



2014 History

Intermediate 2

Finalised Marking Instructions

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Part One: General Marking Principles for: History Intermediate 2

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 2

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.

✓	above phrase indicates a relevant, credited piece of evidence
R	above a phrase indicates that recall has been credited
DK	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
NM	in the margin indicates no matching points in the comparison question

In O3 “How useful” questions use the following indications in the text of the answer.

O	origin
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.

Straight copying: maximum of 1 mark.

Part Two: Marking Instructions for each Question

PART 1 THE SHORT ESSAY

SCOTTISH AND BRITISH

Context 1: Murder in the Cathedral: Crown, Church and People, 1154-1173

Question 1

The candidate explains the importance of knights in twelfth century society by referring to evidence such as:

(8)
O1 & O2

- knights were part of the king's army/they fought directly for the king and swore their oath of allegiance to him
- the knights' tactic of charging at the enemy was essential in battle
- knights were part of the feudal system eg, in return for land they fought for the king on behalf of the barons. They in turn gave part of their land to peasants
- knights performed services such as castle-guard in return for their land
- knights protected the weak, young and old in society
- knights fought for and protected the Church eg, knights fought on crusade against the Muslims
- knights followed the "Code of Chivalry" – they set an example on how to behave in society, acting as role models eg, knights were expected to treat a woman appropriately and show mercy to enemies
- knights were used in local government and were members of a jury, enforcing law and order for the king

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

Context 2: Wallace, Bruce and the Wars of Independence, 1286-1328

Question 2

The candidate explains why there was a Succession problem in Scotland between 1286 and 1292 by referring to evidence such as:

(8)

O1 & O2

- King Alexander III died suddenly because he fell over a cliff
- King Alexander III's family had all died before him
- King Alexander III had only a grand-daughter to follow him as King
- King Alexander III's new wife announced she was pregnant so people had to await the birth
- King Alexander's new wife (Yolanda of Dreux) did not have the baby
- people were not sure whether a girl (the Maid of Norway) could succeed
- John Balliol thought he should be the next ruler
- Robert Bruce thought he should be the next ruler
- John Balliol claimed "primogeniture" through his mother Devorguilla Balliol
- Robert Bruce claimed "proximity" being one generation closer to royalty than Balliol
- Scots could not decide themselves who had the best claim

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

Context 3: Mary, Queen of Scots and the Scottish Reformation, 1540s-1587

Question 3

The candidate explains why there were English and French armies in Scotland in 1559 by referring to evidence such as:

**(8)
O1 & O2**

- England and France were in competition for influence in Scotland
- Mary of Guise had increased French influence in Scotland after the marriage of her daughter, Mary, Queen of Scots to the Dauphin of France
- Mary of Guise supported the Catholic Church in Scotland and had antagonised the Protestants by persecuting them
- the Scottish Protestant lords had rebelled against Mary of Guise
- Scottish Protestants increased their criticisms of the Catholic Church eg, Beggars' Summons, the sermons of Knox in Perth, the iconoclastic outrages
- Scots had heard rumours that they were to be moved to France and replaced by French in Scotland
- Queen Elizabeth supported the Protestant cause in Scotland
- Mary of Guise had requested aid from France
- Queen Elizabeth had sent English forces to help the Scottish Protestant lords

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

Context 4: The Coming of the Civil War, 1603-1642

Question 4

The candidate explains why events between 1640 and 1642 led to the outbreak of civil war by referring to evidence such as:

(8)
O1 & O2

- the King dissolved the parliament in 1640 (Short Parliament) after only 3 weeks, which caused resentment amongst its members
- activities of the Long Parliament angered the King eg, arrest and imprisonment of Archbishop Laud/arrest and imprisonment of Strafford
- The Grand Remonstrance in November 1641 divided the House of Commons in support for the King
- rumours over the causes of the Irish rebellion in November 1641 angered Protestants who thought the King was behind it
- attempted arrest of 5 Members of Parliament in January 1642 angered Parliament
- Parliament's decision to throw Bishops out of the House of Lords in February 1642 divided the House of Commons
- Parliament took control of the army in March 1642 without the King's consent
- the Nineteen Propositions of June 1642 were rejected by Charles, this divided Parliament and the King's supporters left London
- Parliament and the King both ordered English counties to raise troops and organised an army for each side in June 1642
- the King raised his standard at Nottingham Castle on 22 August 1642 and declared war on Parliament

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

Context 5: “Ane End of Ane Auld Sang”: Scotland and the Treaty of Union, 1690s-1715

Question 5

The candidate explains why the Scots had economic problems before 1705 by referring to evidence such as:

(8)
O1 & O2

- there had been a series of bad harvests “the Ill Years” – people had starved to death
- the bad harvests meant lairds had not been able to collect rents so they were also short of money
- Darien had absorbed most of the ready money of Scotland
- the money invested in Darien had all been lost
- the wars between England and France had badly affected Scotland’s continental trade
- Scotland obtained no benefits from the peace treaties ending these wars
- the Scots were facing demands for taxes from the government
- Scots were excluded from trading with England’s colonies

Each developed point will gain 1 mark to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

Context 6: Immigrants and Exiles: Scotland, 1830s-1930s

Question 6

The candidate explains why so many Irish people decided to settle in Scotland by referring to evidence such as:

(8)
O1 & O2

- Scotland was close/fares were cheap
- there was work to be found in the cotton/textile factories
- there was work in the coal mines
- many found work as navigators of the canals and railways
- there was work for the whole family
- wages were higher in Scotland
- housing was often better than in Ireland (NB housing should not be described as “good”, just better)
- many later immigrants could join family in Scotland
- Catholic immigrants were able to practice their religion/build churches/develop their communities
- Protestant Irish found it easy to become part of Scottish society
- Irish immigrants married Scots

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

Context 7: From the Cradle to the Grave? Social Welfare in Britain, 1980s-1951

Question 7

The candidate explains why Liberal reforms of 1906-1914 were important in improving the lives of the poor in Britain by referring to evidence such as:

(8)

- Education (Provision of Meals Act) 1906 provided free schools meals to children from poorer families
- Education Act 1907 Medical Inspections allowed children's medical problems to be identified
- School clinics introduced in 1912 to provide treatment to children with health problems
- Children's Act 1908 (Children's Charter) provided legal protection for children eg protection from abuse, abolition of the death sentence, separation of adult and child prisoners
- Old Age Pensions Act 1908 provided pensions for those over 70, easing the fear of the workhouse/poorhouse
- Pensions were to be paid through general taxation which meant old people did not have to contribute
- National Insurance Act Part 1 (Sickness) 1911: entitled insured workers an income if absent from work due to illness
- National Insurance Act Part 1 (sickness) 1911: also entitled insured workers to free medical treatment and maternity benefit
- National Insurance Act Part 2 (Unemployment) 1911: entitled insured workers an income in the event of becoming unemployed
- Labour Exchanges Act 1908 introduced Labour Exchange where unemployed workers could be put in contact with employers
- Labour Exchanges also offered workers washing and clothes mending services
- Mines Act 1908 limited working in dangerous mines to 8 hours a day
- Trade Boards Act 1908 negotiated minimum wages for workers in 'sweated' industries
- Shops Act 1911 limited hours of work for shop workers and gave them time off.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

Context 8: Campaigning for Change: Social Changing in Scotland, 1900s-1979

Question 8

The candidate explains why women had achieved equal voting rights by 1928 by referring to evidence such as:

(8)

- women (and some men) had been campaigning for the franchise for women since the 1860s.
- women were already able to vote in local elections, for school boards etc
- NUWSS had been formed to campaign in 1887, popular with many educated Scots women
- they used peaceful means to persuade parliament to change the law/petitions, letters, leaflets, newspapers, meetings etc which attracted growing support from public and MPs
- WSPU set up in 1903 to campaign more militantly
- organised mass protests/violent campaigns to keep issue high on political agenda though lost some support
- Hunger Strikers in prison and endurance of force feeding won public sympathy
- support for government/country during WW1 won public respect
- war work by women changed public attitudes to women's worth/politicians recognised women's contribution
- militant actions such as the Glasgow Rent Strikes reminded government that women could resume their pre-war campaigning if ignored
- voting laws had to be changed to allow returning soldiers to vote/created opportunity to give vote to some women over 30 in 1918
- groups such as Women's Freedom League continued to campaign for equal franchise/women given voting equality with men in 1928 because they were no longer feared as majority voters.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

Context 9: A Time of Troubles: Ireland, 1900-1923

Question 9

The candidate explains why some Nationalists refused to accept the Treaty by referring to evidence such as:

(8)
O1 & O2

- the treaty included the partition of Ireland with 6 counties in Ulster remaining with Britain
- all members of the Dáil were to swear an oath of allegiance to the king
- the British king was to be represented in Ireland by a Governor-General
- Ireland was to have the same legal status within the commonwealth as Canada, South Africa etc
- Ireland was to be known as the Irish Free State
- Britain would still use three Irish ports
- Britain was to look after Ireland's coast line for the next five years
- a Boundary Commission would decide the exact boundary between Northern Ireland and the Irish Free State
- a Council of Ireland was to be set up if and when Northern Ireland decided to join the Irish Free State

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

EUROPEAN AND WORLD

Context 1: The Norman Conquest, 1060-1153

Question 10

The candidate explains why William of Normandy was successful in conquering Saxon England by referring to evidence such as:

(8)
O1 & O2

- he won a decisive victory at Hastings
- King Harold and other important Saxon leaders died at Hastings
- surviving Saxon nobles surrendered to William
- William occupied and took control of main towns eg, London
- lack of coordination of resistance to William
- brutal crushing of Saxon resistance after 1066 eg, 'Harrying of the North'
- use of ships to invade and support conquest
- Norman knights made William's forces hard to resist
- use of Motte and Bailey castles

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

Context 2: The Cross and the Crescent: The First Crusade, 1096-1125

Question 11

The candidate explains why the First Crusade was a success by referring to evidence such as:

(8)
O1 & O2

- the knights were militarily superior to the Muslim forces eg, the knights' tactics of charging at Dorylaeum/Antioch secured victory
- the Crusaders had strong leaders eg, Bohemond of Taranto/Raymond of Toulouse. Both men were involved in key victories eg, Antioch/Jerusalem
- the Crusaders received help from Emperor Alexius eg, provided Crusaders with additional soldiers/supplies at Constantinople etc
- the Crusading Ideal motivated the Crusaders/the Crusaders believed they were doing God's work. Throughout the journey to Jerusalem the Crusaders believed that God helped them eg, Holy Lance at Antioch/ghostly knights on battlefield at Antioch/Vision at Jerusalem etc
- the Muslims were not united. They refused to help each other and put their own interests first eg, Kilij Arslan at Nicaea/bribery of Firouz at Antioch. Ridwan of Aleppo/Duquaq of Damascus/Kerbogha of Mosul at Antioch
- Jerusalem's defences were weak, the city wall had not been reinforced after the battle between the Egyptians and Seljuk Turks
- the Crusaders received help from Italian ports eg, cities such as Pisa/Genoa/Venice supplied timber for siege machines

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

Context 3: War, Death and Revolt in Medieval Europe, 1328-1436

Question 12

The candidate explains why the French were finally successful in the war against England by referring to evidence such as:

(8)
O1 & O2

- they improved their military tactics eg, avoiding pitched battles
- death of Henry V meant England had lost a great military leader
- Henry V succeeded by the less imposing Henry VI
- contribution of Joan of Arc in restoring French morale eg, lifted the siege of Orleans
- defeats of English army eg, Patay
- Charles VII crowned at Rheims
- Charles made peace with the Burgundians at Arras
- end of Civil War in France
- English forced out of Normandy and Guyenne

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

Context 4: New Worlds: Europe in the Age of Expansion, 1480s-1530s

Question 13

The candidate explains the reasons why **either** Cortes (in Mexico) **or** Pizarro (in Peru) was successful in his respectful conquest by referring to evidence such as:

(8)
O1 & O2

Cortes

- Cortes was a popular commander who attracted 600 volunteers for his expedition
- he destroyed his ships after landing at Vera Cruz to ensure no one could desert
- he formed alliances with tribes who were hostile to the ruling Aztecs
- he obtained good intelligence about the Aztecs weaknesses/Aztec myth of Quetzalcoatl
- he was initially welcomed by the Aztecs/allowed to establish himself in Tenochtitlan
- successfully fought his way out of the city after Montezuma was assassinated
- regrouped his army/built boats to cross the lake
- successfully besieged the city/razed it to the ground
- built a new Spanish style capital, Mexico City/set up a new system of government which rewarded his followers

Pizarro

- won the right to conquer new territory by impressing the Spanish king with his experience
- tackled the expedition to Peru with only 180 men and 27 horses
- Inca curiosity allowed him to proceed without being attacked/capitalised on Inca disunity
- launched a surprise attack on Atahualpa's troops and killed most of them
- used horses and cannons to terrify and confuse the Incas
- took Atahualpa prisoner and ransomed him for gold
- sentenced Atahualpa to death for treason to please his captains
- marched on Cuzco and took the city
- divided the gold in the city among his men, making all rich
- built a new capital, Lima, on the coast/was made a Marquis

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

Context 5: “Tea and Freedom”: The American Revolution, 1763-1783

Question 14

The candidate explains the reasons war broke out between Britain and the colonists in 1775 by referring to evidence such as:

**(8)
O1 & O2**

- growing divide between the colonists and Britain
- colonists were angry at the continuing presence of British troops following the defeat of the French in 1763
- colonists were angry at George III's desire to exert greater control over colonies
- frustration over Britain's refusal to allow the colonies to expand westward
- growing anger over continued taxation of colonies without direct representation in the British parliament
- anger over imposition of Sugar Act/Stamp Act/The Tea Act/Quartering Acts/Intolerable Acts etc – credit for each developed point
- the Boston Massacre increased tension between Britain and the colonists
- the Boston Tea Party increased tension between Britain and the colonists
- formation of the Continental Congress in 1774
- fighting at Lexington and Concord in April 1775 led to formation of Continental Army under leadership of George Washington in June 1775

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

Context 6: “This Accursed Trade”: The British Slave Trade and its Abolition, 1770-1807

Question 15

The candidate explains the reasons why the Triangular Trade was so profitable by referring to evidence such as:

**(8)
O1 & O2**

- the triangular trade ensured that ships carried cargo on each stage of the trade
- ships left British ports loaded with manufactured goods to sell/trade in Africa
- ships captains were able to buy slaves/exchange goods for slaves in ports on West Coast of Africa
- slaves were packed onto ships to maximise profits
- slaves were prepared for sale when the ships arrived in America/West Indies and sold to highest bidder
- profits from slave auctions were then invested in sugar, coffee, cotton, tobacco
- cotton, tobacco, sugar, coffee could be sold on return to Britain for a large profit
- the triangular trade could generate returns of 20% on a successful voyage

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

Context 7: Citizens! The French Revolution, 1789-1794

Question 16

The candidate explains the reasons why France changed from a monarchy to a republic in 1792 by referring to evidence such as:

(8)
O1 & O2

- it was suspected that the king was insincere about changes to his power/ wanted his power back
- the royal family was seen as untrustworthy after the attempt to escape from Paris – flight to Varennes
- the war with Austria and Prussia made the monarchy unpopular
- Marie Antoinette, an Austrian, was suspected of supporting Austria and Prussia
- radicals demanding an end to monarchy became more popular – the Jacobins (Robespierre) and Cordeliers
- political clubs organised petitions to establish a republic
- Republicanism was popular among the sans-culottes
- the Brunswick Manifesto, threatening France, was blamed on Louis XVI and Marie Antoinette
- the storming of the Tuileries showed that the monarchy had lost the support of the ordinary people of Paris
- the Convention proclaimed the French Republic in August 1792

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

Context 8: Cavour, Garibaldi and the Making of Italy, 1815-1870

Question 17

The candidate explains the reasons why Garibaldi was important in uniting Italy by referring to evidence such as:

(8)
O1 & O2

- Garibaldi was a well respected leader and commander
- he inspired enthusiasm and devotion to the Italian nationalist cause
- hugely popular with the peasants
- he was an original supporter of Mazzini's 'Young Italy'
- he defended Rome against France in 1849
- his march across the Apennines inspired the nationalists
- he helped win victories over Austria eg, Varese, Como
- he united the North and South after peasant disturbances in Sicily
- sailed to Sicily in 1860 to help the Sicilians – leading 'The Thousand' and defeating King Ferdinand II
- gave his conquests to Victor Emmanuel at Teano in 1860 to unify Italy

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

Context 9: Iron and Blood? Bismarck and the Creation of the German Empire, 1815-1871

Question 18

The candidate explains the reasons why there was a growth in nationalism in the German states between 1815 and 1848 by referring to evidence such as: **(8)**
O1 & O2

- Napoleon's influence in creating the Confederation of the Rhine (reducing the 200 states to 39 states)
- 25 million Germans realising that they shared the same language
- increase in German writers and musicians eg, Grimm Brothers, Beethoven
- meetings and gatherings held to promote the ideas of nationalism and unity eg, Hambacherfest
- Carlsbad Decrees of 1819 united students against the oppression of liberalism and nationalism by Austria
- Zollverein promoted economic co-operation between the states
- roads and railways built to support the Zollverein encouraged the feeling of shared identity to spread through travel between states
- economic growth in Germany strengthened Prussia's influence over the German states

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

Context 10: The Red Flag: Lenin and the Russian Revolution, 1894-1921

Question 19

The candidate explains the reasons why the Bolsheviks were able to seize power in October 1917 by referring to evidence such as:

**(8)
O1 & O2**

- provisional government had no legal authority/was unelected, unlike Soviet
- dual power gave Soviet control of the army/Order Number 1
- Lenin returned to Russia and called for an end to collaboration with the PG
- Bolsheviks' promise to end the war was popular
- slogans – Peace! Bread! Land! and All Power to the Soviets – appealed to workers and peasants
- seen as defenders of the revolution during Kornilov Revolt
- Kerensky armed workers during revolt thus equipping Red Guard
- Bolsheviks did well in Petrograd and Moscow elections indicating public support
- Lenin and Trotsky planned and organised the takeover
- key points were captured first – station, post office, telephone exchanges, bridges, power stations etc
- Aurora fired/Winter Palace was stormed
- provisional government was arrested and Bolsheviks announced they were in charge

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

Context 11: Free at Last? Race Relations in the USA, 1918-1968

Question 20

The candidate explains why Martin Luther King was important to the success of the Civil Rights Movement by referring to evidence such as:

(8)
O1 & O2

- the movement was strongly influenced by his ideas of non-violent protest eg, sit-ins, freedom rides
- he played an important role in organising the Montgomery bus boycott
- he organised the Birmingham protest
- the importance of his role in the success of the March on Washington was important
- the importance of his role in the Selma march in 1965
- he won international recognition for the movement eg, Nobel Peace Prize
- won respect for his condemnation of the Vietnam War
- speeches were very influential eg, "I have a dream"
- wrote influential documents eg, "Letter from Birmingham Jail"
- assassination led him to be regarded as a martyr who had died for his beliefs

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

Context 12: The Road to War, 1933-1939

Question 21

The candidate explains the reason why Britain did not go to war with Germany before 1939 by referring to evidence such as:

(8)
O1 & O2

- the British people feared a repeat of the Great War/strong pacifist movement in Britain
- the British people and government thought that Germany had been treated too harshly at Versailles/that Germany had “justified grievances”
- the British people were told that “the bomber will always get through” leading to huge civilian losses
- Britain were concerned about Germany’s powerful army and navy
- Britain had failed to modernise armed forces/she was militarily weak
- Chiefs of Staff warned British forces could not deal with Germany, Italy and Japan
- Britain had no reliable allies – USA neutral, France unstable and Russia was communist
- the Empire warned that they might not support Britain in another European war
- Britain thought France was unreliable eg, constant change of government
- France had built the “unbreachable” Maginot Line against German attack
- Britain and France had lost Italy as an ally by 1936
- Britain saw Germany as a barrier to the spread of Communism

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

Context 13: In the Shadow of the Bomb: The Cold War, 1945-1985

Question 22

The candidate explains the reasons why Berlin had become the focus of Cold War tension by 1961 by referring to evidence such as:

**(8)
O1 & O2**

- Berlin was in communist controlled East Germany following the division of Germany at the end of the war
- Berlin itself was divided into zones and Western Berlin had remained outside communist control
- tensions had been raised further during 1948/49 when Stalin had tried to force the allies out of Berlin/the Berlin airlift
- huge numbers of refugees were fleeing to the West through Berlin
- East Germany was losing many of its young, talented citizens to the West
- the Soviets accused the West of using Berlin as a centre of espionage
- West Berlin was seen as prosperous and evidence of the superiority of the capitalist system
- there was growing unhappiness among the residents of East Berlin over new labour laws, food shortages, higher prices
- Khrushchev saw the crisis over Berlin as an opportunity to exert his authority over the new and inexperienced President Kennedy
- the East German government took the decision to close the border between East and West Berlin and built a wall
- reference to introduction of Deutschmark in West Berlin upset the USSR

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

[END OF PART1: THE SHORT ESSAY]

PART 2 HISTORICAL STUDY

SCOTTISH AND BRITISH

Context 1: Murder in the Cathedral: Crown, Church and People, 1154-1173

Question 1

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

**(5)
01**

- the barons had increased their power during the civil war
- many barons had illegal armies/paid mercenaries to protect their land
- illegal castles had been built without royal permission
- barons had been stealing land from their weaker neighbours
- barons rebelled against the king eg, the Earl of York
- barons refused to pay their taxes
- there was no common law throughout the Empire
- there was no common language throughout the Empire
- sheriffs were corrupt/were not processing fines to the king
- the Church had increased its authority/Church Courts were using their own laws instead of the kings

For 5 marks, five supported points must be given.

Question 2

The candidate explains why a monk's life was difficult in the 12th century by referring to evidence such as:

**(5)
02**

From the source:

- expected to attend long church services and fast regularly
- lived on a basic diet of bread, fruit and ale/rarely given meat or wine
- carried out back-breaking duties in the field/spent hours copying books
- had little free time/no choice about how they spent their day

From recall:

- monks lived by strict rules eg, poverty, chastity and obedience
- monks had their heads shaved wore basic clothes eg, rough tunics
- monks attended church services in the middle of the night
- monks often carried out their duties in silence
- monks lived in isolation/away from communities and their families

Maximum of 3 out of 5 marks for answers which refer only to recall or only to the source.

Question 3

The candidate compares the source by referring to evidence such as:

**(4)
O3**

Source B	Source C
The sources fully agree:	
<ul style="list-style-type: none">• the King locked Becket up for three days• Henry publicly accused Becket of fraud and confiscated his lands• Henry asked another bishop to crown the heir to the throne at Canterbury	<ul style="list-style-type: none">• the King kept Becket prisoner• Henry humiliated Becket by accusing him of theft and seizing his property• Henry insulted Becket by asking the Archbishop of York to crown his son

2 marks for each accurate point of comparison taken from each source.

Context 2: Wallace, Bruce and the Wars of Independence, 1286-1328

Question 1

The candidate describes the events leading to the defeat and capture of John Balliol by referring to evidence such as:

(5)
01

- Balliol did homage to King Edward and recognised him as overlord
- King Edward heard Scottish legal appeals which antagonised the Scots
- King Edward sent direct orders to the Scottish nobles which undermined John Balliol as king
- King Edward demanded Scots join him in his war against France
- The Community of the Realm of Scotland made John Balliol share power with 12 Scottish Guardians
- John Balliol disputed Edward's right to hear Scottish legal appeals
- the Scots appealed to the Pope to cancel Edward's claim to be overlord
- the Scots made an alliance with Edward's enemy, France
- the Scots refused to join Edward in France
- King Edward invaded Scotland
- King Edward attacked and destroyed Berwick
- King Edward defeated Balliol's army at Dunbar
- King John had to surrender to King Edward
- King Edward stripped John Balliol of his crown and made him a prisoner

For 5 marks, five supported points must be given.

Question 2

The candidate describes why the Scots made Wallace Guardian of Scotland by referring to evidence such as:

(5)
02

From the source:

- the Scottish nobles could not lead – they had done homage
- the Scottish nobles had been removed from positions of power
- Wallace became a famous rebel leader/killed the sheriff of Lanark (Hazzelrigg)/attacked Ormsby
- Wallace united all the rebels to fight Cressingham

From recall:

- Scotland had no king to lead it – Balliol had been captured
- Wallace defeated Cressingham at Stirling Bridge
- Moray, the other Scottish leader, had died leaving Wallace alone to become Guardian
- the Scottish nobles had been humiliated again at Irvine

Maximum of 3 out of 5 marks for answers which refer only to recall or only to the source.

Question 3

The candidate compares the source by referring to evidence such as:

**(4)
O3**

Source B	Source C
The sources disagree:	
<ul style="list-style-type: none">• Robert Bruce won the respect and loyalty of the Scots by his inspiring leadership• Bruce used clever plans and bravery to capture all the English-held castles in Scotland• Bruce's crushing defeat of Edward II at Bannockburn was due to careful planning and his genius as a commander.	<ul style="list-style-type: none">• Robert Bruce had been able to bully the Scots into accepting him as their king• Edward II had not sent enough men and money to defend his Scottish castles properly• Edward II's weakness as a leader and as a commander had led to his failure in Scotland.

2 marks for each accurate point of comparison taken from each source.

Context 3: Mary, Queen of Scots and the Scottish Reformation, 1540s-1587

Question 1

The candidate describes the problems facing the Catholic Church in Scotland in the 1540s and 1550s by referring to evidence such as:

**(5)
O1**

- wealth – the church was very wealthy – monarchy, nobles and lairds were looking for ways to obtain/divert some of this wealth
- taxes – the church was forced to pay taxes, so it was looking for new ways to raise money
- some Scots began to resent payments to the church eg, tiends, claiming they were excessive
- some Scots felt the church was not using its wealth properly eg, to support the poor, sick etc
- patronage – some important jobs were given to people from important families who had little interest in religion and their religious duties
- plurality – some churchmen had several posts and consequently were unable to fulfil all their duties
- some parishes were poorly served by low-paid/unqualified men acting on behalf of disinterested superiors
- attempts to reform the church from within had not been as successful as intended
- some churchmen lived scandalous lives which brought the whole church into disrepute
- there was an increasing interest in religion and – especially with the rise of Protestantism – and so the Church was questioned/criticised more than previously – eg, Satire of the Three Estates
- some people felt that the church’s treatment of critics had been excessive

For 5 marks, five supported points must be given.

Question 2

The candidate compares the sources by referring to evidence such as:

**(4)
O3**

Source B	Source C
The sources agree:	
<ul style="list-style-type: none"> • Mary attempted to patch up their marriage by persuading him to come back to Edinburgh • Mary found a house at Kirk o’ Fields • Mary was called away at the very last minute and that was the reason she escaped the fatal explosion 	<ul style="list-style-type: none"> • Mary arranged for him to return to Edinburgh • Mary arranged for him to stay at Kirk o’ Fields • Mary did not stay with him on his last night at Kirk o’ Fields

2 marks for each accurate point of comparison taken from each source.

Question 3

The candidate explains why Scotland was difficult to govern after Mary, Queen of Scots, escaped from Loch Leven Castle by referring to evidence such as:

(5)
O2

From the source:

- Mary's escape started a civil war/Mary wanted to regain her power and authority from the Regent Moray
- Mary continued to have support even after her defeat at Langside
- Mary's supporters were able to call their own parliament
- Mary's supporters challenged the authority of the Scottish Regents from Edinburgh Castle which they controlled

From recall:

- Mary's supporter (Hamilton of Bothwellhaugh) assassinated Moray in 1570
- the Regent Lennox was killed by Mary's supporters in 1571
- Queen Elizabeth did not give the Regents the support they needed to end the civil war until 1573
- Mary's supporter, Archbishop Hamilton, controlled Dumbarton Castle for her and organised opposition until his defeat and execution in 1571

Maximum of 3 out of 5 marks for answers which refer only to recall or only to the source.

Context 4: The Coming of the Civil War, 1603-1642

Question 1

The candidate explains why the reign of King James VI and I caused resentment in Scotland after 1603 by referring to evidence such as:

**(5)
02**

From the source:

- the King now lived 400 miles away from Scotland
- the King chose and strictly controlled who would be part of the Lords of the Articles committee
- the committee could only suggest new laws and the King had to approve them
- feeling that the King had abandoned Scotland in favour of England

From recall:

- resentment over James' interference in the Kirk (tried to make it more like Church of England)
- the King rarely visited Scotland (he only returned once, in 1617)
- many felt trade had suffered
- resentment over money raising methods

Maximum of 3 out of 5 marks for answers which refer only to recall or only to the source.

Question 2

The candidate compares the sources by referring to evidence such as:

**(4)
03**

Source B	Source C
The sources agree:	
<ul style="list-style-type: none">• financial policies during the period of Personal Rule caused great resentment• Ship Money caused opposition especially from inland areas• gentry offended by being fined if they refused a knighthood	<ul style="list-style-type: none">• money raising methods regarded as high-handed and illegal, causing anger• Ship Money caused resentment among those living in inland areas• Charles made matters worse by fining those who refused a knighthood

2 marks for each accurate point of comparison taken from each source.

Question 3

The candidate describes the tensions over religion in Scotland during the reign of Charles I by referring to evidence such as:

(5)
01

- Scottish Presbyterians were suspicious of Anglican ideas/corruption
- Scottish nobles resented Charles' Act of Revocation which returned church lands they had seized to the crown
- Charles' coronation in Edinburgh was a High Church ceremony based on Anglican forms
- Charles demanded that Scottish Ministers accept and use the new English Prayer Book
- riots in St Giles in 1637 when Laud's new Prayer Book was used
- Scottish clergy reacted to Laud's Canons and their requirement to wear gowns and surplices
- Bishops were to be introduced into the Scottish Church which was resented by the Scots
- rejection of the Canons was included in the National Covenant for the Defence of True Religion in 1638 and was signed by thousands
- General Assembly of the Kirk abolished Scotland's Bishops and the Prayer Book in 1638
- Charles raised an army to fight the Scots which resulted in the First Bishops' War in 1638

For 5 marks, five supported points must be given.

Context 5: “Ane End of Ane Auld Sang”: Scotland and the Treaty of Union, 1690s-1715

Question 1

The candidate describes the ways in which the Worcester Affair made relations between Scotland and England more difficult by referring to evidence such as:

**(5)
O1**

- the Scots had seized the Worcester in retaliation for English taxmen taking over the Company of Scotland’s last ship
- the Scots decided that Captain Green of the Worcester was involved in the disappearance of another of the Company of Scotland’s ships – the Speedy Return – they accused him of piracy
- the Scots put Green and two sailors on trial for piracy and sentenced him to death
- the English wanted Queen Anne to pardon Green – which antagonised the Scots
- Queen Anne wanted her Scottish ministers to pardon Green
- the Scottish ministers dithered because they were unwilling to upset either the Queen or the Scots
- an angry Edinburgh mob lynched Green and the other two sailors
- Queen Anne was angry at the inaction of her Scottish Ministers
- it soon became clear that Green was innocent which made relations even more unpleasant

For 5 marks, five supported points must be given.

Question 2

The candidate compares the sources by referring to evidence such as:

**(4)
O3**

Source A	Source B
The sources disagree:	
<ul style="list-style-type: none"> • some saw it as a way of closing the door to the Jacobites • some saw the economic benefits of gaining access to England’s colonies • some wanted a close Union with England 	<ul style="list-style-type: none"> • the Jacobites opposed it in the hope of restoring their king to his proper place • some feared that Scotland would be ruined by cheap goods flooding up from England • disliked the idea of a Union with “the Auld Enemy”

2 marks for each accurate point of comparison taken from each source.

Question 3

The candidate explains why the opponents of the Treaty of Union were unable to stop it being passed by referring to evidence such as:

(5)
02

From the source:

- Hamilton was indecisive and unreliable/he suddenly changed sides
- Hamilton (and other opponents) were bribed
- the opponents were disorganised
- the pro-Unionists were ruthless

From recall:

- the Church of Scotland was won over to the Union by guaranteeing its position
- Scottish law was allowed to keep its separate identity
- the Equivalent won over many people
- people were offered titles/jobs

Maximum of 3 out of 5 marks for answers which refer only to recall or only to the source.

Context 6: Immigrants and Exiles: Scotland, 1830s-1930s

Question 1

The candidate compares the sources by referring to evidence such as:

**(4)
O3**

Source A	Source B
The sources agree:	
<ul style="list-style-type: none">• Irish willing to learn new methods• they are very useful as labourers• the Irish are very clean and respectable	<ul style="list-style-type: none">• they can easily be taught to use modern machinery• they are ready to work hard for their pay• they are of good character and behave well

2 marks for each accurate and developed point of comparison taken from each source.

Question 2

The candidate explains why it was easy for many Scots to emigrate between 1830 and 1930 by referring to evidence such as:

**(5)
O2**

From the source:

- Scots had farms to sell to raise funds for emigration
- countries such as Canada were keen to attract skilled Scots
- Scottish emigrants were willing to pay for relatives to come over
- steam ships made it easier to travel abroad

From recall:

- colonial governments appointed agents/advertised to encourage Scots to emigrate
- Edinburgh and Glasgow made a contribution towards expenses in emigrating
- charities such as Barnardos, Quarriers and the YMCA assisted with passage
- Highland and Islands Emigration Society (HIES) gave assistance
- government gave help after First World War/1922 Emigrant Settlement Act – money for travel, trading and land purchase

Maximum of 3 out of 5 marks for answers which refer only to recall or only to the source.

Question 3

The candidate describes the ways in which Scottish emigrants helped to develop the economy of their new homelands by referring to evidence such as:

(5)
O1

- Scots were entrepreneurial and worked very hard
- Scots developed businesses, banks and trading companies
- Scottish engineers built railways in the British Empire and England
- Scots contributed to the development of education
- Scots cleared land for farming and brought farming skills to Canada
- Scots developed the fur trade and timber industry in Canada
- tradesmen such as stone masons helped the building industry in USA
- examples of achievements of emigrants such as Andrew Carnegie (steel); Donald Mackay (Boston shipyards)
- Scots such as the Learmonth brothers developed Australian sheep farming
- John MacArthur bought merino sheep to Australia
- William Davidson organised the first shipment of frozen meat from New Zealand to Britain
- Scots founded New Zealand's paper-making industry
- Robert McCracken from Ayrshire developed brewing in Melbourne, Australia
- Robert Campbell known as "The Father of Australian Commerce"
- John Bunce, an Edinburgh engineer, set up the iron industry in Melbourne

For 5 marks, five supported points must be given.

Context 7: From Cradle to the Grave? Social Welfare in Britain, 1890s-1951

Question 1

The candidate explains why there was so much poverty in Britain before 1906 by referring to evidence such as:

**(5)
O2**

From the source:

- there was little help available from the government
- many endured low paying jobs rather than the workhouse
- families were separated in the workhouse therefore many would avoid asking for help
- the workhouse system could no longer cope with an industrialised society

From recall:

- low wages/irregular earnings
- large families
- old age
- illness
- wider economic problems eg, decline of industry causing unemployment
- many poor people were accused of squandering money eg, on alcohol

Maximum of 3 out of 5 marks for answers which refer only to recall or only to the source.

Question 2

The candidate compares the sources by referring to evidence such as:

**(4)
O3**

Source A	Source B
The sources fully agree:	
<ul style="list-style-type: none">• government help for bomb victims was expected to continue after the war• government helped everyone have an equal share of food• evacuation highlighted the amount of poverty still in existence	<ul style="list-style-type: none">• government expected to help with bombing problems after the war• rationing helped people to receive healthy food/fair share during the war• evacuation showed that poverty was still a problem

2 marks for each accurate and developed point of comparison taken from each source.

Question 3

The candidate describes reforms made by the Labour Government 1945-51 to tackle the 'Five Giants' identified by Beveridge by referring to evidence such as:

(5)
O1

- want – National Insurance Act provided comprehensive insurance eg, sickness and unemployment benefit, pensions, widows and maternity benefits
- want – National Assistance Act provided benefits for those not covered by the National Insurance Act
- want – Family Allowance Act gave payments to families of more than one child
- disease – National Health Service Act provided free medical, dental and optical services for every citizen
- squalor – New Towns Act laid plans for 14 new towns in Britain to help ease overcrowding in cities
- squalor – Town and Country Planning Act gave local authorities powers to buy subsidised land to build council houses
- ignorance – Education Act was implemented and leaving age raised to 15
- ignorance – introduced 11+ exam/technical/secondary modern and grammar schools/school building programme
- idleness – nationalisation of key industries to keep unemployment levels down eg, electricity, gas, iron and steel

For 5 marks, five supported points must be given.

Context 8: Campaigning for Change, Social Change in Scotland, 1900s-1979

Question 1

The candidate compares the sources by referring to evidence such as:

**(4)
O3**

Source A	Source B
The sources fully agree:	
<ul style="list-style-type: none">the police were panicked by the size of the crowd (in George Square)[the police] suddenly mounted a baton charge to clear the tramlinesKirkwood was cracked on the head as he ran out of the City Chambers	<ul style="list-style-type: none">the massive crowd [outside the City Chambers] continued to growthe police were ordered to draw their batons and force the crowd in George Square to dispersewhen Kirkwood and Shinwell rushed out Kirkwood was knocked to the ground

2 marks for each accurate and developed point of comparison taken from each source.

Question 2

The candidate explains why Scottish shipbuilding declined between the wars by referring to evidence such as:

**(5)
O2**

From the source:

- end of the First World War led to a sharp drop in demand for warships
- international depression led to lack of demand for liners
- ships confiscated from Germany were sold at knock down prices
- demand fell for cargo ships when world trade contracted

From recall:

- pre-war lack of investment left Scottish yards using outdated methods/facilities/bad management
- overseas competitors such as Japan and USA had created modern yards during the war
- industrial disputes delayed completion of orders/gave Scottish yards a poor reputation for reliability
- government help was very limited/overseas competitors were subsidized by their governments

Maximum of 3 out of 5 marks for answers which refer only to recall or only to the source.

Question 3

The candidate describes the problems in Scottish education in the 20s and 30s by referring to evidence such as:

(5)
01

- class sizes too large (up to 50) for each pupil to get much attention
- teachers could use corporal punishment for poor schoolwork
- pupils sat an exam at 11 to decide which school they would attend
- most working class pupils went to junior secondary schools/left school at 14
- junior secondary schools did not present pupils for qualifications
- boys and girls were taught separate subjects eg, girls were taught laundrywork, boys were taught woodwork
- only pupils in senior secondary schools studied for university entrance exams/studied academic subjects
- only wealthy families could afford fees to go to university/only 10,000 students in Scotland in 1938
- school buildings were old and inadequate

For 5 marks, five supported points must be given.

Context 9: A Time of Troubles, Ireland, 1900-1923

Question 1

The candidate describes the actions taken by Unionists to oppose the Home Rule Bill by referring to evidence such as:

**(5)
O1**

- Unionists began an anti-Home Rule campaign
- organised meetings and rallies
- gained support from important politicians eg, James Craig/Andrew Bonar Law
- signed Ulster Covenant/some Unionists signed it in their own blood
- set up Ulster Volunteer Force
- trained, organised and drilled the UVF like a real army
- brought in German rifles/ammunition illegally to Ireland
- gained support of the British army eg, "Curragh Mutiny"

For 5 marks, five supported points must be given.

Question 2

The candidate explains why the Easter Rising failed in 1916 by referring to evidence such as:

**(5)
O2**

From the source:

- the rebels had failed to import guns/were short of weapons and ammunition
- the rebels had only 1,500 men and few of them were trained soldiers
- lack of support from Dubliners isolated the rebels
- the British army brought in extra soldiers to force the rebels to surrender

From recall:

- the rebels were not well organised
- the plan to capture the centre of Dublin and Dublin Castle failed
- the British army was able to cut the city in half
- the British army threw a military cordon around the city
- the British army brought in artillery and a gunboat, Helga
- the rebellion did not catch on anywhere else in Ireland
- the rebels surrendered after a week/leaders were executed

Maximum of 3 out of 5 marks for answers which refer only to recall or only to the source.

Question 3

The candidate compares the sources by referring to evidence such as:

**(4)
O3**

Source B	Source C
The sources disagree fully:	
<ul style="list-style-type: none">• went to Croke Park because they were looking for IRA gunmen• shots fired over the crowd• small number of football fans were injured	<ul style="list-style-type: none">• made no attempt to look for IRA gunmen they claimed they came to arrest• opened fire, directly shooting into the crowd• 14 football fans shot dead

2 marks for each accurate and developed point of comparison taken from each source.

EUROPEAN AND WORLD

Context 1: The Norman Conquest, 1060-1153

Question 1

The candidate describes the part that castles played in bringing law and order to Norman England by referring to evidence such as:

(5)
O1

- castles were built at points of strategic importance in controlling the area
- a small garrison could maintain law and order over a large area
- garrisons could survive long sieges
- castles were used for the king's courts
- castles were used as local prisons
- local people were forced to build the castles and existing buildings were often destroyed to make way for a castle adding to the sense of subjugation
- castles were a clear symbol of lordship
- the castle constable had the king's authority

For 5 marks, five supported points must be given.

Question 2

The candidate explains why David I encouraged monasticism in Scotland by referring to evidence such as:

(5)
O2

From the source:

- David believed that this would show that Scotland was civilised
- abbeys would encourage religious belief
- Scots could learn from Norman craftsmen brought to build abbeys
- encouraging monasticism was likely to impress the Pope

From recall:

- monks brought agricultural skills eg, Cistercians were skilled with sheep
- monks brought industrial know-how eg, Newbattle Abbey developed mining
- abbeys became centres for education/healthcare
- monks would offer prayers for David and his family

Maximum of 3 out of 5 marks for answers which refer only to recall or only to the source.

Question 3

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

(4)
O3

- secondary source written many years after the death of David I
- written by a Scottish historian who would have researched the period
- to describe what David did to develop trade in Scotland
- David established Royal Burghs which held fairs

Maximum of 1 mark for indicating content omission such as:

- David established first silver coinage in Scotland
- gained control of the wealthy town of Carlisle

Context 2: The Cross and the Crescent: The First Crusade, 1096-1125

Question 1

The candidate explains why people joined the First Crusade by referring to evidence such as: **(5)**
O2

From the source:

- they were desperate to escape famine and disease
- they believed it was their duty to fight for God/drive the Muslims from Jerusalem
- hoped they would have their sins forgiven/be welcomed in the afterlife
- they wanted adventure

From recall:

- peasants were inspired by preachers such as Peter the Hermit
- 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 went for land eg, Bohemond/Baldwin
- some knights went to use their military skills eg, Tancred
- 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 3 out of 5 marks for answers which refer only to recall or only to the source.

Question 2

The candidate evaluates the usefulness of the source by referring to evidence such as: **(4)**
O3

- primary source written at the time of the First Crusade
- possible eyewitness as travelled with Bohemond/possible bias in favour of Crusaders against Alexius
- to show that Emperor Alexius treated the Crusaders badly/to damage Emperor Alexius' reputation
- Emperor Alexius gave Bohemond few supplies and forced him to wait outside the city/Emperor Alexius insulted Bohemond by ordering him to take the oath of allegiance

Maximum of 1 mark for indicating content omission such as:

- Emperor Alexius also forced the Crusaders to take an oath promising to return any land they captured which had once belonged to him
- Some Crusaders were impressed by Emperor Alexius eg, Stephen of Blois

Question 3

The candidate describes the capture of Nicaea in 1097 by referring to evidence such as:

(5)
01

- Kilij Arslan was away fighting his Muslim neighbours and was not at the city during the attack
- the Crusaders could not completely blockade the city/or starve the Muslims into surrendering
- the Crusaders asked Emperor Alexius for boats
- the Crusaders completed the blockade of the city
- Emperor Alexius secretly negotiated with the Muslims
- the Emperor allowed the Muslims to leave in the middle of the night in return for the city
- the Crusaders were denied their plunder
- the incident damaged the relationship between the Crusaders and the Emperor

For 5 marks, five supported points must be given.

Context 3: War, Death and Revolt in Medieval Europe, 1328-1436

Question 1

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

**(4)
O3**

- primary source written shortly after Edward's campaign
- written by a foreign visitor to France less likely to show bias/making a return visit to France so likely to notice effects of campaign
- to describe the devastating effect of English campaign
- could not believe it was the same country/not one building left standing outside town walls

Maximum of 1 mark for indicating content omission such as:

- Edward and Black Prince's use of the chevauchees had devastating effect on economy of the areas attacked eg, Languedoc 1355
- political effects of Edward's campaign – capture of King John at Poitiers

Question 2

The candidate explains why the Jacquerie revolt took place by referring to evidence such as:

**(5)
O2**

From the source:

- peasants tired of having their farms attacked by English
- they felt that they were not getting enough protection from the nobility
- nobility were busy fighting among themselves
- peasants were forced to pay extra taxes to pay King John's ransom

From recall:

- continuing poverty among peasantry made worse by the war
- continuing taxation of peasants to help defend noble's castle
- law passed requiring the peasants to pay for the war
- law passed requiring the peasants to help defend noble's castle
- disorder encouraged by the weakness of French monarchy following capture of John

Maximum of 3 out of 5 marks for answers which refer only to recall or only to the source.

Question 3

Candidate describes the problems facing France during the reign of Charles VI by referring to evidence such as:

(5)
O1

- Charles developed severe mental illness in 1392
- he had decreasing periods of lucidity
- this led to a contest for the throne between Orleans and Burgundy
- Henry V reasserted his claim to the throne
- English invasion of Northern France
- Burgundians sided with Henry V
- Treaty of Troyes forced French to accept marriage of Henry to Charles' daughter
- Dauphin declared illegitimate and his claim to the throne invalid

For 5 marks, five supported points must be given.

Context 4: New Worlds: Europe in the Age of Expansion, 1480s-1530s

Question 1

The candidate explains why the Portuguese were successful in making voyages of exploration by referring to evidence such as:

**(5)
O2**

From the source:

- experienced Portuguese took advantage of improvements in sailing technology
- Henry the Navigator encouraged the learning of navigational skills at the college he founded in Sagres
- Portuguese had experience in sailing down the coast of Africa
- with royal backing, Portuguese ships sailed further south

From recall:

- developed navigational improvements such as use of cross staff, astrolabe, quadrant
- improved almanacs, maps, rutters available
- developed caravel and nao
- geographical location created tradition of seagoing
- John II backed voyage of Dias round Cape of Good Hope/da Gama to India
- rivalry with Spain encouraged claim on Brazil/Madeira/led to concentration on East

Maximum of 3 out of 5 marks for answers which refer only to recall or only to the source.

Question 2

The candidate describes the events of Magellan's voyage by referring to evidence such as:

**(5)
O1**

- left Seville with five ships laden with trade goods
- landed in Patagonia and put down a mutiny
- discovered a strait leading to the Pacific/strait named after him
- two ships were lost in the 38 days crossing the strait
- supplies ran short in the Pacific/reduced to eating rats/crews suffered from scurvy
- made landfall in the Philippines
- Magellan was killed in a skirmish between rival chiefs
- remaining ships continued to the Moluccas/took on a cargo of cloves
- only the Victoria returned to Spain with just 15 survivors
- voyage took over a year/proved that circumnavigation was possible

For 5 marks, five supported points must be given.

Question 3

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

(4)
O3

- author an eyewitness who had seen abuses for himself/priest so should be trustworthy
- primary source produced in 1511 at the time the Spanish were colonising New World
- sermon so intended to make listeners aware of a moral issue/criticise the treatment of native peoples
- questions the Spaniards' right to enslave the native peoples/explains the people are dying because of the Spaniards' treatment of them

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

- most Spanish conquerors eg, Columbus believed they were entitled to enslave natives
- agitation by Dominicans led to new laws aimed at protecting native peoples

Context 5: “Tea and Freedom”: The American Revolution, 1763-1783

Question 1

The candidate describes what happened at the Battle of Bunker Hill in 1775 by referring to evidence such as:

**(5)
O1**

- British navy opened fire on the colonists’ positions
- British shells fell short
- British charged the hill on three occasions before the American forces were driven away
- the colonists had built many fortifications to help them defend their position
- British soldiers were left exposed to American musket fire as they made their way up the hill
- bright uniforms of British soldiers made them easy targets
- British suffered 1,000 casualties
- colonists only suffered 400 casualties
- the colonists eventually ran out of ammunition and were driven away

For 5 marks, five supported points must be given.

Question 2

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

**(4)
O3**

- primary source from the time of the American Wars of Independence
- written by a British general who is able to provide an eyewitness account of the condition of his soldiers
- to inform people about the terrible conditions faced by his army
- difficult marching conditions/lack of water/some soldiers were dying

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

- soldiers faced a lack of supplies of men, food and weapons/American soldiers also faced similar conditions

Question 3

The candidate explains why the colonists were able to defeat the British by 1783 by referring to evidence such as:

(5)
O2

From the source:

- the British never had a clear strategy for winning the war
- the British were weakened by their reliance on supplies from overseas
- the British parliament was not united behind the war effort
- Washington held the American army together and emerged as a great leader

From recall:

- the British forces suffered from poor leadership
- the British army was small in number and had to rely on mercenary forces
- British soldiers were not properly trained/equipped to cope with terrain and conditions
- colonists had greater forces/able to call on Minutemen when required
- colonists benefited from assistance from foreign powers
- attacks by French and Spanish weakened/distracted British forces
- assistance from French and Spanish navies gave colonists control of the seas

Maximum of 3 out of 5 marks for answers which refer only to recall or only to the source.

Context 6: “This Accursed Trade”: The British Slave Trade and its Abolition, 1770-1807

Question 1

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

**(4)
O3**

- secondary source, written many years after the end of the slave trade
- written by a historian, who is likely to have expertise on the subject/carried out detailed research
- to show that slave trade was very important to British cities/to show that the slave trade was very important to Liverpool’s development/wealth
- population had grown rapidly during 18th century/people relied on trade for employment/slave trade brought prosperity to the town

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

- Bristol became wealthy through its involvement in sugar trade. Glasgow – wealth generated through tobacco trade

Question 2

The candidate explains why it was difficult for slaves to escape to freedom from the West Indian plantations by referring to evidence such as:

**(5)
O2**

From the source:

- life on plantations was controlled by very strict laws or codes
- many of the islands were small and there was little hope of fleeing the island
- it was difficult for slaves with basic weapons to fight back against plantation owners
- the brutal treatment of captured slaves acted as powerful warning to restless slaves

From recall:

- plantation owners offered large rewards for the capture of escaped slaves
- escaped slaves could easily be identified by brandings or lack of legal papers
- escaped slaves would be unable to find paid work
- captured slaves would often be put to death/subject to horrific punishments/mutilation
- some slaves did manage to escape and remain free – eg, Free slaves communities in the dense forests of Jamaica, or on St Domingue
- plantations owners used bounty hunters/bloodhounds to track down runaway slaves
- local army garrisons acted as a deterrent against rebellion

Maximum of 3 out of 5 marks for answers which refer only to recall or only to the source.

Question 3

The candidate describes the methods used by the abolitionists in their campaign to end the slave trade by referring to evidence such as:

(5)
O1

- Thomas Clarkson visited ports such as Liverpool and Bristol and collected powerful evidence about the horrors of the slave trade - chains, thumbscrews, manacles, speculum oris
- essays and books were published by Clarkson describing the cruelties of the slave trade
- William Wilberforce made powerful speeches in parliament against the slave trade
- The Society for the Abolition of the slave trade argued that slavery was against the teachings of God
- former slave ship captain, John Newton, preached against the evils of the trade/wrote the hymn, Amazing Grace
- freed slaves such as Olaudah Equiano published personal accounts about the terrible nature of the slave trade
- many people across Britain signed petitions against the slave trade
- pamphlets, posters, newspaper adverts were used to campaign against the slave trade
- slogans such as “Am I not a man and a brother” were used/appeared on Wedgwood crockery
- boycotts of slave-produced goods such as sugar
- the diagram of the slave ship ‘Brookes’ was used to highlight the awful treatment of slaves on the middle passage
- Sharp took cases to court to highlight its unlawful nature

For 5 marks, five supported points must be given.

Context 7: Citizens! The French Revolution, 1789-1794

Question 1

The candidate describes the events which led to the Tennis Court Oath by referring to evidence such as:

**(5)
O1**

- there was growing concern about the use of royal power/concern about the state of the government finances
- “Notaries”/members of the middle class called for Estates General in 1789
- the Third Estate protested that the rules meant it could be outvoted by the nobles and the Church
- the Third Estate demanded more status/power because it represented a majority of the people
- the King doubled the size of the Third Estate
- the Third Estate declared itself to be the National Assembly
- the Third Estate was locked out of the meeting hall so met in the tennis court
- the Third Estate called for a change in the constitution which marked the start of the Revolution

For 5 marks, five supported points must be given.

Question 2

The candidate explains why the Constituent Assembly was such an important change in the government of France in 1791 by referring to evidence such as:

**(5)
O2**

From the source:

- Assembly decided on a separation of powers between king and itself
- the king no longer “owned” France
- the king had to govern France according to law
- Assembly had the right to question the king’s ministers

From recall:

- the Assembly made the laws
- the Assembly collected taxes
- the king could only delay laws for a period
- the Assembly was elected indirectly by ‘Active Citizens’

Maximum of 3 out of 5 marks for answers which refer only to recall or only to the source.

Question 3

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

(4)
O3

- primary source from the period in which the king was executed
- written by a revolutionary so likely to be biased against the king
- to show that the revolutionaries thought 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

Context 8: Cavour, Garibaldi and the Making of Italy, 1815-1870

Question 1

The candidate explains why Italian nationalism grew between 1815 and 1848 by referring to evidence such as:

**(5)
O2**

From the source:

- secret societies were formed, dedicated to freeing Italy from foreign rule
- Carbonari recruited supporters because of growing resentment towards Austrian influence
- Mazzini's Young Italy was formed to campaign for unity
- by 1846 the Pope was encouraging nationalism

From recall:

- invasion by Napoleon had brought the Italian states closer in terms of nationalist identity/transport links
- the Romantic movement spread nationalist ideas eg, poets, composers, novelists
- the business classes in the states wanted economic integration
- in 1831 King Charles Albert of Piedmont allowed publication of liberal newspapers

Maximum of 3 out of 5 marks for answers which refer only to recall or only to the source.

Question 2

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

**(4)
O3**

- secondary source written long after the revolutions
- the historian is well informed as he will have researched the revolutions
- written to show that the 1848 revolutions failed
- it says the revolutions failed because of lack of co-operation between the revolutionary groups/because Charles Albert did not put himself forward as head of nationalist movement

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

- difference in opinion on what form of government should emerge
- political inexperience and military weakness of the provisional governments

Question 3

The candidate describes the ways in which Cavour contributed to Italian unification by referring to evidence such as:

(5)
O1

- as Prime Minister of Piedmont his main aim was the expansion of territory and isolating Austria from Italian affairs
- he modernised Piedmont's armed forces
- he modernised Piedmont's economy, building roads and railways and modernising the port of Genoa
- he encouraged the National Society in Piedmont and other Italian states
- he gained foreign support and sympathy through involvement in the Crimean War
- he made an alliance with France at Plombieres in 1858 to agree to drive Austria out of Italy
- he provoked a conflict with Austria in April 1859
- he was involved in the victorious campaign against Austria in 1859
- he signed a deal with France in 1860 – Piedmont would take three duchies of Tuscany, Modena and Parma, France would take Nice and Savoy

For 5 marks, five supported points must be given.

Context 9: Iron and Blood? Bismarck and the Creation of the German Empire, 1815-1871

Question 1

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

**(4)
O3**

- primary source written at the time of the Frankfurt Parliament
- written by the King of Prussia who was asked to lead the Parliament
- to reject the offer of leading the Parliament
- King would not accept the constitution of the Frankfurt Parliament/rejected the offer of leading the Parliament

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

- members of the Frankfurt Parliament spent long periods arguing
- divisions over the size of the new Germany
- Frankfurt Parliament had no armed forces of its own to enforce decisions

Question 2

The candidate explains why the balance of power between Austria and Prussia changed during the 1850s by referring to evidence such as:

**(5)
O2**

From the source:

- Austria forced Prussia to give up its power in the Erfurt Union
- German states were now happy to offer their support to Austria
- Austria was losing support from valuable allies eg, Russia
- Austria's military power decreased because of defeat by France in 1859

From recall:

- Austria failed in its attempt to replace the Zollverein with the Zollunion
- Prussia remained at the head of the Zollverein and continued to gain economic power/membership continued to grow
- Prussia's improved railway network helped improve military efficiency
- Prussia was ahead of Austria in industrial output

Maximum of 3 out of 5 marks for answers which refer only to recall or only to the source.

Question 3

The candidate describes the contribution of Bismarck to German unification after 1862 by referring to evidence such as:

(5)
O1

- Bismarck encouraged the nationalist ambitions of the Liberals in the Prussian Parliament
- Bismarck engineered war with Denmark and gained territory
- Bismarck defeated Austria, Prussia's main rival, in a war in 1866
- Bismarck insisted on a lenient peace treaty with Austria to guard against revenge
- Bismarck created the North German Confederation after defeating Austria
- Bismarck isolated France in Europe by making deals with Russia and Italy
- Bismarck edited the Ems telegram to provoke France into war with Prussia
- Bismarck defeated France, leading to the unification of the Southern States with the North German Confederation and the creation of the German Empire in 1871

For 5 marks, five supported points must be given.

Context 10: The Red Flag: Lenin and the Russian Revolution, 1894-1921

Question 1

The candidate describes the problems facing Russian peasants up to 1905 by referring to evidence such as:

**(5)
01**

- they did not have enough land
- they frequently faced famine
- few could afford equipment to modernise their farming methods
- they were subject to the authority of the Mir
- they were burdened with redemption payments
- they had very poor housing conditions
- they had a huge tax burden
- they were subject to conscription to the army
- they had no political representation

For 5 marks, five supported points must be given.

Question 2

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

**(4)
03**

- primary source from the days immediately before the February revolution/during the First World War
- written by the Tsarina while she was in charge of the government during Nicolas' absence/from a personal letter so her genuine opinion of events /possible bias emphasises positive side
- intended to reassure Nicolas that there is no cause for alarm
- disturbances created by hooligans/if weather cold they would be at home

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

- huge numbers on strike and demonstrating
- the government had reduced the bread ration further

Question 3

The candidate explains why the policy of War Communism failed by referring to evidence such as:

(5)
02

From the source:

- reluctant peasants forced to hand over their crops to requisition squads
- peasants refused and hid their crops
- peasants cut back their production and supplies fell further/industrial cities suffered shortages too
- Lenin's government became unpopular even with some of its strongest supporters

From recall:

- peasants had no incentive to improve production
- CHEKA requisition squads used great brutality and alienated peasants
- huge fall in production caused famine/thousands died
- industrial workers felt oppressed by Bolshevik decrees outlawing strikes, making passbooks compulsory etc
- black market trading undermined government measures
- Kronstadt sailors' call for an end to War Communism included possibility of support for other parties/directly challenged Bolshevik rule

Maximum of 3 out of 5 marks for answers which refer only to recall or only to the source.

Context 11: Free at Last? Race Relations in the USA, 1918-1968

Question 1

The candidate describes the experience of European immigrants to the USA in the 1920s by referring to evidence such as:

**(5)
01**

- often arrived with little wealth
- processed at Ellis Island
- faced discrimination on the grounds of culture/race/religion
- poor housing in overcrowded, insanitary conditions eg, slums of the Lower East Side of New York
- often had to take poorest jobs at lowest pay
- blamed for crime
- blamed for taking jobs and housing
- blamed for political extremism
- often settled amongst people of their own nationality eg, Little Italy in New York
- benefited from having escaped extreme poverty/persecution in their own land

For 5 marks, five supported points must be given.

Question 2

The candidate explains why support for the Ku Klux Klan grew in the 1920s by referring to evidence such as:

**(5)
02**

From the source:

- use of propaganda
- broadened its appeal by targeting Jews, Catholics and foreigners
- appealed to patriotism
- appealed to those who wanted a return to 'clean living'/opposed 'evils' such as movie industry

From recall:

- racism/hatred toward Black Americans still strong in parts of USA
- rising tension caused by Great Migration to the north
- increase in immigration in 1920s led to anti-immigrant feelings
- 'red scare' led to increased hatred of foreigners
- depression in agriculture encouraged some to look for scapegoats

Maximum of 3 out of 5 marks for answers which refer only to recall or only to the source.

Question 3

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

(4)
O3

- primary source written at a time when radical protest was increasing
- written by a Black radical leader who opposed non-violent protest
- to justify Black racial protest
- says that they want a separate territory or state for Black Americans

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

- other aims of radical groups eg, Stokely Carmichael – Black Power/Black Panthers – improve social conditions for Black Americans
- radical leaders such as Malcolm X changed their minds about separation

Context 12: The Road to War, 1933-1939

Question 1

The candidate describes the ways in which Germany's armed forces became stronger between 1933 and 1939 by referring to evidence such as:

**(5)
O1**

- conscription was introduced, initially to 500,000 and 2 million later
- Germany built up a large air force (tested during Spanish Civil War)
- Germany built war ships and submarines (with the Anglo-German Naval Agreement)
- Germany produced a large number of tanks
- German industry was geared towards armaments production
- the reoccupation of the Rhineland meant that German army was at the border with France
- Anschluss meant that the Austrian army became part of German army
- gaining the Sudetenland provided men for conscription into the German army
- the invasion of Czechoslovakia meant seizure of Skoda armaments factory

For 5 marks, five supported points must be given.

Question 2

The candidate explains why Hitler wanted to take control of Austria in 1938 by referring to evidence such as:

**(5)
O2**

From the source:

- Austria was German speaking/part of the German community
- control of Austria would give Germany greater influence in south eastern Europe
- Anschluss would hem in Czechoslovakia
- Hitler wanted Hungary as an ally

From recall:

- Hitler wanted to challenge the Treaty of Versailles
- Austria was Hitler's homeland
- Germany would take over the Austrian army
- Germany would take over Austria's industry

Maximum of 3 out of 5 marks for answers which refer only to recall or only to the source.

Question 3

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

(4)
O3

- primary source from the year/months before that the war broke out
- from a British politician who did not agree with government policy/possible bias
- to show that appeasement had not worked/that Britain must take a tougher approach
- Britain has been shamed and betrayed/deals with dictators do not work/
Germany will not be allowed any more territory

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

- Britain made a treaty to protect Poland
- British rearmament sped up

Context 13: In the Shadow of the Bomb: The Cold War, 1945-1985

Question 1

The candidate explains why the Soviet Union established the Warsaw Pact in 1955 by referring to evidence such as:

**(5)
02**

From the source:

- NATO was regarded by the Soviet Union as an offensive alliance
- the Soviet Union felt surrounded by western countries
- the Soviets believed that the West was preparing for war
- the final straw had been the decision to admit West Germany into NATO

From recall:

- the Soviet Union was angered when Greece and Turkey joined NATO in 1951
- the Soviet Union wanted to increase its control over Eastern Europe
- the Truman Doctrine had increased pressure on the Soviet Union
- the Marshall Plan was being used by the USA to put economic pressure on the Soviet Union and its allies
- the Berlin airlift had increased tension between East and West and had left the Soviet Union feeling vulnerable

Maximum of 3 out of 5 marks for answers which refer only to recall or only to the source.

Question 2

The candidate describes the events that led to a crisis over Cuba in 1962 by referring to evidence such as:

**(5)
01**

- Fidel Castro had overthrown General Batista in 1959
- Castro had angered the American government and American business by nationalising key industries
- Castro made trade agreements with the Soviet Union
- The Bay of Pigs invasion in 1961 was a humiliating failure for the Americans and President Kennedy
- Castro agreed to site Soviet missiles on Cuba
- US spy planes took photographs of missile bases being constructed on Cuba
- an American U2 spy plane was shot down over Cuba
- the Soviets refused to remove their missiles from Cuba
- the Americans set up a blockade of Cuba

For five marks, 5 supported points must be given

Question 3

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

(4)
O3

- primary source from the later years of the Vietnam war
- written by a nurse who had experience of the fighting in Vietnam and could provide an eyewitness account
- to express the view that people were tired of the war/the war was wasting young lives
- tired of going to sleep listening to rockets and mortars/sick of seeing children ripped to pieces

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

- the American public had begun to protest against the war by the late 1960s – demonstrations on university campuses/Vietnam veterans spoke out against the war
- impact of the media on American people eg, soldiers dead bodies appearing on TV

[END OF MARKING INSTRUCTIONS]