONTEXTS]

[END OF QUESTION PAPER]

ACKNOWLEDGEMENTS

Part 1 Context 7 Source A—First World War poster “1200 Scotswomen urgently wanted” (Ref TGSA 00576) is reproduced by courtesy of the Mitchell Library, Glasgow City Council.