

# X044/11/01

---

NATIONAL  
QUALIFICATIONS  
2013

TUESDAY, 14 MAY  
9.00 AM – 10.45 AM

HISTORY  
INTERMEDIATE 2

The instructions for this paper are on *Page two*. Read them carefully before you begin your answers.

Your Invigilator will tell you which contexts to answer in Parts 2 and 3 of the examination.



## INSTRUCTIONS

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

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

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

Answer **one** other context\* from

**either** Part 2, Scottish and British

**or** Part 3, European and World

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

## Contents

### Part 1 Short Essay Questions.

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

### Part 2 Scottish and British Contexts

1. Murder in the Cathedral: Crown, Church and People, 1154–1173 Page 8
2. Wallace, Bruce and the Wars of Independence, 1286–1328 Page 9
3. Mary, Queen of Scots and the Scottish Reformation, 1540s–1587 Page 10
4. The Coming of the Civil War, 1603–1642 Page 11
5. “Ane End of Ane Auld Sang”: Scotland and the Treaty of Union, 1690s–1715 Page 12
6. Immigrants and Exiles: Scotland, 1830s–1930s Page 13
7. From the Cradle to the Grave? Social Welfare in Britain, 1890s–1951 Page 14
8. Campaigning for Change: Social Change in Scotland, 1900s–1979 Page 15
9. A Time of Troubles: Ireland, 1900–1923 Page 16

### Part 3 European and World Contexts

1. The Norman Conquest, 1060–1153 Page 17
2. The Cross and the Crescent: The First Crusade, 1096–1125 Page 18
3. War, Death and Revolt in Medieval Europe, 1328–1436 Page 19
4. New Worlds: Europe in the Age of Expansion, 1480s–1530s Page 20
5. “Tea and Freedom”: The American Revolution, 1763–1783 Page 21
6. “This Accursed Trade”: The British Slave Trade and its Abolition, 1770–1807 Page 22
7. Citizens! The French Revolution, 1789–1794 Page 23
8. Cavour, Garibaldi and the Making of Italy, 1815–1870 Page 24
9. Iron and Blood? Bismarck and the Creation of the German Empire, 1815–1871 Page 25
10. The Red Flag: Lenin and the Russian Revolution, 1894–1921 Page 26
11. Free at Last? Race Relations in the USA, 1918–1968 Page 27
12. The Road to War, 1933–1939 Page 28
13. In the Shadow of the Bomb: The Cold War, 1945–1985 Page 29

**[Turn over**

## PART 1: THE SHORT ESSAY

Marks

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

### SCOTTISH AND BRITISH CONTEXTS:

<b>CONTEXT 1: MURDER IN THE CATHEDRAL: CROWN, CHURCH AND PEOPLE, 1154–1173</b>	
<b>Question 1:</b>	Explain why the church was important in the twelfth century. <span style="float: right;">8</span>
<b>CONTEXT 2: WALLACE, BRUCE AND THE WARS OF INDEPENDENCE, 1286–1328</b>	
<b>Question 2:</b>	Explain why Scots had accepted Bruce as their king by 1328. <span style="float: right;">8</span>
<b>CONTEXT 3: MARY, QUEEN OF SCOTS AND THE SCOTTISH REFORMATION, 1540s–1587</b>	
<b>Question 3:</b>	Explain why Mary’s marriage to Darnley led to her downfall in 1567. <span style="float: right;">8</span>
<b>CONTEXT 4: THE COMING OF THE CIVIL WAR, 1603–1642</b>	
<b>Question 4:</b>	Explain why the reign of King James VI and I caused problems with the English Parliament between 1603 and 1625. <span style="float: right;">8</span>
<b>CONTEXT 5: “ANE END OF ANE AULD SANG”: SCOTLAND AND THE TREATY OF UNION, 1690s–1715</b>	
<b>Question 5:</b>	Explain why support for the Jacobites had risen by 1715. <span style="float: right;">8</span>
<b>CONTEXT 6: IMMIGRANTS AND EXILES: SCOTLAND, 1830s–1930s</b>	
<b>Question 6:</b>	Explain why many Scots who emigrated became successful in their new homelands. <span style="float: right;">8</span>
<b>CONTEXT 7: FROM THE CRADLE TO THE GRAVE? SOCIAL WELFARE IN BRITAIN, 1890s–1951</b>	
<b>Question 7:</b>	Explain why the Second World War changed attitudes towards government involvement in the welfare of its people. <span style="float: right;">8</span>

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

**Question 8:** Explain why standards of living fell for many Scots in the 1930s.

8

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

**Question 9:** Explain why the Easter Rising of 1916 failed.

8

**EUROPEAN AND WORLD CONTEXTS:**

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

**Question 10:** Explain why David I's reign has been described as the "Normanisation" of Scotland.

8

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

**Question 11:** Explain why the relationship between Emperor Alexius and the Crusaders was difficult.

8

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

**Question 12:** Explain why war broke out between England and France in 1337.

8

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

**Question 13:** Explain why the lives of Native Peoples in the New World were changed by the voyages of discovery.

8

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

**Question 14:** Explain why the British had lost the war against the Americans by 1783.

8

<b>CONTEXT 6: “THIS ACCURSED TRADE”: THE BRITISH SLAVE TRADE AND ITS ABOLITION, 1770–1807</b>		<i>Marks</i>
<b>Question 15:</b>	Explain why the British Parliament voted to end the slave trade in 1807.	<b>8</b>
<b>CONTEXT 7: CITIZENS! THE FRENCH REVOLUTION, 1789–1794</b>		
<b>Question 16:</b>	Explain why French peasants were angry before the revolution in 1789.	<b>8</b>
<b>CONTEXT 8: CAVOUR, GARIBALDI AND THE MAKING OF ITALY, 1815–1870</b>		
<b>Question 17:</b>	Explain why Italy had failed to become a united country before 1848.	<b>8</b>
<b>CONTEXT 9: IRON AND BLOOD? BISMARCK AND THE CREATION OF THE GERMAN EMPIRE, 1815–1871</b>		
<b>Question 18:</b>	Explain why the German states were united by 1871.	<b>8</b>
<b>CONTEXT 10: THE RED FLAG: LENIN AND THE RUSSIAN REVOLUTION, 1894–1921</b>		
<b>Question 19:</b>	Explain why the First World War was important in causing the downfall of the Tsar.	<b>8</b>
<b>CONTEXT 11: FREE AT LAST? RACE RELATIONS IN THE USA, 1918–1968</b>		
<b>Question 20:</b>	Explain why there was a growing demand for civil rights between 1945 and 1965.	<b>8</b>
<b>CONTEXT 12: THE ROAD TO WAR, 1933–1939</b>		
<b>Question 21:</b>	Explain why the events of 1939 caused the Second World War to break out.	<b>8</b>
<b>CONTEXT 13: IN THE SHADOW OF THE BOMB: THE COLD WAR, 1945–1985</b>		
<b>Question 22:</b>	Explain why a crisis had broken out over Cuba by 1962.	<b>8</b>

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

## PART 2:

## HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

**Source A** is from the Assize of Northampton written in 1176.

**Source A**

Anyone accused of forgery or arson must face the ordeal of water. If they fail and are found guilty of breaking the law then their right hand and foot are to be cut off. This punishment is to be enforced throughout the entire kingdom and should serve as a warning to those who wish to challenge the authority of the King.

1. How useful is **Source A** as evidence of the laws introduced by Henry II? 4
2. Describe the use of castles in the twelfth century. 5

**Source B** explains why Henry II and Archbishop Becket quarrelled.

**Source B**

When Becket failed to appear at the Northampton trial, the quarrel between the two men became worse. Henry humiliated Becket by confiscating Becket's lands, accusing him of fraud and charging him with contempt of court. Fearing for his life, Becket fled to France without Henry's permission. Under the protection of Louis VII, Becket appealed to the Pope and continued to defend the rights of the Church. Finally, after six years of exile, Becket agreed to return to England. In exchange for his lands Becket promised to crown Henry's son.

3. Why did Henry II and Archbishop Becket quarrel? (Use **Source B** and recall.) 5

[END OF CONTEXT 1]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

1. Describe the events which allowed Edward I to interfere in Scotland between 1286 and 1292. 5

**Source A** is from “The Bruce”, written by the Scots poet John Barbour in 1375.

#### Source A

Unlike Robert Bruce, John Balliol agreed to obey King Edward. So Edward made Balliol King of Scots. This was a disaster for Scotland. Balliol, however, was king for only a little while before the Scots realised he was incompetent. He was arrested and both his crown and kingdom were taken away. Then, King Edward quickly occupied the whole land.

2. How useful is **Source A** as evidence about King John Balliol? 4

**Source B** explains why William Wallace resigned after the Battle of Falkirk.

#### Source B

Stirling Bridge is important in understanding the career of William Wallace. Wallace’s victory at Stirling Bridge was the only reason he was made Guardian. He was the successful leader of a successful army. Many nobles, however, had always resented Wallace for stealing their traditional position of leadership. Although he may have chosen a bad position to fight at Falkirk many claim that, as much as anything, it was jealous snobbishness that made the Scottish nobles withdraw from the battlefield at Falkirk.

3. Why did William Wallace resign after the Battle of Falkirk? (Use **Source B** and recall.) 5

[END OF CONTEXT 2]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

**Source A** explains why Cardinal Beaton was unpopular with Scottish Protestants by 1545.

#### Source A

After taking power, Governor Arran agreed to the Treaty of Greenwich with Henry VIII whose son would marry Mary, Queen of Scots. This treaty would break the Auld Alliance with France and strengthen Protestants in Scotland. To prevent this, Cardinal Beaton acted quickly. He persuaded Arran to return to the Catholic Church and to surrender his son into Beaton's care. To restore French influence, Arran was then made to share power with Beaton and Mary of Guise. Finally, Beaton persuaded the Scots to reject the Treaty of Greenwich and, to Henry's fury, they confirmed the Auld Alliance.

1. Why was Cardinal Beaton unpopular with Scottish Protestants by 1545? (Use **Source A** and recall.) 5
2. Describe the events in Scotland which led it to become a Protestant country in 1560. 5

**Source B** was written by a historian in 2005.

#### Source B

Knox was horrified to find out that Mary and her ladies danced at royal balls and banquets and warned that the country would be ruined if this devilish practice was allowed to continue. He said it was "offensive in the sight of God". Another Protestant, David Calderwood, wrote that "when she, her fiddlers and other dancing companions were alone, there might be unseemly skipping and dancing".

3. How useful is **Source B** as evidence about Protestants' attitude to Mary, Queen of Scots? 4

[END OF CONTEXT 3]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

1. Describe the attempts made by Charles I to raise money between 1629 and 1640. 5

**Source A** explains why the religious policies of Charles I caused resentment in England and Scotland.

#### Source A

Charles appointed Laud as Archbishop of Canterbury. Laud's preference for elaborate church services caused opposition amongst Puritans who believed in simple church services. However, Laud allowed priests to wear decorated robes and permitted stained-glass windows in churches. The Puritans thought Laud's changes were making the Church of England look too much like the Catholic Church, which they opposed. In 1637 a Puritan criticised Laud in a pamphlet. Laud had him arrested, his ears cut off and his face branded with red-hot irons. This harsh treatment created more opposition for Charles.

2. Why did the religious policies of Charles I cause resentment in England and Scotland? (Use **Source A** and recall.) 5

**Source B** is part of a list of demands made by Parliament in November 1640.

#### Source B

Parliament shall be willing to agree to the King's request for money should he agree to the following:

- Laud and Strafford to be removed as advisors and put on trial
- Parliament can never be dismissed without Parliament agreeing to this. If, for whatever reason, Parliament is dismissed, a new one must be called within three years.

3. How useful is **Source B** as evidence of the relations between Charles I and Members of Parliament? 4

[END OF CONTEXT 4]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

**Source A** was written by a historian in 1998.

**Source A**

Scotland was in a desperate situation in 1700. Everything had gone wrong for its economy. The foolish venture to set up a colony at Darien had wiped out most of the country’s money. The Scots blamed King William for this disaster. The weather had not helped any recovery; a series of bad harvests, known as the “Seven Ill Years”, had left many Scots destitute.

1. How useful is **Source A** as evidence about the Scottish economy in 1700? 4
2. Describe the Succession Problem which Queen Anne wanted to solve before her death. 5

**Source B** explains why there was so much opposition to the Union in Scottish burghs.

**Source B**

There were protests and demonstrations against the Union in many Scottish burghs. People opposed surrendering Scotland’s honour to the “Auld Enemy”, England. Wine merchants were concerned that Scotland’s well-established wine trade with its “Auld Ally”, France, would end after the Union. Shopkeepers worried that they would lose business if Scottish MPs and lords moved to London and spent their money there. Mobs burned copies of the Union in the streets while respectable people criticised it at home. Ministers, fearing for the future of the Church of Scotland, preached against it.

3. Why was there so much opposition to the Union in Scottish burghs? (Use **Source B** and recall.) 5

[END OF CONTEXT 5]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

1. Describe the work done by Irish immigrants in Scotland.

5

**Source A** explains why many Scots resented Irish immigrants.

**Source A**

Many Scots had developed a resentment of Irish immigrants in the nineteenth century. Newspapers were eager to describe the violent activities of groups of Irish men. One of the most notorious stories was about drunken Irishmen rampaging around the town of Hamilton and terrifying the inhabitants until soldiers arrived to restore order. Many Irishmen often worked for weeks with little opportunity for a rest. In Ayr the Irish were blamed for using up most of the money available to support the poor. In Glasgow they were blamed for crimes of theft and burglary.

2. Why did many Scots resent Irish immigrants? (Use **Source A** and recall.)

5

**Source B** was written by a visitor to Skye in 1865.

**Source B**

When the landlord appeared the tenants all greeted him respectfully. One by one the people approached him to let him know what they needed in order to emigrate. One man had not yet saved up his passage-money and required a loan; a woman desired a pair of blankets; an old man wished the landlord to buy his cow for a fair price. For each the way to Canada was eased.

3. How useful is **Source B** as evidence of emigration from the Highlands?

4

[END OF CONTEXT 6]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

**Source A** is about the poorest district of York, described by Seebohm Rowntree in 1901.

**Source A**

About one-fourth of the whole population of the district are living in overcrowded conditions—ie more than two persons to each room. Of these 1613 persons, 200 are living under conditions of extreme overcrowding, ie more than four persons to each room. This fact alone would be enough to seriously affect the standard of health, but the problem of overcrowding does not fully represent the extent of the evil.

1. How useful is **Source A** as evidence of the problem of poverty at the beginning of the twentieth century? 4
2. In what ways did the Liberal government's reforms of 1906–1914 fail to meet the needs of the people? 5

**Source B** explains why the Labour reforms of 1945–1951 were considered a success.

**Source B**

The Labour Government started to tackle poverty by introducing social reforms. Most social problems would be solved by a single insurance payment, for which the government provided the people with a much improved National Insurance system. Labour were committed from the start to improve the lives of everyone in society. Acts passed to help the workers included unemployment and sickness benefits. Families were also helped with schemes such as maternity and widows' benefits. For those who were not covered by insurance schemes, the National Assistance Act was created.

3. Why were the Labour reforms of 1945–1951 considered by many to be a success? (Use **Source B** and recall.) 5

[END OF CONTEXT 7]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

**Source A** explains why Suffragette actions were important in getting women the vote.

#### Source A

Until the outbreak of war, the Suffragettes kept the campaign for votes for women in the news every other day. They often put their own lives in danger so women could win the right to vote. Some people said the Suffragettes' militant actions alienated the government. It was also argued they had sacrificed valuable public support. However, the dramatic death of Emily Davison had given the movement its first martyr and left no doubt about the Suffragettes' dedication. Their courage in prison continued to win sympathy and admiration.

1. Why were Suffragette actions important in getting women the vote? (Use **Source A** and recall.) 5
2. In what ways did job opportunities change in Scotland after the Second World War? 5

**Source B** is a postcard produced in 1935 showing Portobello beach near Edinburgh.

#### Source B



3. How useful is **Source B** as evidence about popular leisure activities in Scotland in the 1930s? 4

[END OF CONTEXT 8]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

**Source A** explains why Unionists campaigned against Home Rule before 1914.

#### Source A

Edward Carson, a powerful Irish MP, argued that Home Rule threatened the Protestant way of life. A gifted speaker and able leader, Carson stated that the Bill was part of a Catholic plot to take over Belfast and must be stopped. At rallies across Ulster, Carson warned that Home Rule would eventually lead to full independence for Ireland and separation from the United Kingdom. He encouraged thousands of Unionists to unite together and fight to keep Ireland a part of the British Empire.

1. Why did Unionists campaign against Home Rule before 1914? (Use **Source A** and recall.) 5
2. Describe the actions of both sides during the Anglo-Irish War of 1919–1921. 5

**Source B** is part of a speech given by Eamon De Valera in 1923.

#### Source B

Fellow Republicans, it saddens me to tell you that we can no longer successfully defend our country. Our army has been overrun and many of our soldiers are in prison or have been executed. Any further loss of Republican life would be in vain. For now we must accept defeat until a time when we are strong enough to fight again.

3. How useful is **Source B** as evidence of why Republicans ended the Civil War in 1923? 4

[END OF CONTEXT 9]

[END OF PART 2: SCOTTISH AND BRITISH CONTEXTS]

## HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

1. Describe the methods William I used to crush opposition to his rule in England. 5

**Sources A** and **B** are about the effects of the feudal system on England.

**Source A**

Each of William's subjects depended on someone else for their land and livelihood. They had to be loyal to survive. In this way, William was able to extend his influence throughout England. William cleverly used religion to support the feudal system by making people swear an oath of loyalty to him. Breaking this oath meant breaking a pledge to God. Only the peasants did not swear an oath because they were assumed to be too unimportant.

**Source B**

When William granted land to his followers an important ceremony took place. The baron would kneel before him and swear to be his man. To break this oath was the worst crime in Norman England. The baron would then perform similar acts with his knights. Under this system William was able to tighten his control over England. The peasants, who were rated lowest in the feudal system, were not even required to take an oath. Despite this they benefited from the protection of their lord.

2. How far do **Sources A** and **B** agree about the effects of the feudal system on England? 4

**Source C** explains the development of burghs in Scotland under David I.

**Source C**

Tolls were charged at the burgh gates and market dues had to be paid on all sorts of goods. The King took his share of this new wealth and filled his treasury. On market day the gates were thrown open to the people of the local farms and villages allowing them to bring goods to sell. This helped the local economy. Burghs also attracted foreign merchants to Scotland who also paid tolls and brought goods to sell. The King gave permission for burghs to hold an annual fair from which he gained more wealth.

3. Why did David I encourage the development of burghs in Scotland? (Use **Source C** and recall.) 5

[END OF CONTEXT 1]

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

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

**Sources A** and **B** explain why Pope Urban II called the First Crusade.

**Source A**

When Pope Urban II spoke at Clermont in 1095 he said Jerusalem must be recaptured. The city had been overrun by Turks and the Pope wanted to stop Christian churches from being destroyed. Urban II demanded that an army be raised to fight God's enemy. He called upon the knights of Europe to stop fighting amongst themselves and unite. He promised that in return for fighting, knights would have their sins forgiven.

**Source B**

When Emperor Alexius sent a letter asking for help, the Pope decided to act. During a passionate speech, he told knights they must end their bad behaviour and use their skills to fight the infidel. Urban II said he would not rest until every Christian church in the East was protected. He encouraged the Christians who had gathered in Clermont to help reclaim Jerusalem in any way they could. Inspired by his words thousands took the cross.

1. How far do **Sources A** and **B** agree about why Pope Urban II called the First Crusade? 4
2. Describe the problems faced by the People's Crusade on their journey to Jerusalem. 5

**Source C** explains why the Crusaders were able to keep control of the Latin States after 1099.

**Source C**

Within days of the capture of Jerusalem, Godfrey of Bouillon was elected ruler of the city. A strong and able Crusader, he re-organised the knights and prepared them for battle. Despite their small numbers and insufficient supplies, the Crusaders were able to defeat the advancing Muslim army. This success allowed the Crusaders to extend their territory in the East and push their enemies back. Additionally Godfrey ordered castles to be built to protect the land conquered. By doing so he ensured the Latin States remained in Christian hands.

3. Why were the Crusaders able to keep control of the Latin States after 1099? (Use **Source C** and recall.) 5

[END OF CONTEXT 2]

## HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

**Source A** explains why the English were successful at the Battle of Poitiers.

#### Source A

The first line of French knights charged towards the English front line. English archers shot at them from the cover of the hedgerows causing panic. Many Frenchmen fled. The second line under the Dauphin's command was also resisted. The French king then advanced with a large force, threatening to move around the English. The Black Prince dealt with this threat by sending forward reinforcements whom he had wisely kept in reserve. He also sent horsemen through the woods reappearing at the King's rear and cutting him off from the rest of his army.

1. Why were the English successful at the Battle of Poitiers? (Use **Source A** and recall.) 5
2. Describe the effects of the Black Death on England. 5

**Sources B** and **C** explain the reasons for French success in the Hundred Years War.

#### Source B

Joan of Arc led the French armies to victory over the English until she was captured and burned by the English as a witch. The end of their long and bitter civil war meant that the French now had greater unity. This allowed the French King to field massive armies. In addition, however, French leaders began to understand the new style of warfare, and began to make use of these methods of fighting.

#### Source C

Joan of Arc played a vital role by inspiring the army to victory and persuading the Dauphin to accept the crown in 1429. However, the following year she was betrayed to the Burgundians and burned as a heretic. In 1435 the Burgundians made peace with the French King ending the feud which had divided France. From that point England was doomed. The French learned from earlier defeats and built a more efficient, tactical army.

3. How far do **Sources B** and **C** agree about the reasons for the success of France in the Hundred Years War? 4

[END OF CONTEXT 3]

## HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

**Source A** explains why explorers went on voyages of discovery.

**Source A**

Voyages of exploration were not carried out simply to bring fame. At this time in Europe, there was a great desire to know more about the world. Prince Henry the Navigator had already established a port at Ceuta in Morocco and was well aware that most of the surrounding lands were controlled by the Moors. Many people believed it was their Christian duty to spread their faith to people who had no knowledge of it. Others realised successful explorers could become very rich.

1. Why did explorers go on voyages of discovery? (Use **Source A** and recall.) 5

**Sources B** and **C** are about some of the problems faced by commanders of voyages of discovery.

**Source B**

After Columbus's fleet sailed out of sight of land, the crews threatened to mutiny. They protested about the length of the voyage so Columbus pretended they had travelled a shorter distance than they had to reassure them. He himself had no real idea of how far the journey was as his calculations were wrong. After they reached land, the Pinta set off on its own to look for gold and the Santa Maria ran aground.

**Source C**

Magellan did not tell his sailors that their destination was the Spice Islands by the western route before they sailed because he knew this long journey would terrify them. As it was, even before he reached Cape Horn a mutiny broke out and he was forced to execute the ringleaders. When the fleet entered the stormy seas leading to the Straits, one ship sank and the captain of another disobeyed him and turned back to Spain.

2. How far do **Sources B** and **C** agree about the problems faced by commanders of voyages of discovery? 4
3. Describe the voyage of Vasco da Gama in 1497. 5

[END OF CONTEXT 4]

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

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

**Sources A** and **B** are about why the colonists were unhappy with British rule by 1775.

**Source A**

The British government collected money from their American colonies through taxes. Many colonists regarded the taxes as unfair as they were not represented in the British parliament. Colonists were furious with the passing of the Stamp Act in 1765. This led to violent clashes between British soldiers and colonists. Tension was highest in Boston. In one incident, British soldiers opened fire, killing five colonists. This was reported as a brutal massacre across the colonies.

**Source B**

During the war with France the British government had passed new laws to extend its control of the American colonies. Many colonists resented British interference in their lives and businesses. The Stamp Act produced a furious storm of protest. Under the banner “no taxation without representation”, mobs took to the streets in Boston and other large towns. In 1770, the shooting of five protestors by British soldiers in Boston was portrayed as a terrible crime committed by the British.

1. How far do **Sources A** and **B** agree about the reasons why the colonists had become unhappy with British rule by 1775? 4
2. Describe what happened at Lexington and Concord in 1775. 5

**Source C** explains why some people sympathised with America in the Wars of Independence.

**Source C**

The writer Thomas Paine opposed British rule. In 1776, he published a pamphlet called *Common Sense*. He argued that Britain was abusing the rights of the American people. Many people were persuaded by his arguments. The answer, Paine believed, was independence. Paine’s ideas were popular and 150,000 pamphlets were sold. The King’s rejection of the Olive Branch Petition moved many colonists towards independence and angered radicals in Britain. The news that Britain was hiring mercenary soldiers from Germany to help them control the colonies also led some people in Britain to question the point of the war.

3. Why did some British people sympathise with America in the Wars of Independence? (Use **Source C** and recall.) 5

[END OF CONTEXT 5]

## HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

**Source A** explains why the slave trade was important to many British cities.

**Source A**

Cities in the west of Britain benefited from the Atlantic slave trade. By 1800, Liverpool profited most directly from the transportation of human beings as slaves. Glasgow and Bristol developed their own specialist areas which were linked to the trade. Glasgow had the largest share of the British tobacco trade and this helped the city's economic development. Profits from the tobacco trade also contributed to the development of industry in Glasgow. In Bristol, merchants profited from the sugar trade. All of these activities were based on Britain's involvement in the Atlantic slave trade.

1. Why was the slave trade important to many British cities? (Use **Source A** and recall.) 5

**Sources B** and **C** are about the capture of slaves in Africa.

**Source B**

The ships which had arrived on the African coast from Europe landed armed raiders who attacked African villages and seized as many men, women and children as possible. As soon as they saw a ship the Africans left their villages and took to the forests to hide. Another way Europeans obtained slaves was simply to buy them from their African masters. As the trade increased, Europeans built forts on the coast and established factories to hold captured slaves.

**Source C**

The slave trade across the Atlantic Ocean changed the whole course of African history. The kings and chiefs of the African tribes became trading partners with European merchants. They swapped their people for European goods such as horses, guns and alcohol. As the demand for slaves grew, raiding and kidnapping spread terror deep into Africa. Frightened villagers, trying to escape the raiders, moved into remote areas which often had poor soil and produced few crops.

2. How far do **Sources B** and **C** agree about the effect of the slave trade on Africa? 4
3. Describe the ways in which slaves were prepared and sold in the West Indies. 5

[END OF CONTEXT 6]

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

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

1. Describe the events of July 1789 which led to the attack on the Bastille.

5

**Source A** explains the unhappiness of the French people with the results of the Revolution by 1792.

**Source A**

The revolution had been supported by a large number of ordinary French people, both city dwellers and peasants. Many of them now questioned a system which was benefiting mainly the middle class. Only the middle class had the right to vote for the Assembly and if that were not bad enough, only the wealthy could elect Assembly members. The peasants were pleased that the old regime had been swept away. They were still unhappy that it was so easy for the nobility to buy the lands taken from the Catholic Church.

2. Why were many French people unhappy with the results of the Revolution by 1792? (Use **Source A** and recall.)

5

**Sources B** and **C** describe the activities of the Committee of Public Safety in 1793.

**Source B**

The Committee of Public Safety was created in order to protect the gains of the Revolution and the rights of the citizens. Its members are committed to the cause of perfect justice at a time when the enemies of the Revolution are working to bring a great darkness back to France. The Committee ensures that trials and punishments are fair so that society runs according to the rules of freedom.

**Source C**

The enemies of the Revolution are everywhere, both in France and abroad. Only the Committee for Public Safety can ensure that the great achievements of the Revolution are saved. Never before in the history of France have the courts of law ensured that innocent citizens are protected from false accusation. Dare anyone accuse the Committee of failing to create the fairest system of justice the people have ever known?

3. How far do **Sources B** and **C** agree about activities of the Committee of Public Safety?

4

[END OF CONTEXT 7]

## HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

**Sources A** and **B** are about the revolutions of 1848.

**Source A**

The revolutions in the Italian states failed to unite Italy. Each revolution had different aims and the revolutionaries failed to work together. Furthermore, Austria was strengthened by quickly defeating its own revolution and this played a decisive role in halting those in Italy. All revolts were put down by Austria, apart from the Roman Republic. General Radetzky was important in the Austrian victories as his decisive military leadership was superior to that of Charles Albert.

**Source B**

Austria had recovered quickly from its revolutions of 1848, and this allowed it to control the revolutions in Italy. If the Italian states were to have a chance at uniting then Austria must be defeated. However, the Italian revolutionaries failed to unite in a common aim and could not fully co-operate. Although the men involved in the Italian revolutions fought bravely, this was not enough against the better trained and better led Austrian forces.

1. How far do **Sources A** and **B** agree about the failures of the 1848 revolutions?

4

**Source C** explains the importance of Cavour to Italian unification.

**Source C**

Cavour was very important to Italian unification. He was responsible for developing Piedmont into a modern industrial state capable of uniting Italy. Piedmont became the richest Italian state because of Cavour, resulting in it eventually dominating the rest of Italy. Cavour reduced Austrian domination over the Italian states by provoking Austria into starting the war of 1859. Prior to this his diplomatic skills secured an alliance with France to support a war with Austria, which led to the Austrians being quickly defeated.

2. Why was Cavour important to Italian unification? (Use **Source C** and recall.)
3. Describe Garibaldi's contribution to Italian unification.

5

5

[END OF CONTEXT 8]

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

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

**Source A** explains why the ideas of liberalism and nationalism failed to spread in Germany after 1815.

**Source A**

The German Confederation of 1815 allowed the German Princes to hold on to their power. This upset liberals and nationalists who wanted a united Germany and the right to vote for their leaders. However, these ideas appealed mainly to a minority of educated people such as intellectuals and students. These nationalist students held a mass meeting in 1817 where they made speeches supporting liberal ideas and criticising Austria. Metternich feared a revolution so created the Carlsbad Decrees, which outlawed the student movement. They also regulated universities to stop liberal ideas spreading.

1. Why did the ideas of liberalism and nationalism fail to spread in Germany after 1815? (Use **Source A** and recall.) 5
2. Describe the revolutions which began in Germany in 1848. 5

**Sources B** and **C** are about Bismarck's appointment as Minister-President of Prussia.

**Source B**

Bismarck soon gained a powerful hold over the King by force of his personality and powers of persuasion. He had annoyed Parliament with the tactics he used to maintain royal authority over it when he ended the argument about army reforms in the King's favour. Parliament's distaste with Bismarck was officially noted in 1863, when its members took a vote and declared to the King that they could no longer work with Bismarck.

**Source C**

Tough and with a strong personality, Bismarck easily gained influence over the King. The dispute over army reforms did not help relations between Bismarck and Parliament. It objected to Bismarck's methods of ensuring royal authority was upheld. In 1863 Parliament informed the King that it was not willing to deal with Bismarck. He had only been Minister-President for eight months and had failed to achieve agreement with Parliament.

3. How far do **Sources B** and **C** agree about Bismarck's appointment as Minister-President of Prussia? 4

[END OF CONTEXT 9]

## HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

**Source A** explains why the Orthodox Church was important in maintaining the Tsar's rule.

**Source A**

As well as teaching Christian beliefs, the Russian Orthodox Church taught the people to be loyal to the Tsar. Followers of other religions were encouraged to convert and Jews were often persecuted. As the head of the Orthodox Church the Tsar himself appointed the chief bishops and its ruling organisation known as the Holy Synod which was essentially a government department. As a result, the Orthodox Church had influence, power and wealth. Its most important bishops wore fabulous jewelled robes and lived comfortable lives.

1. Why was the Orthodox Church important in maintaining the Tsar's rule? (Use **Source A** and recall.)

5

**Sources B** and **C** are about the first Duma.

**Source B**

The Duma was set up in 1906. It was a parliament without real power. It was never intended to represent the majority of the ordinary Russian people, that is, the workers and the peasants. The Tsar made it clear he retained control. He personally appointed all government ministers and the Duma could not make laws without his consent. He could simply dismiss the Duma if it displeased him and rule alone.

**Source C**

The first Duma lasted a mere 10 weeks before its demands upset the Tsar. He dissolved it and another election was called. The voting system meant that very few of the lower classes ever voted. The Tsar had chosen Stolypin as Prime Minister and he planned to introduce reforms to increase the Tsar's support in the countryside, hoping this would make it easier to govern.

2. How far do **Sources B** and **C** agree about the ineffectiveness of the first Duma?
3. Describe the weaknesses of the Whites in the Civil War.

4

5

[END OF CONTEXT 10]

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

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

**Sources A** and **B** are about the experience of immigrants in the USA in the 1920s.

**Source A**

Italians did not want to buy land as few planned to stay in America for long. They headed for the great cities where other jobs were available. Italian Americans succeeded in jobs requiring little formal education such as small business ownership. However, like other immigrants, they found other ways to get rich. Politics, sports, and crime, were ladders for upward mobility. Italian Americans achieved notable success in classical and popular music.

**Source B**

My family lived in the city of Chicago. My father came there from Montfalcone, in Italy and always hoped to return there. When I was 14 years old I started dodging school and turned to stealing. At first I stole from clothes lines, later I stole bicycles, as did others in the neighbourhood. We sold the bicycles and made about \$75 a week. Then we joined an older gang because although they were only around 20 years old they were in the big money and drove around in fancy automobiles.

1. How far do **Sources A** and **B** agree about the experience of immigrants in the USA during the 1920s? 4
2. Describe the effects of the Jim Crow laws on black Americans in the 1920s and 1930s. 5

**Source C** is about the split in the Civil Rights Movement in the mid 1960s.

**Source C**

By the mid 1960s some Civil Rights campaigners were wondering if the cost in injuries and human life was worth the gains achieved through non-violent protest. They had also become frustrated with the slow pace of change. A split emerged in the Civil Rights Movement. New leaders like Malcolm X offered hope of a better future in northern ghettos. This message reached great cities such as Chicago and Los Angeles. In places like these there was a growing resentment at the way white police officers bullied the young black citizens living in their precinct.

3. Why was there a split in the Civil Rights Movement in the mid 1960s? (Use **Source C** and recall.) 5

[END OF CONTEXT 11]

## HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

**Sources A** and **B** are about the Nazi view on race.

#### Source A

The Nazi theory of racial superiority was not original even though Hitler had stated, in *Mein Kampf*, that differences between the races was a matter of scientific fact. There could be no argument that the Aryan people of northern Europe were superior in every way. This was not just a matter of physical superiority but also of intellectual strength. It was logical that people like this should be in control of all other races.

#### Source B

The stereotype of the blond and blue-eyed warrior took a powerful hold on many young Germans who were taught that the Aryans of Germany and Scandinavia were the Master Race. According to Nazi propaganda, which continually stressed the importance of “pure blood”, biological research had shown that there was a distinction between races. This gave them the authority to rule over the peoples of the world.

1. How far do **Sources A** and **B** agree about the Nazi view on race? 4
2. Describe Hitler’s foreign policy plans after 1933. 5

**Source C** explains why Britain followed a policy of appeasement in the 1930s.

#### Source C

By the 1930s many British people felt that the Treaty of Versailles had been unfair to Germany. The Germans had expected the treaty to be based on the reasonable aims of the Americans. The Peace Ballot had shown that a large section of the population was against war in principle. Since technology had advanced rapidly in the previous twenty years there were also more practical reasons for avoiding war such as the fear of bombing from the air. The Prime Minister was convinced that Hitler could be persuaded to keep the peace.

3. Why did Britain follow a policy of appeasement in the 1930s? (Use **Source C** and recall.) 5

[END OF CONTEXT 12]

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

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

**Sources A** and **B** are about why a Cold War broke out between the superpowers.

**Source A**

The alliance against a common enemy during the Second World War broke down almost as soon as the war ended and was replaced by a climate of suspicion. Soviet and American leaders held opposing ideological views and attempted to spread their beliefs to other countries. Tensions continued to grow over the next few years. America's decision to develop and use the atomic bomb against the Japanese without consulting the Soviets placed further strain on relations.

**Source B**

As soon as the war ended the Soviet Union and the Americans developed open hostility towards each other. The meetings at Yalta and Potsdam did little to improve relations. The new President Truman and Stalin seemed hostile to one another and this emphasised their ideological divisions. The tension at Potsdam was increased by America's use of the atomic bomb against Japan.

1. How far do **Sources A** and **B** agree about the reasons why a Cold War broke out between the Soviet Union and the USA? 4
2. Describe the tactics used by the USA in the Vietnam War. 5

**Source C** explains why relations between the superpowers improved in the 1970s.

**Source C**

By the early 1970s President Nixon had begun to withdraw US troops from Vietnam. Although the fighting did not end immediately, it seemed like the beginning of peace. Gradually the Vietnamese peace had a positive influence over other areas of superpower relations. The personalities involved were also important. Presidents Nixon and Carter enjoyed the increased popularity they won as peace-makers. The Soviet leader Brezhnev welcomed the improved relations with America because he recognised the perils of all-out nuclear war. Brezhnev was also keen on peace because it left him free to concentrate on problems within the Soviet Union.

3. Why did relations between the superpowers improve in the 1970s? (Use **Source C** and recall.) 5

[END OF CONTEXT 13]

[END OF PART 3: EUROPEAN AND WORLD CONTEXTS]

[END OF QUESTION PAPER]

**[BLANK PAGE]**

**[BLANK PAGE]**

## ACKNOWLEDGEMENTS

Part 2 Context 8 Source B—Postcard produced in 1935 showing Portobello beach is taken from **[www.edinphoto.org.uk](http://www.edinphoto.org.uk)**. Reproduced by kind permission of Peter Stubbs.