



# **2014 History**

## **Intermediate 1**

### **Finalised Marking Instructions**

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## **Part One: General Marking Principles for: History Intermediate 1**

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

### **GENERAL MARKING ADVICE: History Intermediate 1**

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

## Marking Conventions

Please make good use of the following indications of where marking credit has or has not been awarded.

- 3** above a phrase indicates a relevant, credited piece of evidence
- R** above a phrase indicates that recall has been credited
- DP** above a phrase indicates a developed point of evidence
  
- P** in the margin indicates that process is apparent
  
-  a single line underneath a response indicates that part of the evidence is suspect
  
- X** in the margin indicates irrelevance
- SE** in the margin indicates a serious error
- NP** in the margin indicates that process is suspect or non-existent
- C** in the margin indicates that the candidate has **simply** copied presented evidence (maximum 1 mark)
- NR** in the margin indicates no relevant recall
- NPE** in the margin indicates no presented evidence has been used

In O3 “How useful” answers use the following indications in the text of the answer:

- O** origin of the source (primary/secondary)
- A** authorship
- P** purpose
- C** content
- CO** content omission

Where several points are run together ie “listing” – the answer is marked out of half marks.

In O3 1 mark should be credited for each of the following:

“The source is useful as it is a primary source written at the time”.

“The source is useful as it is a secondary source written much later/with the benefit of hindsight/research”.

NB a tick in the right hand margin indicates that a misplaced part of an answer has been read.

Marks are no longer deducted for badly written or illegible answers.

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## Part Two: Marking Instructions for each Question

### SCOTTISH AND BRITISH CONTEXT 1: MURDER IN THE CATHEDRAL: CROWN, CHURCH AND PEOPLE, 1154-1173

1. The candidate describes the problems faced by Henry II when he became king in 1154 by referring to evidence such as: **3**

**from the source:**

- sheriffs were corrupt, accepting bribes/keeping fines for themselves.
- barons were stealing land and increasing their power.

**from recall:**

- barons had built illegal castles.
- barons had hired mercenaries for their own private armies.
- some barons openly rebelled against Henry eg the Earl of York.
- barons were also acting as sheriffs and were controlling the law in their area.
- the Church had increased its power/was enforcing Canon law.
- Henry's empire was vast with no common language/customs etc.

**Maximum of 2 out of 3 for answers which refer only to the source or only to recall.**

2. The candidate explains why knights were important in medieval times by referring to evidence such as: **4**

**from the source:**

- knights promised to protect the Church/knights often went on Crusade.
- knights were expected to protect the weak, making sure the young, old and sick were safe.
- they acted as members of a jury and upheld the king's laws.

**from recall:**

- knights fought for the king as part of his army.
- knights were part of the feudal system/gave land to peasants in return for crops.
- knights carried out castle guard and other duties to the king.
- knights sometimes acted as advisors/played a part in local government.

**Maximum of 3 out of 4 for answers which refer only to the source or only to recall.**

3. The candidate describes the role of a priest in medieval times by referring to evidence such as: **4**

**from the source:**

- priest offered comfort and support during hard times.
- they explained the Bible/taught villagers how to be good Christians.
- they enforced the Church's laws making sure Holy Days remained special/and that only fish was eaten on a Friday.

**from recall:**

- priests carried out ceremonies such as baptism/marriage/funerals.
- they issued last rites to the dying.
- they heard confessions/issued penance.
- priests gave out holy communion etc.
- they prayed for the souls of the dead.
- some priests educated local children/prepared them for a career in the Church.
- they kept part of their crop in case it was needed during times of famine.

**Maximum of 3 out of 4 for answers which refer only to the source or only to recall.**

4. The candidate evaluates the usefulness of the source by referring to evidence such as: **4**

- primary source drawn at the time.
- possible bias/artist would have known about the event.
- to show that Becket was a victim/that he was brutally murdered.
- shows four knights attacking Becket/shows Becket was hit on the head/shows Becket on his knees by his altar/shows Becket as a martyr/shows that Edward Grim had his arm cut.

**Maximum of 1 mark for commenting on content omission such as:**

- knights hit Becket four times on the head.
- knights sliced off the top of Becket's head/extracted his brains.

## SCOTTISH AND BRITISH

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

1. The candidate describes the Succession Crisis in Scotland by referring to evidence such as: **4**

**from the source:**

- King Alexander III's last son died.
- his only close relation was the Maid of Norway/she was a girl.
- two distant cousins both thought they should be next-in-line.

**from recall:**

- King Alexander died before he had more sons.
- the Maid of Norway died.
- uncertainty about who had the better claim, Bruce or Balliol/danger of a civil war.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

2. The candidate evaluates the usefulness of the source by referring to evidence such as: **4**

- primary source written at the time.
- by King John Balliol himself – biased against Edward.
- to complain about how King Edward treated him.
- tells how King Edward carried out murders/burnings/did great harm to the people.

**Maximum of 1 mark for commenting on content omission such as:**

- King Edward's men had destroyed Berwick, King John's most important town
- King Edward wanted support for his war in France.

3. The candidate explains why William Wallace was defeated at the Battle of Falkirk by referring to evidence such as: 4

**from the source:**

- Wallace was heavily outnumbered.
- the Scottish cavalry fled.
- Edward's bowmen easily killed men in the schiltrons.

**from recall:**

- Edwards's cavalry slaughtered the Scottish bowmen.
- the schiltrons were static.
- choice of site for the battlefield was poor.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

4. The candidate describes how Robert Bruce won control over Scotland by referring to evidence such as: 3

**from the source:**

- Bruce murdered the leader of his opponents – John Comyn.
- Bruce captured castles from their English garrisons.

**from recall:**

- Bruce destroyed the lands of the Comyns.
- Bruce defeated the English at Bannockburn.
- development about individual castles captured.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

## SCOTTISH AND BRITISH

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

1. The candidate describes what happened during the “Rough Wooing” between 1544 and 1548 by referring to evidence such as: **4**

**from the source:**

- the English burned Edinburgh and all the villages close to it.
- the English burned the Border Abbeys.
- the English burned freshly-harvested crops.

**from recall:**

- the English were defeated at Ancrum Moor.
- the English were defeated at the Battle of Pinkie.
- the English took over Scottish castles in southern and eastern Scotland.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

2. The candidate evaluates the usefulness of the source by referring to evidence such as: **4**

- primary source written at the time.
- written by John Knox who was the main Protestant reformer/could be biased.
- to explain that ministers should be elected.
- members of a congregation should elect their own minister.

**Maximum of 1 mark for commenting on content omissions such as:**

- Scottish nobles did not like/implement this idea.
- congregations would run the church.
- elders would help the ministers.
- a General Assembly would make laws for the church.

3. The candidate explains why Riccio was murdered by referring to evidence such as: 4

**from the source:**

- Scottish nobles were jealous.
- Scottish nobles persuaded Darnley that Riccio was stopping him from becoming king/Darnley hated him.
- there were rumours that he was a spy sent by the Pope.

**from recall:**

- Riccio dressed like a nobleman – offended the Scottish nobles.
- Riccio swaggered about as if he was as important as the nobles.
- Riccio made Scottish nobles ask him (merely an Italian servant) to see the Queen.
- Riccio took bribes.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

4. The candidate describes how Mary, Queen of Scots, was treated while she was in England by referring to evidence such as: 3

**from the source:**

- Mary, Queen of Scots, was treated like a prisoner by Queen Elizabeth.
- Elizabeth organised an investigation of Mary's rule in Scotland and the death of Darnley.

**from recall:**

- Queen Elizabeth moved Mary, Queen of Scots, from jail to jail.
- Queen Elizabeth used spies to watch Mary, Queen of Scots/read her mail
- Queen Elizabeth put Mary, Queen of Scots, on trial and chopped off her head.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

## SCOTTISH AND BRITISH

### CONTEXT 4: "ANE END OF ANE AULD SANG": SCOTLAND AND THE TREATY OF UNION, 1690s-1715

1. The candidate explains why Scotland became a poorer country by 1700 by referring to evidence such as: **4**

**from the source:**

- harvests had failed (the "Ill Years").
- landowners got no rents/received no income.
- towns were badly affected by England's wars against France.

**from recall:**

- Darien had taken all the ready money out of Scotland.
- Darien had failed, so investors lost their investment.
- Scotland had no overseas colonies for trade/could not trade with English colonies.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

2. The candidate describes the ways the Scots showed their unhappiness with Queen Anne's government in London by referring to evidence such as: **3**

**from the source:**

- refused to pay taxes.
- allowed trade with France again.

**from recall:**

- passed the Act of Security (threatened the Hanoverian Succession).
- passed the Act Anent War and Peace (forbidding wars unless the Scottish Parliament agreed).

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

3. The candidate describes the ways some Scots showed their opposition to the Treaty of Union by referring to evidence such as: 4

**from the source:**

- ministers of the Church of Scotland spoke out against it.
- there were riots.
- the houses of leading supporters of the Treaty of Union were attacked.

**from recall:**

- copies of the Treaty of Union were burned.
- towns sent in petitions against the Treaty of Union.
- there were threats of armed rebellion to stop the Union happening.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

4. The candidate evaluates the usefulness of the source by referring to evidence such as: 4

- primary source written at the time.
- the author was a Jacobite who was a participant/possible bias.
- to explain why the Jacobites were starting a rebellion.
- Scotland had endured hardship under the Union/to set Scots free from their suffering.

**Maximum of 1 mark for commenting on content omission such as:**

- Jacobites wanted to reverse the Hanoverian/Protestant Succession.
- Jacobites were defeated at Sheriffmuir.

## SCOTTISH AND BRITISH

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

1. The candidate describes the factors which made Scotland attractive to Irish immigrants by referring to evidence such as: 3

**from the source:**

- money could be earned at harvest time.
- work for all the family.

**from recall:**

- Scotland was cheap and easy to get to.
- there was plenty of work on canal/railway building.
- there was work in coal/iron ore mines.
- examples of industry eg jute factories in Dundee.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

2. The candidate evaluates the source as evidence by referring to evidence such as: 4

- primary source from the time.
- written by an Irish immigrant who was an eye witness.
- to show that priests gave a lot of help.
- found him a place to sleep/told him where to look for work.

**Maximum of 1 mark for commenting on content omission such as:**

- priest probably wrote the letter.
- Church provided education/social events.
- Church organised charitable activities.

3. The candidate describes the ways in which Scots were persuaded to emigrate by referring to evidence such as: 4

**from the source:**

- countries sent agents.
- cheap or free land was offered.
- meetings were held in towns and cities.

**from recall:**

- posters were put up to encourage Scots to emigrate.
- relatives wrote letters home encouraging relatives to come.
- cheap fares were offered/Highlanders given free passage.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

4. The candidate explains why it was easy for Scots emigrants to settle in their new homelands by referring to evidence such as: 4

**from the source:**

- English was spoken by almost everyone.
- the way of life was similar to that at home.
- Scots who had emigrated earlier gave help/made them feel at home.

**from recall:**

- Scots had relatives who would help them.
- Scots had an education which helped them.
- Scots had skills such as farming or crafts which helped them find work.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

## SCOTTISH AND BRITISH

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

1. The candidate explains why the Liberal Government of 1906–1914 introduced reforms to help the poor by referring to evidence such as: **4**

**from the source:**

- concerns over national security.
- concerns over national efficiency.
- political parties competed to gain the votes of the poor working classes.

**from recall:**

- surveys of Booth and Rowntree highlighted the extent of poverty/the need for government action.
- New Liberals such as Lloyd George and Churchill wanted to carry out social reform.
- reference to Boer War/recruitment.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

2. The candidate evaluates the source by referring to evidence such as: **4**

**from the source:**

- primary source from the time.
- a government poster about the act so will be accurate.
- to show the rules of the Children's Act and what happens if they are broken.
- children under 7 not allowed to be left alone with an unguarded fire/children under 14 not allowed into public drinking houses.

**Maximum of 1 mark for commenting on content omission such as:**

- School Meals Act – to provide free school meals for children of the poorest families.
- Medical Inspections provided in schools to check for common diseases.

3. The candidate describes what the government did to meet the needs of the people during the Second World War by referring to evidence such as: 4

**from the source:**

- medical assistance given free of charge to victims of the bombings.
- re-housing of bombing victims.
- financial support given to bombing victims to replace their belongings.

**from recall:**

- evacuation of children from cities to countryside was organised by the government.
- rationing was needed to make sure everyone got a fair share of the country's food supply.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

4. The candidate describes the ways the Labour Government of 1945-1951 helped everyone from the "cradle to the grave" by referring to evidence such as: 3

**from the source:**

- house-building programme to get rid of slums.
- financial help through the National Insurance Act/National Assistance Board.

**from recall:**

- an NHS was set up to provide free health care for everyone, regardless of income.
- family Allowance was paid weekly to help families with more than one child.
- education became compulsory up to the age of 15 and was free for all.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

## SCOTTISH AND BRITISH

### CONTEXT 7: CAMPAIGNING FOR CHANGE: SOCIAL CHANGE IN SCOTLAND, 1900s-1979

1. The candidate describes the ways women's lives improved between 1918 and 1939 by referring to evidence such as: **4**

**from the source:**

- Parliament passed an act making it illegal to keep women out of some professions just because they were women.
- nursing, a job mainly done by women, was raised to the status of a profession.
- new laws gave women the same rights as men if they divorced.

**from recall:**

- women over 30 given the vote in 1918/women given full voting equality with men in 1928.
- women became eligible to stand for election to parliament in 1918.
- widow's pensions were introduced in 1925.
- new domestic appliances became available.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

2. The candidate evaluates the source by referring to evidence such as: **4**

- primary source from the time.
- written by a shipyard worker who experienced unemployment/got hope with a new job.
- written to explain the effect of unemployment/unemployment made people hopeless.
- skilled men just left hanging around/on dole for three years/town got a lift from building *Queen Mary*.

**Maximum of 1 mark for commenting on content omission such as:**

- unemployment was so bad Scotland was made a 'special area'.
- government funded the restart of *Queen Mary* to ease unemployment.
- unemployed were subject to the hated Means Test.

3. The candidate describes the ways that dancing was attractive between the wars by referring to evidence such as: 3

**from the source:**

- opportunity to try out a range of popular dances – waltz, tango.
- the popular dance halls put on famous big bands/bands would play American music.

**from recall:**

- opportunity to meet and impress the opposite sex in a respectable public place.
- chance to get dressed up in fashionable clothes.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

4. The candidate explains why many women's working lives changed during the Second World War by referring to evidence such as: 4

**from the source:**

- many women who were employed in domestic service left to take up better paid war work.
- conscription of all single women without children began in 1941.
- the Government decided that these women could be sent to work anywhere in Britain.

**from recall:**

- married women were encouraged to 'do their bit' outside the home as volunteers.
- conscription meant women of all social classes now working, many for the first time.
- women joined armed forces/land army/did factory work.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

## SCOTTISH AND BRITISH

### CONTEXT 8: A TIME OF TROUBLES: IRELAND, 1900-1923

1. The candidate describes the 1914 Curragh Mutiny by referring to evidence such as: **3**

**from the source:**

- army officers asked if they would deal with protestors.
- officers refused.

**from recall:**

- officers were threatened with the sack if they did not fight.
- the majority of officers based at the Curragh agreed not to serve in Ulster.
- the officers were not sacked.
- the British Government talked down the incident.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

2. The candidate evaluates the source by referring to evidence such as: **4**

- primary source written at the time.
- someone who took part in the Easter Rising/eyewitness.
- to justify why the Easter Rising failed.
- says castle gates were closed/rebels were fired at/stood no chance so had to take cover.

**Maximum of 1 mark for commenting on content omission such as:**

- the rebels were cut off/surrounded by the British.
- the British used a gunboat to shell the rebel's position.

3. The candidate explains why Sinn Fein became more popular after 1916 referring to evidence such as: 4

**from the source:**

- majority of people turned against Home Rule.
- voters shared Sinn Fein's views that Ireland should be independent.
- Sinn Fein's success in by-elections encouraged more people to support them.

**from recall:**

- sympathy after the Easter Rising executions attracted people to Sinn Fein.
- the Catholic Church supported Sinn Fein's aims.
- Sinn Fein helped to stop conscription being extended to Ireland.
- Irish people agreed with Sinn Fein's boycott of all things British.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

4. The candidate describes what happened during the Irish Civil War by referring to evidence such as: 4

**from the source:**

- Free Staters attacked the Four Courts.
- within nine days the Republicans were defeated in Dublin.
- the Republicans continued their campaign of violence in the countryside/attacking Free Staters where they could.

**from recall:**

- guerrilla warfare used eg ambushes/burning buildings/revenge attacks.
- Special Powers Act offered amnesty to Republicans if they stopped fighting.
- Republicans arrested and executed after amnesty had ended.
- heavy casualties on both sides/key leaders murdered eg Collins/Lynch.
- De Valera conceded the Republicans had lost in April 1923.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

## EUROPEAN AND WORLD

### CONTEXT 1: THE NORMAN CONQUEST, 1060-1153

1. The candidate evaluates the usefulness of the source by referring to evidence such as: **4**
- primary source written at the time.
  - written by William's servant so possible bias.
  - to show that William had a just claim to the throne.
  - claims Harold seized the throne/broke his oath/was illegally crowned.

**Maximum of 1 mark for commenting on content omission such as:**

- Harold's oath to William was sworn under duress.
- William claimed that Edward had nominated him as his successor.

2. The candidate describes the effects of castle building on the English people by referring to evidence such as: **3**
- it made it difficult for the English people to show resistance.
  - building castles was a great hardship for the poor.

**from recall:**

- a castle's garrison or Norman knights could control the local area.
- castles were often used as law courts.

**Maximum of 2 out of 3 for answers which refer only to the source or only to recall.**

3. The candidate explains why many abbeys and monasteries were built in Scotland during the reign of David I by referring to evidence such as: 4
- David was very religious.
  - David was influenced by his mother who was a very religious woman.
  - David put the wealth earned from his burghs into the church.

**from recall:**

- David wanted to encourage education/new skills in Scotland.
- David wanted to ingratiate himself with the Pope.

**Maximum of 3 out of 4 for answers which refer only to the source or only to recall.**

4. The candidate describes the terms of the charter given by King David to Robert de Brus in 1124 by referring to evidence such as: 4

- David gave Robert the lands of Annandale.
- David gave Robert Lochmaben Castle.
- Robert had to provide David with ten knights.

**from recall:**

- if Robert did not provide the knights he would lose his land.
- Robert was expected to keep order in his lands.
- the charter was also witnessed by several important people.

**Maximum of 3 out of 4 for answers which refer only to the source or only to recall.**

## EUROPEAN AND WORLD

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

1. The candidate explains why people went on the First Crusade by referring to evidence such as: **4**

**from the source:**

- they wanted glory and adventure.
- they wanted to use their military skills in battle.
- knights like Bohemond wanted to be rich/seize land.

**from recall:**

- peasants were inspired by preachers such as Peter the Hermit.
- peasants believed it was their duty to fight for God.
- they hoped they would have their sins forgiven.
- peasants were desperate to escape famine and disease.
- anyone who went on Crusade could have debts they owed postponed until they returned.
- some knights were very religious eg Raymond of Toulouse.
- some knights were representing their families eg Hugh of Vermandois represented the French royal family.
- some knights were pressurised into going on Crusade eg Stephen of Blois.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

2. The candidate describes what happened on the People's Crusade by referring to evidence such as: **4**

**from the source:**

- the peasants lost their way/quickly ran out of supplies.
- some peasants began to attack local communities and steal from them.
- they had begun to argue amongst themselves and were no longer working together.

**from recall:**

- the People's Crusade attacked Jewish communities.
- they attacked the locals in Belgrade/some Crusaders were killed in the fighting.
- the Byzantine army attacked the People's Crusade at Nish/heavy casualties/Peter the Hermit's supplies lost.
- Peter the Hermit ignored the Emperor's advice to wait for the knights.
- the People's Crusade divided into separate groups/Peter the Hermit was no longer the recognised leader.
- the People's Crusade was massacred at Civetot by the Turks.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

3. The candidate describes what happened when the Crusaders fought Kerbogha's army at Antioch by referring to evidence such as: 3

**from the source:**

- Kerbogha did not attack the Crusaders straight away.
- the Crusaders organised themselves and charged at Kerbogha's army.

**from recall:**

- the Crusaders held aloft the Holy Lance, which inspired them.
- the Crusaders were inspired by/believed they were helped by an army of ghostly knights.
- the Crusaders held a defensive line which limited any attack on them.
- Kerbogha's army was tired.
- Kerbogha's army fled/Kerbogha was forced to concede the battle.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

4. The candidate evaluates the source by referring to evidence such as: 4

- primary source written at the time.
- Chronicler/whose job it was to record events.
- to show that Godfrey was a successful ruler.
- Godfrey stopped the Crusaders from fighting amongst themselves/he ordered that castles be built in key areas/that knights be recruited from Europe.

**Maximum of 1 mark for commenting on content omission such as:**

- Godfrey defended Jerusalem against an attack from an Egyptian army.
- Godfrey established feudalism.

## EUROPEAN AND WORLD

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

1. The candidate explains why England went to war with France in 1337 by referring to evidence such as: **4**

**from the source:**

- Edward III wanted to protect his lands in France.
- Edward believed he had a claim to the French throne.
- English were annoyed by French interference in the Flanders wool trade.

**from recall:**

- Edward refused to accept overlordship of King Philip.
- Philip had taken back land in France which Edward claimed was rightly his.
- France was supporting Scotland.
- going to war fitted in with Edward's strong attachment to ideas of chivalry.

**Maximum of 3 out of 4 for answers which refer only to the source or only to recall.**

2. The candidate describes the effects of the Black Death on England by referring to evidence such as: **4**

**from the source:**

- England was left with a labour shortage.
- farm animals died because of lack of farm workers.
- wages for farm workers increased.

**from recall:**

- around 1/3 of the population of England died.
- whole villages were left deserted.
- led peasants to question authority of lords/church.

**Maximum of 3 out of 4 for answers which refer only to the source or only to recall.**

3. The candidate describes the actions taken by King Richard II to defeat the Peasants' Revolt by referring to evidence such as: 3

**from the source:**

- leaders of the revolt were rounded up.
- gallows were built across the country to put people off joining the revolt.

**from recall:**

- at first the protestors were promised justice.
- leaders were hanged.
- pardons were given to some if they swore never to rebel again.

**Maximum of 2 out of 3 for answers which refer only to the source or only to recall.**

4. The candidate evaluates the usefulness of the source by referring to evidence such as: 4

- primary source written at the time.
- written by Joan's servant so possible bias.
- to show that Joan was successful/saved France.
- success at Orleans/Patay.

**Maximum of 1 mark for commenting on content omission such as:**

- Joan's heroism inspired French to join the fight.
- Joan was captured by and became a prisoner of the English.

## EUROPEAN AND WORLD

### CONTEXT 4: NEW WORLDS: EUROPE IN THE AGE OF EXPANSION, 1480s-1530s

1. The candidate evaluates the source by referring to evidence such as: 4
- primary from the time.
  - written by a Portuguese captain as part of his journal.
  - recording his route and what he used to keep his course.
  - kept in sight of land/observed where the sun sits on the horizon/noted the southern cross.

**Maximum of 1 mark for commenting on content omission such as:**

- use of instruments such as the astrolabe, cross-staff etc.

2. The candidate describes the events of Columbus' voyage in 1492 by referring to evidence such as: 4

**from the source:**

- set off from Palos in August 1492 with three ships.
- landed first in the Canaries then sailed due west.
- landed on San Salvador in the Bahamas and claimed it for Spain.

**from recall:**

- made contact with friendly natives, the Caribs.
- collected gold and other items by barter.
- discovered the islands of Cuba and Hispaniola.
- returned to Palos six months after leaving.

**Maximum of 3 out 4 for answers which refer only to recall or only to the source.**

3. The candidate explains why the voyage of Vasco da Gama was successful by referring to evidence such as: 4

**from the source:**

- had weakened the Venetian grip on the spice trade to Europe.
- voyage enabled the Portuguese to set up trading posts in Persia and India.
- king rewarded him well with wealth and a title.

**from recall:**

- it was the longest voyage then made out of sight of land.
- voyage made a huge profit (6000%) when the spices were sold.
- established the sea route to India for future Portuguese expansion.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

4. The candidate describes the ways Europe benefited from the discovery of the Americas by referring to evidence such as: 3

**from the source:**

- new foods such as tomatoes and chillies were introduced to Europe.
- chocolate was brought back from Mexico to Spain and became a fashionable drink.

**from recall:**

- potatoes/turkeys/maize/tobacco were brought back to Europe.
- huge amounts of gold and especially silver were brought back to Europe/made Spain rich.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

## EUORPEAN AND WORLD

### CONTEXT 5: "TEA AND FREEDOM": THE AMERICAN REVOLUTION, 1763-1783

1. The candidate evaluates the source by referring to evidence such as: **4**
- primary source from the time.
  - letter from George Washington who led the colonists' fight against British rule.
  - to explain that force might be necessary against the British.
  - something has to be done to protect our freedom/we should not hesitate to use arms.

**Maximum of 1 mark for commenting on content omission such as:**

- the colonists were angry about taxes that were being imposed by Britain.
- colonists were angry that they were not represented in Parliament.

2. The candidate describes what happened during the Boston Massacre in 1770 by referring to evidence such as: **3**

**from the source:**

- a group of angry colonists began shouting and throwing rocks at some British soldiers.
- the Redcoats panicked and opened fire.

**from recall:**

- five colonists died and seven were wounded.
- the leader of the British forces, Captain Preston, had tried to stop his men from opening fire.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

3. The candidate explains why the British army failed to defeat the colonists by referring to evidence such as: 4

**from the source:**

- British uniforms were unsuitable for the conditions.
- the British army was small and had to rely on foreign soldiers.
- communication was difficult between the British government and generals in America.

**from recall:**

- it was difficult to ensure regular supplies of food and weapons.
- many of the British generals were lazy or incompetent.
- the British were abandoned by mercenary soldiers at key points in the war.
- foreign countries became involved in the war against the British.
- the British lost key battles – Saratoga, Yorktown.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

4. The candidate describes the events which led to the British defeat at Yorktown and the end of the war by referring to evidence such as: 4

**from the source:**

- American and French soldiers surrounded the British.
- guns fired and cannons roared for days.
- a British officer stood beside a drummer boy waving a white handkerchief to signal the British surrender.

**from recall:**

- Britain lost control of the seas around Yorktown.
- the French navy prevented the British from bringing reinforcements.
- the British suffered heavy casualties.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

## EUROPEAN AND WORLD

### CONTEXT 6: "THIS ACCURSED TRADE": THE BRITISH SLAVE TRADE AND ITS ABOLITION, 1770-1807

1. The candidate describes how slaves were treated after they had been captured in Africa by referring to evidence such as: **3**

**from the source:**

- the slaves were marched to the coast, sometimes a journey of hundreds of miles.
- the slaves were held prisoner in forts.

**from recall:**

- slaves were often chained together during the march to the coast.
- slaves were often beaten, whipped.
- slaves were held in slave factories for weeks/months awaiting the arrival of slave ships.
- slaves were prepared for sale to ships' captains.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

2. The candidate evaluates the source by referring to evidence such as: **4**

- primary source written at the time.
- written by a traveller who had witnessed working conditions on the plantation.
- to describe the harsh working conditions on the plantations.
- majority of slaves were naked or covered in rags/foremen armed with whips moved among them, lashing those who tried to take a rest.

**Maximum of 1 mark for commenting on content omission such as:**

- slaves were given very basic food rations to eat/slaves were often forced to work through the night by the light of the moon.

3. The candidate describes the methods used by the abolitionists to bring about the end of the slave trade by referring to evidence such as: **4**

**from the source:**

- Thomas Clarkson visited British ports and collected evidence about the cruelty of the slave trade.
- public meetings and petitions were also used by the abolitionists to win support.
- Olaudah Equiano, a former slave, toured the country and spoke out against the slave trade.

**from recall:**

- Clarkson published books and pamphlets to win support for the abolition of the slave trade.
- Equiano published his autobiography about life as a slave.
- William Wilberforce MP became the leader of the Society for the Abolition of the Slave Trade and spoke out against the trade in Parliament.
- Josiah Wedgwood produced prints, medals and plates carrying the slogan, 'Am I not a man and a brother?'.
- sugar boycott.
- John Newton also spoke out against the trade – wrote Amazing Grace.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

4. The candidate explains why it took so long to abolish the slave trade by referring to evidence such as: **4**

**from the source:**

- the slave trade had many important supporters such as the plantation owners and the merchants.
- many MPs continued to defend the slave trade.
- many believed that the slave trade helped to make Britain wealthy and powerful.

**from recall:**

- King George III continued to support the slave trade.
- many MPs had been bribed to ensure that they continued to support the slave trade.
- it was believed that the slave trade provided an essential training ground for the royal navy.
- some MPs owned slaves.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

## EUROPEAN AND WORLD

### CONTEXT 7: CITIZENS! THE FRENCH REVOLUTION, 1789-1794

1. The candidate explains why the Estates General demanded reforms in 1789 by referring to evidence such as: 4

**from the source:**

- the peasants felt like slaves/forced to work on the roads.
- the king could lock up people without trial.
- the king had complete control.

**from recall:**

- the peasants/ordinary people had to pay most of the taxes.
- the nobles had too many privileges/did not pay taxes.
- the church had too much land and did not pay taxes.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

2. The candidate describes the March on Versailles in 1789 by referring to evidence such as: 3

**from the source:**

- the marchers were women.
- they were carrying weapons/spears/axes.
- they were bringing a cannon.

**from recall:**

- they were demanding bread.
- the women had broken into the town hall to seize weapons.
- some men disguised as women joined the march.
- the king met with the women.
- the women invaded the palace.
- they murdered some of the soldiers trying to protect the king.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

3. The candidate evaluates the source by referring to evidence such as: 4

- primary source written at the time.
- written by an eye witness – possible bias.
- to show that the king had no right to a proper trial.
- he had given up his rights/he should be put to death.

**Maximum of 1 mark for commenting on content omission such as:**

- The revolutionaries were determined to execute the king.

4. The candidate describes Robespierre's fall from power in 1794 by referring to evidence such as: 4

**from the source:**

- Robespierre made a speech demanding more executions.
- many revolutionaries decided to get rid of him.
- his enemies gained control of the Convention/took away his power.

**from recall:**

- the Paris mob no longer supported him.
- he was arrested.
- he was executed.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

## EUROPEAN AND WORLD

### CONTEXT 8: THE RED FLAG: LENIN AND THE RUSSIAN REVOLUTION, 1894-1921

1. The candidate describes the difficulties facing minorities in Russia before the First World War by referring to evidence such as: **3**

**from the source:**

- the Tsar encouraged the Orthodox Church to force them to give up their religion.
- they were subjected to vicious attacks/pogroms.

**from recall:**

- policy of Russification forced all minorities to use the Russian language.
- Black Hundreds murdered Jews/burnt their homes/Jews were driven from their homes/villages and often forced to emigrate.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

2. The candidate describes the problems facing the Tsar in 1905 by referring to evidence such as: **4**

**from the source:**

- the war had gone badly/people blamed the Tsar.
- there was great bitterness about the Tsar's troops firing on demonstrators in St Petersburg.
- strikes spread all over Russia.

**from recall:**

- peasants rioted in the countryside/seized land from the landlords.
- sailors on the battleship Potemkin mutinied.
- Grand Duke Sergei was assassinated by Social Revolutionaries.
- the 1905 Revolution broke out.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

3. The candidate evaluates the source by referring to evidence such as: 4
- primary source written at the time.
  - written by Lenin himself as leader of the Bolsheviks/so his own point of view.
  - to instruct the Bolsheviks to act immediately/warn of the risks in delaying.
  - we must at all costs arrest the government tonight.

**Maximum of 1 mark for commenting on content omission such as:**

- other Bolsheviks wanted to wait.
- Lenin threatened to resign if they did not act.

4. The candidate explains why the Reds won the Civil War by referring to evidence such as: 4

**from the source:**

- Trotsky's leadership boosted morale.
- Reds controlled the central area of Russia so could use railways to move troops and supplies.
- Reds had the help of the Cheka to collect grain from the peasants.

**from recall:**

- major cities were in Red controlled areas so they controlled production in the factories.
- Reds were united in their aim of fighting for the revolution.
- Government policies were designed to support the Reds eg conscription, War Communism, appointment of political commissars.
- Trotsky's train allowed him to visit all areas and spread Red propaganda.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

## EUROPEAN AND WORLD

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

1. The candidate explains why many black Americans feared the Ku Klux Klan in the 1920s by referring to evidence such as: **4**

**from the source:**

- KKK used extreme violence against black people.
- Klan members were rarely caught or punished.
- when the NAACP asked for laws to control the KKK they received no support from the government.

**from recall:**

- KKK organised and carried out lynchings.
- KKK wore white robes to scare black people.
- KKK burned crosses as a warning to black people.
- KKK burned black people's churches as a warning.

**Maximum of 3 out 4 for answers which refer only to the source or only to recall.**

2. The candidate describes the results of the Supreme Court decision to end segregation in schools in 1954 by referring to evidence such as: **4**

**from the source:**

- NAACP won the case.
- all children should be allowed to enter state schools on equal terms.
- there was resistance to the decision in the South/some Southern states chose to oppose the court's decision.

**from recall:**

- Linda Brown had the right to go to the school chosen by her father.
- Southern schools would have to become integrated.
- this was a landmark civil rights victory for the NAACP which reversed segregation.
- Supreme Court had upheld the constitutional rights of black Americans.

**Maximum of 3 out for 4 for answers which refer only to the source or only to recall.**

3. The candidate evaluates the source by referring to evidence such as: 4
- primary source written at the time.
  - written by an eyewitness to the events/written by a supporter of the march so possible bias.
  - to describe what happened on the day.
  - states that Dr King got a tremendous response.

**Maximum of 1 mark for commenting on content omission such as:**

- the event attracted worldwide media coverage.
- thousands of people supported the march.

4. The candidate describes what Malcolm X said black Americans needed to do to win Civil Rights by referring to evidence such as: 3

**from the source:**

- they would have to be prepared to use any means necessary to tackle racism.
- they would have to take more pride in their race and colour.

**from recall:**

- they would have to be willing to defend themselves.
- they would have to separate themselves from white people.

**Maximum of 2 out of 3 for answers which refer only to the source or only to recall.**

## EUROPEAN AND WORLD

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

1. The candidate evaluates the source by referring to evidence such as: 4
- primary source from the time.
  - from a school book intended to teach children/approved by Nazi authorities.
  - to show that the Aryan race was superior/show that other races were inferior.
  - Germans defended Europe/spread German culture.

**Maximum of 1 mark for commenting on content omission such as:**

- Jews and others were also the target of Nazi racial policy.

2. The candidate describes Germany's actions by 1936 that worried Britain and France by referring to evidence such as: 4

**from the source:**

- Germany withdrew from the League of Nations.
- German treaty with Poland meant that France lost an ally.
- Germany remilitarised the Rhineland in 1936.

**from recall:**

- Germany built up a large army.
- Germany built an air force and a navy.
- Hitler announced introduction of conscription.
- Hitler tried to take over Austria in 1934.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

3. The candidate explains why Hitler wanted to take over Austria in 1938 by referring to evidence such as: 4

**from the source:**

- Hitler was Austrian.
- control of Austria would give Germany greater power in south eastern Europe.
- Hitler wanted Hungary as an ally.

**from recall:**

- Hitler wanted to challenge the Treaty of Versailles.
- Anschluss would hem in Czechoslovakia.
- Germany would take over the Austrian army.
- Germany would take over Austria's industry.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

4. The candidate describes the ways in which Britain appeased Germany in the 1930s by referring to evidence such as: 3

**from the source:**

- Britain did not stop Germany breaking the Treaty of Versailles.
- Britain allowed Germany to take the Sudetenland.

**from recall:**

- Britain did not stop Germany from introducing conscription.
- the Anglo-Germany Naval Agreement agreed Germany could build up her navy.
- Germany was allowed to remilitarise the Rhineland.

**Maximum of 2 out 3 for answers which refer only to recall or only to the source.**

## EUROPEAN AND WORLD

### CONTEXT 11: IN THE SHADOW OF THE BOMB: THE COLD WAR, 1945–1985

1. The candidate describes the events which led to the outbreak of a Cold War by 1949 by referring to evidence such as: **3**

**from the source:**

- the Americans had used the atomic bomb against Japan without telling the Soviet Union.
- Winston Churchill's iron curtain speech had angered the Soviet Union.

**from recall:**

- the Truman Doctrine increased tension.
- the Berlin airlift increased tension between East and West.
- the formation of NATO angered the Soviets.
- the Soviets had taken over large parts of Eastern Europe.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

2. The candidate evaluates the source by referring to evidence such as: **4**

- primary source written at the time.
- from a statement by the Communist government – possible bias.
- to explain the reasons for the building of the Berlin Wall.
- agents are being smuggled into East Germany through West Berlin/spies are encouraging riots and demonstrations.

**Maximum of 1 mark for commenting on content omission such as:**

- East Germany was losing many of its most talented young people who were escaping to the West through Berlin.

3. The candidate explains why there was a crisis over Cuba by 1962 by referring to evidence such as: 4

**from the source:**

- Castro angered America by taking over American companies based in Cuba.
- Castro declared that he was a Communist and made trade agreements with the Soviet Union.
- a U2 spy plane took photographs of missile bases being built in Cuba.

**from recall:**

- Kennedy had been embarrassed by the failure of the Bay of Pigs and wanted revenge.
- the Soviets refused to remove their missiles from Cuba.
- Soviet ships carrying nuclear missiles were sailing towards Cuba.
- the Americans set up a naval blockade of Cuba.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

4. The candidate describes the tactics used by the Americans in Vietnam by referring to evidence such as: 4

**from the source:**

- America sent military advisors to help the fight against the Vietcong.
- B-52 bombers were used in raids against targets in North Vietnam.
- the number of American troops in Vietnam increased rapidly.

**from recall:**

- American troops used search and destroy missions in the Vietnamese countryside.
- America established strategic hamlets in the countryside.
- the use of chemicals such as napalm/Agent Orange had a devastating impact on the countryside and population.

**Maximum of 3 out 4 for answers which refer only to recall or only to the source.**

[END OF MARKING INSTRUCTIONS]