



2015 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 indicates that the candidate 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 why Henry II had problems when he became king in 1154 by referring to evidence such as: **(8)**
O1 & O2

- barons had built illegal castles
- barons hired mercenaries/had illegal private armies to protect their land
- some barons openly challenged Henry eg Earl of York, Scarborough Castle
- barons were stealing land from their weaker neighbours
- sheriffs were corrupt and were keeping fines and possessions which should have gone to the king
- there was no uniform law in the kingdom
- sheriffs decided the law in their local area
- the Church had increased its authority eg Criminous Clerks/Canon Law.

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 Edward II was defeated at the Battle of Bannockburn by referring to evidence such as:

(8)
O1 & O2

- Robert Bruce fought the battle on ground which suited his men/tactics
- the Scots had dug pits and laid caltrops – the English cavalry were frightened to advance
- the English were exhausted after their forced march to Bannockburn
- the English were demoralised by the death of de Bohun and the defeat of their cavalry on the first day
- the English were exhausted by moving to their campsite after the first day of battle
- the English had moved on to ground which was too marshy for them to manoeuvre
- the English were trapped in an area which was too small for their army to manoeuvre
- poor leadership by Edward II/the English did not have confidence in him/they were arguing with each other before the battle
- the Scots surprised the English by attacking early on the second day
- the swift Scottish attack left the English cavalry no room to charge
- English bowmen were defeated by the Scottish cavalry
- the English panicked when the “small folk” charged towards the battle

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 Queen Elizabeth of England was suspicious of Mary, Queen of Scots by referring to evidence such as:

(8)
O1 & O2

- Mary was Elizabeth's closest relative and could be a rival for her throne
- Roman Catholic supporters of Mary thought that Elizabeth was illegitimate
- Roman Catholics thought that Mary was the genuine Queen of England
- after the death of Mary Tudor Mary, Queen of Scots, had called herself Queen of England
- English Roman Catholics wanted Mary to be their ruler
- Elizabeth worried English Catholics would assassinate her so Mary could rule
- Elizabeth worried foreign rulers could use Queen Mary against her
- Elizabeth did not want to acknowledge her mortality by recognising an heir

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 the reign of Charles I caused problems in England between 1625 and 1640 by referring to evidence such as:

**(8)
O1 & O2**

- Charles' belief in the Divine Right of Kings annoyed Parliament
- Charles' personality caused problems eg inflexible, extravagant, poor communicator, refused to allow criticism or argument in Parliament, regarded as a tyrant
- Charles' religious views annoyed Parliament and Puritans
- Charles' marriage to the French Catholic Henrietta Maria worried Puritans in Parliament
- Charles' favourite Buckingham was distrusted by Parliament
- failures in foreign policy made Charles unpopular eg war with Spain
- Charles' use of 'forced loans' to pay for war with France were unpopular and declared illegal by Charles' judges
- Charles dismissed the chief justice and arrested over 70 knights and gentlemen for not contributing to 'forced loans'
- Charles imposed Ship Money tax without the consent of Parliament
- Charles imposed the collection of 'tonnage and poundage' without the consent of Parliament
- Charles ruled without consulting Parliament during the period of Personal Rule/Eleven Years Tyranny (1629-1640)

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 there was bad feeling between Scotland and England before the Union of 1707 by referring to evidence such as:

**(8)
O1 & O2**

- many Scots, loyal to the House of Stewart, felt that King James was their rightful king
- the Scots said England was dragging Scotland into wars against its old friend France
- the Scots said their trade was being badly affected
- the Scots did not gain from the peace treaties
- the Scots blamed the English for the failure of Darien; no financial support, no military support, no political support
- the Scots blamed their financial losses over Darien on the English
- the Scots had executed Captain Green of the Worcester
- the Scots felt Scotland was being badly governed
- the English felt the Scots were intruding into their colonies/markets
- the English did not trust the Scots' friendship with France
- there were religious differences between Scotland and England

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 life was difficult for many Irish immigrants in Scotland between 1830 and 1930 by referring to evidence such as: **(8)**
O1 & O2

- Irish immigrants had to do the lowest paid work
- many could not speak English
- most lived in the slums of the industrial cities – details of overcrowding, poor sanitation, disease
- immigrants were accused of keeping down wages
- immigrants were accused of stealing jobs
- immigrants were accused of violence/causing crime
- victims of discrimination, violence, press hostility
- there was suspicion of the Catholic religion in a predominantly Protestant country
- Irish immigrants felt that the education system was anti-Catholic
- some Scots felt that Irish were unpatriotic eg during Great War

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, 1890s-1951

Question 7

The candidate explains why the Labour Government reforms of 1945-1951 were successful in tackling the Five Giants by referring to evidence such as: **(8)**
O1 & O2

- Want – National Insurance Act was a comprehensive insurance for all workers 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 provided extra financial help to families with more than one child
- Disease – National Health Service Act provided free medical, dental, and optical services for every citizen regardless of wealth or status
- Squalor – 200,000 homes built a year between 1948 and 1951
- Squalor – New Towns Act laid plans for 14 new towns in Britain and helped to ease overcrowding in cities and create healthier living conditions
- Squalor – Town and Country Planning Act gave local authorities powers to buy subsidised land to build council houses which helped ease the problem of housing shortages
- Ignorance – Education Act made secondary education compulsory to age 15 improving education opportunities
- Ignorance – massive school building programme was started which improved access to education
- Idleness – Nationalisation of key industries kept unemployment levels down to 2.5% eg electricity, gas, iron and steel
- Credit should be given for evidence that shows a lack of success

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 Scotland's traditional industries declined after the First World War by referring to evidence such as:

(8)
O1 & O2

- shift of production to goods required for war in shipbuilding, engineering etc
- reduction in export of goods during war/ loss of overseas markets during war to foreign competitors
- overseas competitors continued to produce quality goods more cheaply after war
- greater use of electricity and oil cut demand for coal
- falling demand for ships cut steel production
- falling demand for steel cut coal production
- lack of investment made Scottish businesses less efficient/less competitive
- over-manning/poor labour relations led to higher prices
- new textiles such as rayon, nylon cut demand for traditional textiles such as cotton and wool
- major market for herring lost after Russian Revolution so fishing declined

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 support for Sinn Fein increased from 1916 by referring to evidence such as:

(8)
O1 & O2

- execution of rebel leaders in the Easter Rising caused resentment against the British
- Sinn Fein opposed the First World War eg organised strikes against conscription
- Sinn Fein was supported by the Catholic Church
- leadership of De Valera and Collins encouraged support
- returning Easter Rising rebels were treated as heroes.
- many Easter Rising rebels stood as Sinn Fein candidates in local elections
- Sinn Fein was successful in the 1918 General Election encouraging others to support them
- Sinn Fein refused to go to London to work in Parliament as a protest
- Sinn Fein set up an illegal Irish Parliament in Dublin eg they stood for independence

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 David I introduced feudalism to Scotland by referring to evidence such as: **(8)**
O1 & O2

- the influence of David's experiences at the court of King Henry as a young man
- David had witnessed the advantages of feudalism in Norman England
- David had many Norman friends whom he wished to bring to Scotland
- Scotland was difficult for David to control eg different tribes had their own leaders
- feudalism replaced the system of authority based on kinship
- to allow him a means of control over all his subjects
- it allowed him to reward Normans who came to Scotland
- to allow him to administer the country more easily
- it encouraged the development of castles across the kingdom
- it allowed him to give the church large amounts of land which encouraged its support 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: The Cross and the Crescent: The First Crusade, 1096-1125

Question 11

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

(8)
O1 & O2

- many believed that it was their duty to recapture Jerusalem
- wanted to help their Christian brothers in the East
- the promise that all sins would be forgiven was an attractive idea
- peasants and knights were attracted to the idea of adventure
- peasants went on Crusade because they hoped that they would have a better life in the east eg land of milk and honey
- peasants were also encouraged by preachers like Peter the Hermit
- some Crusaders were very religious eg Raymond of Toulouse
- the crusade offered an opportunity to gain land in the East eg Bohemond, Baldwin
- some Crusaders wanted to use their military skills in the east eg Tancred
- some Crusaders went because of peer pressure eg Hugh of Vermandois

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 war broke out between England and France in 1337 by referring to evidence such as:

(8)
O1 & O2

- French kings claimed overlordship of English possessions in France
- English merchants had economic interests in France – wine, wool and grain
- English reaction to the continuing French alliance with Scotland
- English kings claimed the throne of France
- dispute over the succession following the death of Charles IV in 1328
- French attacks on English and Flemish merchants in the channel
- King Philip IV declared Edward III's lands in France forfeit
- King Philip IV invaded Gascony

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 why technical improvements in ship design and navigation enabled the voyages of discovery between 1480 and 1540 by referring to evidence such as: **(8)**
O1 & O2

ship design

- additional masts allowed more sail to be carried – eg bowsprit, mizzen/ extra sails enabled greater manoeuvrability and speed
- addition of lateen sails improved mobility
- development of carvel-built hull reduced weight and improved speed
- development of nao improved designs of caravel as it incorporated the new features
- nao could carry a large crew and a lot of stores so a long voyage could be undertaken

navigation

- use of compass and lodestone for direction of navigation important when out of sight of land/skies clouded on longer voyages
- development of astrolabe/quadrant/cross staff for calculating altitude of sun or pole star above horizon improved on navigation by stars alone
- improved availability of nautical almanacs/tables to establish latitude from readings
- log and knotted line used with minute glass to establish speed and distance travelled was more accurate than dead reckoning to plot longitude
- better charts and maps developed allowing captains to follow routes newly explored eg Vasco da Gama followed Dias' route

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 why the colonists were victorious against the British in the War of Independence by referring to evidence such as:

(8)
O1 & O2

- poor leadership of British forces
- tactical errors by Britain eg Yorktown, Saratoga
- British army was small in number/had to rely on mercenary forces
- British soldiers were not properly trained/equipped to cope with terrain and conditions
- colonial army was effectively led by George Washington
- 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

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 why it took so long to abolish the slave trade by referring to evidence such as:

**(8)
O1 & O2**

- there was a great deal of support for the slave trade from powerful people in business and Parliament
- bribery was used to ensure the continued support for the trade among some MPs
- many accepted the argument that the success of the British economy relied on the continuation of slavery
- King George III supported the trade
- many towns such as Liverpool and Bristol benefited directly from the trade
- profits from the trade were essential to fund the war with France
- people believed the slave trade was a training ground for the British navy
- the slave trade supported jobs in many industries

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 why French people lived in fear during the Reign of Terror in 1794 by referring to evidence such as:

(8)
O1 & O2

- freedom of speech and demonstrations were curtailed
- opponents of the Jacobins were labelled as 'traitors' to France
- the Terror enabled Robespierre to act as ruthlessly as he wanted
- the Terror gave Robespierre control of all French cities
- opponents could be persecuted by lists under the Law of Suspects
- trials and executions were quick and uncontested
- accused were not entitled to lawyers or right of appeal
- accusation meant the assumption of guilt in vast majority of cases
- death was the only sanction available to the Revolutionary Tribunals
- revolts in the Vendee and other provinces were put down with great brutality
- economic measures, such as wage cuts, could be enforced

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 why Cavour was important to the unification of Italy by referring to evidence such as:

(8)
O1 & O2

- as Prime Minister of Piedmont he supported the expansion of territory and the expulsion of Austria from Italy
- he modernised the economy of Piedmont eg built railways, roads, and modernised the port of Genoa
- he encouraged the National Society in Piedmont
- he gained foreign sympathy through Piedmont's participation in the Crimean War
- following the Crimean War he recognised that diplomacy would not work
- he built up the military strength of Piedmont
- he met with Napoleon III at Plombieres in 1858 to agree to drive Austria out of Italy
- he provoked Austria into a war in 1859 securing the support of the French
- following reinstatement as Prime Minister in 1860 he struck a deal with France: Piedmont gained 3 territories of Tuscany, Modena and Parma
- he prevented Garibaldi from taking Rome

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 why Bismarck was important to the unification of Germany by referring to evidence such as:

(8)
O1 & O2

- Bismarck supported the restructuring of the Prussian army
- he had stated his foreign policy aims to be the unification of Germany under Prussian leadership
- he engineered a war between Prussia and Denmark in 1864
- he secured the annexation of Schleswig in 1865
- Bismarck's diplomacy ensured French and Russian neutrality in the Austro-Prussian war of 1866
- disputes over Schleswig and Holstein gave Bismarck an opportunity to wage war on Austria for dominance over the German states
- he insisted on leniency towards Austria after its defeat in 1866 in order to maintain friendly relations with Austria against France
- Bismarck made sure the northern states remained united in the North German Confederation after the Austro-Prussian war (Treaty of Prague), creating a Kleindeutschland
- Bismarck used the Hohenzollern Candidature and edited the Ems telegram to provoke France into declaring war on Prussia
- Bismarck persuaded the southern German states to allow Prussia to use their troops, railways and resources when France attacked Prussia
- Bismarck's defeat of France united the Southern German states with the North and led to the creation of the German Empire in 1871

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 why the Reds were successful in the Civil War by referring to evidence such as:

**(8)
O1 & O2**

- Reds had control of the industrial centres/factories
- Reds controlled the railways/had good communication/transport of munitions etc
- Reds had good leaders such as Trotsky, Lenin who were decisive/ruthless
- Trotsky disciplined the Red Army to be an effective fighting force/conscripted men to raise 5 million by 1920/ raised the Red Cavalry to counter the Cossacks
- Trotsky used experienced Tsarist officers, supervised by political commissars/used Cheka to discourage desertions
- Reds had a common goal to support the revolution/Whites were divided in their aims
- Reds had backing of Bolshevik government to ensure production of weapons etc for them/War Communism
- peasants were forced to supply Reds with food by government policies/Cheka requisition squads
- peasants more supportive of Reds as they believed a Red victory would allow them to keep their land
- Reds made use of government run *Agitprop* to attract support in the countryside
- Whites were seen as unpatriotic as they accepted foreign support to crush the revolution

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 there was a growing demand for civil rights between 1945 and 1965 by referring to evidence such as: **(8)**
O1 & O2

- the groundwork for a civil rights movement had been laid by early reformers such as du Bois, Garvey and Washington
- the experience of Black American servicemen during WW2 had made them aware of non-segregated societies
- during WW2 all Americans were called upon to fight for freedom and democracy but Black Americans felt that they were denied their basic rights in their own country
- success of Philip Randolph and the 'Double V' campaign
- successes of early civil rights organisations such as CORE and NAACP
- black people in the south living under a system of segregation
- black people in the south were subjected to violent persecution - lynching
- The KKK was still active in the southern states
- success of non-violent protests – eg Montgomery Bus Boycott, Birmingham march
- inspirational leadership of black leaders such as Martin Luther King/Malcolm X
- successes of non-violent movement encouraged black people to demand more
- impact of more radical protests such as Nation of Islam
- media coverage especially television heightened awareness

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 why many British people supported a policy of appeasement in the 1930's 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
- the 'Peace Ballot' had shown that most British people were opposed to military action/ supported the League of Nations policy of negotiations
- Britain was concerned about Germany's powerful army and navy
- Britain had failed to modernise armed forces/she was militarily weak
- Chiefs of Staff warned that 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 the Maginot Line which made her safe against German attack
- Britain and France had lost Italy as an ally by 1936
- the Prime Minister, Neville Chamberlain, said that Hitler could be relied on to keep his word (Munich)
- many British people saw the spread of Communism as the real threat to peace in Europe and a strong Germany was a barrier against this

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 why America lost the war in Vietnam by referring to evidence such as:

**(8)
O1 & O2**

- American soldiers were poorly trained and ill equipped for jungle warfare
- the draft system meant that there was a lack of experience among American forces
- American soldiers had low morale and lacked respect for their officers – incidents of fragging
- America was propping up South Vietnamese government that did not enjoy popular support among South Vietnamese people
- Vietcong benefited from experience of fighting the French
- Vietcong were expert in conducting guerrilla warfare
- failure of American tactics – strategic hamlets, carpet bombing, use of defoliants (Agent Orange)
- American tactics alienated the civilian population of Vietnam and generated negative publicity at home
- anti-war protests and lack of international support helped persuade American government to withdraw from Vietnam.

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 role of a knight in medieval times by referring to evidence such as:

**(5)
01**

- knights were part of the king's army/they fought directly for the king and swore their oath of allegiance to him
- 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 to show mercy to their enemies
- knights were used in local government/were members of a jury, enforcing law and order for the king.

For 5 marks, five supported points must be given.

Question 2

The candidate explains why monasteries were important in the twelfth century by referring to evidence such as:

**(5)
02**

From the source:

- monasteries had infirmaries where the sick could be treated
- monastic fields grew a variety of herbs, providing medicine for those who needed it
- monks helped build a harbour at Arbroath, establishing a successful fishing industry for the town.
- monks played a key part in the wool trade creating work for local people and bringing wealth to the country

From recall:

- monasteries were a place of worship/monks prayed for the souls of those who had died
- monasteries used as a place to stay by pilgrims
- monasteries were centres of learning/had vast libraries and chronicles
- monasteries were a place of education/preparing boys for a career in the Church
- monasteries were part of the feudal system/providing service in return for land.

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 during the reign of Henry II
- written by Henry's secretary/eyewitness present during the murder
- written to inform people of the brutality of the murder/to make Becket look innocent/possible bias
- says one of the knights sliced off the crown of Becket's head and removed his brains

Maximum 1 mark for indicating content omission such as:

- Becket could have hidden from the knights but refused to
- Edward Grim's arm was cut by one of the knights.

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

Question 1

The candidate explains why the succession of the Maid Norway caused problems for the Scots by referring to evidence such as:

**(5)
02**

from the source

- some did not want a female ruler
- doubted whether she could command the respect of nobles
- difficult to find regents until she was old enough
- difficult to find a male relation instead of her

from recall

- she could not lead an army
- she would need to get a husband
- nobles were not enthusiastic at her succession – could lead to foreign intervention
- the Maid lacked experience/she might die
- rivalry between Bruces and Balliols/Comyns
- her great-uncle Edward, King of England, interfered in Scotland

A 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)
03**

- written by a Scottish author – likely to be biased – anti-Balliol/anti-Edward
- secondary source written in 1440/many years after Balliol's reign
- to show Balliol should not have been chosen as king/was a disaster
- tells Balliol was made king because he agreed to obey Edward/caused division within Scotland

Maximum 1 mark for indicating content omission such as:

- King John Balliol was called "toom tabard"/sent to the Tower of London

Question 3

The candidate describes what happened at the Battle of Falkirk in 1298 by referring to evidence such as:

(5)
O1

- Wallace gathered his army between a loch and forested hills
- Wallace positioned his men in schiltrons
- King Edward's first attack on the schiltrons was unsuccessful
- the Scottish cavalry (knights) fled when Edward advanced
- King Edward's men massacred the Scottish archers.
- English archers fired into the Scottish schiltrons and killed many men
- Edward's men then killed the survivors in the Scottish schiltrons
- the Scots were heavily defeated.

For 5 marks, 5 supported points must be given.

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

Question 1

The candidate describes the events which forced Mary to leave Scotland in 1548 by referring to evidence such as:

**(5)
O1**

- the Scots and French had agreed that Mary was to marry the Dauphin
- the English wanted Mary to marry Edward, son of Henry VIII
- the Scots had broken the Treaty of Greenwich and not sent Mary to England
- English armies had invaded Scotland
- the English had destroyed Scottish town and cities
- the English had defeated the Scots at the Battle of Pinkie
- there were fears that Mary would be captured by the English and taken to England

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 issued in 1566 at the time Mary was Queen
- they were Mary's own orders so they reflect her support
- to ensure that ministers were paid
- £10,000 was to be used to pay ministers/Mary looked kindly on their work

Maximum 1 mark for indicating content omission such as:

- Mary remained a Roman Catholic
- Mary wanted support from the Church at a difficult time in her reign

Question 3

The candidate explains why Mary, Queen of Scots, lost power over Scotland in 1567 by referring to evidence such as:

(5)
O2

From the source:

- some Scots did not want a female ruler/thought only men should have power
- some Scots were suspicious of her religion
- some Scots were suspicious of her French background/were pro-England
- she was forced to abdicate by her brother, the Earl of Moray

From recall:

- many Scots blamed her for the murder of Darnley
- she had caused a scandal by marrying Bothwell shortly after the murder of Darnley
- Scots had rebelled/she had been forced to surrender at Carberry
- she was a prisoner in Loch Leven castle

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 describes the ways money and religion were the cause of disputes between King James VI and I and Parliament, 1603 - 1625 by referring to evidence such as: **(5)**
O1

- Parliament viewed James as extravagant eg being overgenerous with his favourites/ spending £20 000 on his coronation
- Parliament was dismissed in 1610 because of arguments over finances and the failure of the Great Contract
- the 'Addled Parliament' was dismissed in 1614 due to arguments over impositions (extra customs tax) and subsidies
- Crown and Parliament quarrelled over the sale of monopolies
- James belief in the Divine Right of Kings offended many in Parliament
- the Millenary Petition of 1603 requested changes to be made to practices in the Church of England, James rejected most of the changes
- James licensed Archbishop Bancroft's Canons which stated that the clergy had to follow 39 articles and the Prayer Book, which annoyed the clergy
- reaction to the 'Spanish Match' negotiations for marriage between James' son and a Spanish Catholic led English Protestants to distrust the monarchy
- James gave Bishops more control in the Church (Direction of Preachers, 1622) which worried Puritans

For 5 marks, 5 supported points must be given.

Question 2

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

- secondary source written many years after Charles' reign
- written by a historian who would have researched the information
- to show that Charles contributed to religious tensions in Scotland
- tells that Charles looked down on the Church of Scotland/wanted to reform the Church of Scotland which annoyed the Scottish clergy

Maximum 1 mark for indicating content omission such as:

- Charles introduced the New Prayer Book in Scotland which the Scots rejected
- New Prayer Book was first used in St. Giles Cathedral in Edinburgh, which sparked a riot

Question 3

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

(5)
O2

from the source

- Parliament was dismissed in 1640 because MPs would not give Charles what he wanted
- November 1640 Parliament dismissed by Charles because they would not give him money
- Parliament accused Strafford of treason in May 1641 and executed him
- many MPs were disgusted by Pym's twisting of the law to get Strafford executed

from recall

- activities of the Long Parliament angered the King eg arrest and imprisonment of Archbishop Laud
- the Grand Remonstrance in November 1641 divided the House of Commons in support for the King
- 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
- the Nineteen Propositions of June 1642 were rejected by Charles, this divided Parliament and the King's supporters left London

A maximum of 3 out of 5 marks for answers which refer only to recall or only to the sources

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

Question 1

The candidate explains why Queen Anne wanted a Union between Scotland and England by referring to evidence such as:

**(5)
O2**

from the source:

- governing Scotland from Westminster was difficult
- Union would secure the Protestant Succession
- Union would create a more powerful state
- Union would stop the French using Scotland as a base to attack England

from recall:

- the Jacobites hoped to place a Jacobite monarch on the thrones
- the Jacobites could separate Scotland from England
- Scotland and England had been at loggerheads eg Act of Security, Wine Act, Act Anent War and Peace
- Scottish actions had conflicted with English interests eg Darien

A 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**

- primary source written in 1706 at the time of the Union being passed
- Defoe was an eye-witness to these events/reporting accurately what he saw to his employers
- to report popular opposition to the Union
- an anti-union mob was making a great deal of noise and frightening people

Maximum 1 mark for indicating content omission such as:

- Copies of the Treaty of Union were being burned

Question 3

The candidate describes the ways Scotland changed as a result of the Act of Union by referring to evidence such as:

(5)
01

- the Pound Sterling replaced the Pound Scots and coins changed
- English weights and measures replaced Scottish ones
- a Union flag replaced the Scottish flag
- new taxes applied in Scotland (Malt Tax)
- Customs and Excise men appeared in Scotland
- Scottish Parliament and Scottish nobles moved to London
- Scots Law was affected by appeals to the House of Lords
- the Patronage Act (1712) affected the Kirk

For 5 marks, 5 supported points must be given.

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

Question 1

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

**(4)
O3**

- primary source from a time of large scale Irish immigration
- the writer is reporting from personal experience – likely to be accurate
- to show that the Irish miners are hard working/harder working than the Scots
- they are willing to learn new methods/ willing to work hard/keep the mine open

Maximum 1 mark for indicating content omission such as:

- many emigrants worked in other jobs eg farming, factory work
- other Scots were far more negative

Question 2

The candidate explains why conditions in Scotland caused many scots to emigrate by referring to evidence such as:

**(5)
O2**

from the source

- farmers lost land and homes
- farm workers were no longer willing to put up with poor living conditions and diets
- modern machinery replaced farm workers
- skilled tradesmen could not compete with factories

from recall

- Highland landlords cleared people from the land
- the herring industry was in decline
- the kelp industry was in decline
- farm workers could no longer afford to buy a farm
- poor quality of land in the Highlands

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 life was difficult for Scots in countries to which they emigrated by referring to evidence such as:

(5)
O1

- only a few fellow Scots inhabitants
- farm land/settlements were often isolated
- preparing land for farming could be very hard work
- native people could be very hostile/resisted the loss of their land
- extremes of climate, hotter or colder than previously experienced
- ran out of money to establish themselves
- some Highlanders could not speak English well/prejudice against Gaelic speakers
- many felt that colonial agents had exaggerated the ease of emigration/ help given

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 the Liberal Government of 1906-1914 introduced social reforms by referring to evidence such as:

**(5)
O2**

from the source

- Britain's industrial power would weaken further if the health of the workers got worse
- many believed Britain should introduce welfare provision to compete with Germany
- Labour movement in Britain was helping to promote ideas of welfare provision
- Liberals would have to introduce reforms to compete with the Labour Party

from recall

- surveys of Booth and Rowntree helped change attitudes to poverty/showed extent of poverty
- poor physical condition of recruits for Boer War raised concerns about national security
- inadequate provision of Poor Law system and charitable organisations encouraged need for government action
- changing political ideology/New Liberalism helped increase political awareness for social reform

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

Question 2

The candidate describes successes of the Liberal Government reforms of 1906-1914 by referring to evidence such as:

**(5)
O1**

- Provision of School Meals Act 1906 helped children from poorer families receive a meal at school
- Medical Inspections for school children were made compulsory in 1907
- free medical treatment provided in school clinics in 1912
- Children's Charter introduced in 1908 to protect children from neglect and abuse/banned children from smoking and drinking
- Children's Charter created a system of juvenile courts, remand homes and borstals to help child criminals
- Old Age Pensions introduced in 1908 for people over 70
- National Insurance introduced in 1911 to help provide benefits for the sick and unemployed
- Labour Exchanges introduced in 1909 to help unemployed workers find jobs

For 5 marks, 5 supported points must be given.

Question 3

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

(4)
03

- secondary source written a long time after the war
- author would be knowledgeable/researched the information
- to show how the people expected the government to look after them when the war was over
- Government got involved in people's lives/free medical treatment/people expected after the war

Maximum 1 mark for indicating content omission such as:

- control of food supply/fair shares for all
- evacuation highlighted the fact that poverty still existed and needed government action

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

Question 1

The candidate explains why many people in 1914 believed that women should not be given the vote by referring to evidence such as:

**(5)
02**

from the source:

- women were too emotional to make sensible or difficult decisions
- women's minds were considered full of trivial nonsense
- politically active women were accused of being poor home makers/neglecting their children and husbands
- women voters might stop having children and the future of the nation would be at risk

from recall:

- violent actions of the suffragettes showed women were irresponsible
- women were less intelligent than men/women had smaller brains
- women did not fight for their country so did not deserve the right to vote
- giving women the vote would make men less chivalrous towards them

A 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 changes in popular entertainment in Scotland between 1900 and 1939 by referring to evidence such as:

**(5)
01**

- decline of music hall after First World War
- popularity of variety shows at seaside resorts in 1920s/30s
- growing popularity of purpose built cinemas from 1920s onwards
- increase in cinema attendance after introduction of talkies in 1929
- development of gramophones/gramophone records for home use
- development of radio for home use
- popularity of dancing/dance halls/dance bands
- growth of spectator sport/increased popularity of football/record attendances at football matches in 1930s

For 5 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 time of the Second World War
- written from her own experience as a Landgirl
- written to give information about rates of pay/ working conditions for Landgirls
- girl's father decided she should be a Landgirl/male workers were paid much more

Maximum 1 mark for indicating content omission such as:

- women factory workers were also paid less than male counterparts
- government propaganda patronised women/portrayed women's war work as glamorous

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

Question 1

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

**(4)
O3**

- primary source printed during campaign against Home Rule
- postcard produced by Unionists themselves
- to encourage people to be against the Home Rule Bill/to show defiance
- says no Home Rule/united we stand, divided we fall

Maximum 1 mark for indicating content omission such as:

- Unionists feared Home Rule meant Rome Rule
- Unionist feared loss of business/industry if Home Rule Bill passed

Question 2

The candidate explains why an Anglo-Irish War broke out in 1919 by referring to evidence such as:

**(5)
O2**

from the source:

- IRA ambushed and killed two police officers in Tipperary
- British government banned the Dail and Sinn Fein/imposed curfew
- IRA continued to raid barracks and to gather supplies
- British government wanted to put an end to the threat posed by the IRA

from recall:

- Sinn Fein declared independence/established the Dail
- Sinn Fein refused to acknowledge British laws and officials/set up their own administrative centre
- Dail was recognised as the official government and its influence grew
- 28 unionists refused to go to the Dail/wanted the Irish assembly closed
- Sinn Fein organised, trained and armed Irish Volunteers
- arrival of Black and Tans escalated level of violence

A 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 Civil War which broke out in 1922 by referring to evidence such as:

(5)
01

- Republicans occupied a number of buildings in Dublin including the Four Courts
- Republicans occupied ex-British and RIC barracks
- Free Staters attacked the Four Courts
- the Republicans were defeated within nine days in Dublin
- the Republicans continued the fight in the countryside
- guerrilla warfare was used by both sides
- Sir Henry Wilson MP for North Down and the Northern Ireland Government's adviser on security was assassinated by Republicans
- Michael Collins was assassinated in a Republican ambush
- Republican leader Liam Lynch was murdered
- fighting lasted for a year
- as many as 4000 people are believed to have been killed
- Free State Government had imprisoned 1100 Republicans without trial
- Special Powers Act was issued by the Dail offering amnesty for Republicans until October 1922
- 77 Republicans were executed by the Irish Free State government after October 1922
- De Valera conceded defeat/men were ordered to lay down their arms

For 5 marks, 5 supported points must be given.

EUROPEAN AND WORLD

Context 1: The Norman Conquest, 1060-1153

Question 1

The candidate explains why the Normans won the Battle of Hastings by referring to evidence such as:

(5)
02

from the source:

- William ordered his troops to pretend to retreat
- the English battle line broke
- the Normans turned and attacked the English
- a great many English were killed

from recall:

- William's landing took the English by surprise
- the Normans outnumbered the English
- the Normans had better weapons and armour
- the killing of Harold demoralised the English army
- English soldiers tired after marching south from Stamford bridge

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">• William decided he needed to control London/Advanced to London• his army stopped along the route to burn, steal and kill• he made the remaining Saxon leaders give in to his demands	<ul style="list-style-type: none">• his aim was to take control of London• he ordered his soldiers to attack towns such as Dover and Canterbury and burn all the crops• he met the remaining English earls and forced them to surrender to him

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

Question 3

The candidate describes the support that David I gave to the church in Scotland by referring to evidence such as:

(5)
O1

- David poured wealth derived from trade into the building of abbeys and monasteries
- he gave charters granting land to the church
- he encouraged his nobles to grant land and money to the church
- he brought craftsmen from Europe to help build abbeys and monasteries
- he encouraged new monastic orders to come to Scotland
- he Normanised the Celtic church eg appointed Normans to Celtic bishoprics of St Andrews, Dunkeld and Moray
- he set up or revived bishoprics of Glasgow, Galloway and Dunblane
- he founded great monasteries and abbeys in Scotland such as Melrose, New Battle and Kinloss
- he gave power to churchmen by appointing them to important positions in his government

For 5 marks, 5 supported points must be given.

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

Question 1

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

**(4)
03**

Source A	Source B
The sources fully disagree	
<ul style="list-style-type: none">refused to let the Crusaders in and made the majority camp outside.agreed to give supplies to Hugh of Vermandois but only if he took an oath of loyaltythe Emperor's treatment of the Crusaders was disrespectful	<ul style="list-style-type: none">insisted on showing the Crusaders around the city and encouraged them to treat Constantinople as their homegave the Crusaders horses, money and silk clothes asked for nothing in return except friendshipEmperor treated the Crusaders with great honour

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

Question 2

The candidate describes the capture and defence of Antioch by referring to evidence such as:

**(5)
01**

- Crusaders surrounded the city
- Crusaders fought off attacks from different Muslim groups outside the city
- Bohemond bribed a Muslim called Firouz who let the Crusaders into the city
- the Crusaders used ladders and ropes to scale the walls
- the Crusaders quickly captured the main towers
- they slaughtered the Muslim guards on the battlements and let the rest of the Crusading army inside
- every Muslim inside the city was massacred
- the Crusaders were quickly surrounded by Kerbogha
- the Crusaders could not escape and many began to starve
- the discovery of the Holy Lance inspired the Crusaders to fight
- Bohemond led the Crusading army against Kerbogha/defeated the Muslim army

For 5 marks, 5 supported points must be given.

Question 3

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

(5)
O2

from the source:

- Baldwin began building castles allowing him to control vast areas of land
- captured many key coastal cities
- secured important trade routes ensuring Crusaders had access to vital supplies
- exploited Muslim disunity, making peace treaties with some and fighting against others

from recall:

- help from Emperor Alexius eg supplies/men at Constantinople
- examples of Muslim disunity eg Nicaea, Antioch
- Crusading ideal eg Holy Lance
- the Crusaders recruited specialised knights to help them defend the Latin States eg Knights Templars/Hospitallers
- the Crusaders negotiated with Muslim peasants ensuring that there was a supply of crops for the Latin States
- the Crusaders established the feudal system in the East ensuring each knight fulfilled his duty to fight/carry out castle guard
- the Crusaders established trade links with Italian cities ensuring a supply of material and resources was sent East
- Italians set up trading stations/paid taxes to Crusaders

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

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

Question 1

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

**(4)
O3**

Source A	Source B
The sources agree	
<ul style="list-style-type: none">• one in three people died• Lords... were forced to pay more• The labour shortage meant that peasants were in greater demand	<ul style="list-style-type: none">• the disease killed more than a third of the people• wages roughly doubled• those who worked the land were more scarce

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

Question 2

The candidate explains why the Peasants' Revolt broke out in 1381 by referring to evidence such as:

**(5)
O2**

from the source:

- 1377 tax increase had to be paid by every adult
- 1381 taxes were increased again
- poor people saw tax rise of 1381 as very unfair
- wages were controlled but prices were not

from recall:

- wages were restricted by the Statute of Labourers 1351
- there was a lack of confidence in the new king among the ordinary people
- growing hatred of the king's advisors eg John of Gaunt
- ideas of revolt were spread by people such as John Ball/ the Lollards

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

Question 3

Candidate describes the part played by Joan of Arc in reawakening French national pride by referring to evidence such as:

(5)
O1

- she inspired the Dauphin to restart the war against England
- led the Dauphin's army in lifting the siege of Orleans
- restored the pride of the French soldiers
- claimed that God had called her to drive the English out of France
- helped to bring about the coronation of the Dauphin at Reims
- defeated English forces at Patay
- she became a martyr for France

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 Columbus' voyages were so important by referring to evidence such as:

**(5)
02**

from the source:

- he discovered a 'New World' that no-one in Europe knew existed
- he discovered Hispaniola and the northern tip of Cuba
- his discovery gave great prestige to the King and Queen of Spain/he claimed the new land for Spain
- his voyages encouraged others to cross the Atlantic and eventually sail round the world

from recall:

- New World conquests brought many resources to Europe especially silver and gold
- second voyage discovered Antilles and explored South of Cuba
- third voyage discovered the coast of South America and the Orinoco River
- fourth voyage explored the coastline of Honduras and Panama

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">• Spanish cannon and muskets killed many of the lightly clothed natives• those close to armoured Spaniards were laid low by their steel sword blades• their horses size and speed gave them a great advantage	<ul style="list-style-type: none">• the natives had no protection from their cannon and lead shot• Spaniards used fine steel for their swords and armour• Spaniards used their horses to terrify them

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

Question 3

The candidate describes the events of the voyages of Jacques Cartier by referring to evidence such as:

(5)
O1

- sailed past Newfoundland into the Gulf of St Lawrence
- named the territory Canada/claimed the land for the King of France
- first to explore Prince Edward Island
- made contact with Chief Donnacona/took his sons to France
- on second voyage explored inland up River Moisie (St Lawrence) as far as Hochelaga (Montreal) but rapids blocked any further exploration
- kept a detailed journal noting natural resources of Canada
- ice in the Gulf forced him to spend the winter there
- forced to hide the illness of his crew (scurvy) from natives/learned of native cure for scurvy and saved his crew
- made a third voyage to look for precious stones and gold but found none
- did not lose a single ship in three voyages

For 5 marks, 5 supported points must be given.

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

Question 1

The candidate describes the complaints of the colonists about British rule by referring to evidence such as:

**(5)
O1**

- the colonists were unhappy with the imposition of laws and taxes which were seen as unjust
- the passing of the Stamp Act and Townshend Act in 1760s had been very unpopular measures
- they resented being taxed without representation
- events such as the Boston Massacre and the Boston Tea Party led to an increase in anti-British feeling among colonists
- the colonists were angered by the passing of the Intolerable Acts
- the colonists were unhappy with the continuing presence of British soldiers in the colonies
- the colonists were further angered by the passing of The Quartering Act
- some colonists were frustrated that the British were stopping them from moving west
- some colonists felt that the policies of the British government were damaging trade

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 fully agree	
<ul style="list-style-type: none">• many colonists had become quite wealthy through trade with Britain• many others still felt a great sense of loyalty to the King• some Americans felt that the conflict was the fault of troublemakers	<ul style="list-style-type: none">• loyalists tended to be wealthier colonists who felt that their wealth and power had increased under British• King George III still commanded some respect among many colonists and they continued to give him their allegiance• some colonists felt that events were exaggerated by people who wanted to cause trouble

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

Question 3

The candidate explains why the British surrender at Saratoga was a turning point in the war by referring to evidence such as: **(5)**
O2

from the source:

- Burgoyne's army were kept prisoners
- victory gave the American forces new heart
- the American success at Saratoga also encouraged France and then Spain to enter the war
- following Saratoga, the British strategy lay in ruins

from recall:

- the defeat at Saratoga heightened criticism of the war effort back in Britain
- the defeat at Saratoga convinced the Americans to settle for nothing less than full independence
- the entry of foreign powers meant that British security was threatened across the globe

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 describes the treatment of slaves on the Middle Passage by referring to evidence such as:

**(5)
O1**

- slaves were held on board using tight pack/loose pack system
- crew were often cruel towards slaves
- female slaves often suffered sexual abuse from crew
- food was limited and bland/unfamiliar to slaves – some had to be force fed
- slaves taken above deck and whipped to make them exercise
- slaves would witness deaths of fellow slaves/evidence from the case of the *Zong*
- poor conditions meant that disease was common on ships – dysentery due to poor sanitary conditions
- lack of proper toilet facilities
- lack of fresh air – slaves held for long periods below deck

For 5 marks, 5 supported points must be given.

Question 2

The candidate explains why resistance was difficult on the West Indian plantations by referring to evidence such as:

**(5)
O2**

from the source:

- on small islands it was difficult to stay free for long
- many West Indian islands passed strict laws to deal with the problem of slave resistance
- slave hunters were offered large rewards to capture runaways
- captured slaves were subjected to brutal torture, or even put to death and this was a powerful warning to other slaves

from recall:

- slave risings lacked effective leadership
- slave revolts were crushed by the better armed and organised whites
- plantation owners often used black overseers to help them maintain authority
- slaves lived in fear of being sold off/separated from their families if they broke the rules
- slaves had little or no education and could be brainwashed to accept plantation life

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 agree	
<ul style="list-style-type: none">• Wilberforce made eloquent speeches and convinced a growing number of MPs to support abolition. • the campaign to abolish the slave trade won increasing public attention and growing public support • the abolitionists continued to collect and publish ever more shocking evidence about the horrible nature of the trade	<ul style="list-style-type: none">• Wilberforce had led the campaign inside parliament and he spoke out passionately about the evils of the slave trade • the Society for the Abolition of the Slave Trade was very effective in gaining publicity for their cause • many books were published detailing the horrors of the slave trade

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

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

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">• everyone should pay taxes• they should be told what happens to the taxes• the land is growing unproductive	<ul style="list-style-type: none">• the landlords/nobles pay no taxes• we don't understand what the taxes are for• the soil is not as good at producing food as it used to be

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

Question 2

The candidate describes the ways in which the Legislative Assembly changed how France was governed in 1791 by referring to evidence such as:

**(5)
O1**

- the King lost a great deal of authority and had to obey the law
- the King could no longer claim France as his own property
- the Assembly had the right to question the King's ministers
- the King could not suggest nor delay laws
- only Active Citizens were to be given the vote
- Active Citizens elected "Electors" to represent them
- only the Assembly had the right to pass laws
- the Assembly recognised local government
- France was divided into departments
- the Courts were reorganised and judges were elected

For 5 marks, 5 supported points must be given.

Question 3

The candidate explains why Louis XVI was becoming increasingly unpopular in 1792 by referring to evidence such as:

(5)
O2

from the source:

- Louis wanted to act as if the Revolution had never happened
- many suspected that he supported counter-revolution
- Louis wanted Austria to win the war against France
- the King tried to escape to Austria

from recall:

- Louis XVI disliked sharing power with the Assembly
- Louis encouraged foreign agents in France/encouraged war against France
- Marie Antoinette was held responsible for France being attacked
- the Brunswick Manifesto was seen as a threat against the people of Paris

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

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

Question 1

The candidate describes the growth of nationalism in Italy between 1815 and 1848 by referring to evidence such as: **(5)**
O1

- the French Revolution encouraged Italian intellectuals to develop ideas of nationalism
- the Italian states were brought closer in terms of transport links through the influence of Napoleon's rule
- Italian states grew resentful over the influence of Austria after the Vienna Settlement of 1815
- secret societies such as the Carbonari encouraged Italians to join the struggle for change
- the Romantic movement of novelists, poets and composers emerged and began to spread nationalist ideas
- Mazzini formed the 'Young Italy' organisation which began to encourage young Italians to campaign for a united Italy
- the business classes began to want economic integration similar to the German Zollverein
- in 1831 Charles Albert allowed the publication of liberal newspapers and began to support the driving out of Austrian influence from Italy
- in 1846 Pope Pius gave amnesty to political opponents/encouraged nationalist feeling

For 5 marks, 5 supported points must be given.

Question 2

The candidate explains why the 1848-1849 revolutions in Italy failed by referring to evidence such as: **(5)**
O2

from the source:

- the Austrian army overpowered the revolutionaries under Charles Albert
- Austrian General Radetzky was superior to Charles Albert
- Italian nationalists were not as well armed or trained
- the French were able to defeat the new Roman Republic and restore the Pope

from recall:

- each revolutionary group had different aims and the revolutionaries failed to co-operate/work together
- the middle class did not support the revolutions, they feared the lower classes would get more power
- peasants could not be relied upon to support the nationalist cause/nationalists lacked mass support
- regionalism was still strong

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 agree	
<ul style="list-style-type: none">• Garibaldi inspired enthusiasm and devotion in the Italian masses• his total devotion to national unity influenced other nationalists• he was a brilliant commander, good at sizing up the situation	<ul style="list-style-type: none">• Garibaldi reached the masses with his message of patriotism• his own belief in the idea of political unity sparked nationalist awareness in others• he was responsible for most of the victories of the Risorgimento/master of guerrilla warfare

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

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

Question 1

The candidate explains why nationalism grew in Germany between 1815 and 1848 by referring to evidence such as: **(5)**
O2

from the source:

- the German Confederation allowed 39 states to stay as they were rather than reverting to 400 separate states
- Liberals and Nationalists spread ideas of unity
- students and intellectuals also spread ideas
- German writers and poets also spread ideas about a common German identity

from recall:

- composers like Beethoven became popular and spread ideas of cultural unity
- a shared language helped promote ideas of national unity and identity
- the creation of the Zollverein helped promote the idea of economic unity between the states
- a shared hatred of a common enemy, France, helped encourage national unity

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 B	Source C
The sources agree	
<ul style="list-style-type: none"> • Frederick William went back on his promise of leading Germany • 39 states withdrew their support and maintained control over their own states • disagreement over the Klein/Grossdeutschland argument 	<ul style="list-style-type: none"> • King Frederick William rejected the offer of becoming its leader • delegates of German states preferred to hold on to their own authority • they were unable to decide on the Klein/Grossdeutschland issue

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

Question 3

The candidate describes the events which led to Prussia's victory over Austria in 1866 by referring to evidence such as: **(5)**
O1

- Prussia secured the neutrality of Russia by providing military assistance during a revolt
- Prussia secured the neutrality of France by promising extra territory if France stayed out of a war between Prussia and Austria
- Prussia secured the help of Italy by promising land in return for Italy attacking Austria from the south
- Prussia provoked Austria into a war
- the war lasted only 7 weeks
- decisive battle was fought at Koniggratz/Sadowa where Austria was defeated with 40,000 casualties
- Prussia used superior rail network to mobilise troops
- Prussian army was better equipped and trained
- Austria was forced to fight a war on two fronts

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 ways the Tsar kept control of Russia by referring to evidence such as:

**(5)
01**

- Tsar was an autocrat/not answerable to anyone
- supported by the aristocracy/nobility who owned the land
- Tsar appointed his own advisers
- Orthodox Church preached that his rule was the will of God
- the army was loyal and used to put down any rising
- secret police, Okhrana, kept watch on anyone suspected of sedition
- execution/prison/exile to Siberia extensively used as a deterrent
- the press was censored
- his government ran the trades unions to control the workers
- he pursued a policy of Russification to neutralise minorities

For 5 marks, five supported points must be given.

Question 2

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

**(4)
03**

Source A	Source B
The sources agree	
<ul style="list-style-type: none">• the establishment of a Duma for Russia bought off middle class liberals• liberals stopped supporting the striking industrial workers• peasants were satisfied by the ending of redemption payments	<ul style="list-style-type: none">• the middle classes were satisfied by the announcement of a Duma• the workers were now isolated and forced to call off the strike• peasants settled when they were promised an end to redemption payments

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

Question 3

The candidate explains why the Provisional Government lost support by the autumn of 1917 by referring to evidence such as:

(5)
O2

From the source:

- the Provisional Government still lacked respect in many people's eyes because it continued to delay in calling the elections to the Constituent Assembly
- the unpopular war dragged on/the June Offensive was a dismal failure
- the Kornilov Revolt demonstrated that the Provisional Government could not defend the revolution
- Bolshevik slogans simply offered a better alternative

From recall:

- the Provisional Government had failed to give land to the peasants
- inflation continued to rise but wages did not
- food shortages continued and the Provisional Government did little to solve them
- the Provisional Government could not govern without co-operation of Petrograd Soviet
- Order Number One had weakened the Provisional Government's authority with the army
- Lenin's 'April Theses' refused Bolshevik support for the Provisional Government
- Bolshevik propaganda promised 'Peace, Bread, Land'

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 explains why many black Americans had moved from the South to the northern cities by the 1930s by referring to evidence such as: **(5)**
O2

from the source:

- to escape poverty in the rural South
- they believed that they would find the Promised Land/American Dream in the North
- they expected greater freedoms such as the chance to vote
- jobs were available in manufacturing, mining and meatpacking

from recall:

- to escape the two separate societies created by the Jim Crow Laws
- to escape widespread segregation eg trains, buses, schools, eating places
- to escape the terror of the Ku Klux Klan
- First World War created more job opportunities in the north

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 B	Source C
The sources agree	
<ul style="list-style-type: none">• alarming images went around the world• President Kennedy was deeply upset• Birmingham businessmen accepted almost all protesters demands	<ul style="list-style-type: none">• news pictures of confrontation shocked the world• image of huge dog attacking woman made Kennedy feel sick• pressured city's leaders into comprehensive agreement

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

Question 3

The candidate describes non-violent methods used by the Civil Rights movement in the 1950s and 1960s to achieve their aims by referring to evidence such as:

(5)
O1

- civil rights lawyers provided legal support in the case of Brown v Topeka 1954
- peaceful protest at funeral of Emmett Till 1955
- boycotts eg Montgomery bus boycott in 1956
- legal and moral support for the Black students at Little Rock 1957
- sit-ins eg at the 'whites only' lunch counters in 1960
- other similar actions to draw attention to segregation eg wade-ins and pray-ins
- Freedom rides on inter-state buses through the South in 1961
- non-violent children's march in Birmingham 1963
- protest march and speeches at Washington in 1963
- protest march in support of voter registration at Selma 1965

For 5 marks, 5 supported points must be given.

Context 12: The Road to War, 1933-1939

Question 1

The candidate explains why Britain and France thought that Germany was following an aggressive foreign policy by 1935 by referring to evidence such as: **(5)**
O2

from the source:

- Hitler announced that the Treaty of Versailles should be abolished
- Hitler withdrew from the Disarmament Conference
- Germany withdrew from the League of Nations
- Germany signed a non-aggression pact with Poland

from recall:

- Britain and France knew of Hitler's plans for the Rhineland
- Hitler had already tried to take over Austria
- Hitler announced introduction of conscription/army to rise to 500,000
- Germany announced the creation of a German airforce and navy
- creation of a Greater Germany suggested aggression

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 B	Source C
The sources disagree	
<ul style="list-style-type: none">• the decision of 1919 had been the best way of limiting the aggressive ambitions of Germany• a powerful Germany is a greater threat to peace in Europe• have allowed Hitler to bully an independent country whose people have no love for Nazism	<ul style="list-style-type: none">• Versailles had been an evil act of revenge by Britain and France• Europe can look forward to a period of stability and prosperity• clear that Anschluss is popular among the Austrian people who are German in language and culture

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

Question 3

The candidate describes the events of 1938 that led to Germany taking over the Sudetenland by referring to evidence such as:

(5)
O1

- the Anschluss allowed Germany to directly threaten the Sudetenland
- Hitler claimed that the Sudetenland should belong to Germany/that the Sudeten Germans wanted to join with Germany
- Hitler ordered the invasion of Czechoslovakia in May 1938 (Operation Green)
- Britain and France threatened Germany with war if the invasion went ahead– the ‘May Crisis’
- the Runciman Mission was sent to persuade Czechoslovakia to surrender Sudetenland to Germany but failed
- Hitler made a further threat to attack Czechoslovakia in September
- Chamberlain flew to Germany to meet with Hitler to prevent war
- agreement was reached, but war became likely after demands at second meeting – ‘Black Wednesday’
- third meeting: UK, France, Germany and Italy at Munich
- Czechoslovakia was persuaded to give the Sudetenland to Germany

For 5 marks, 5 supported points must be given.

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

Question 1

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

**(4)
03**

Source A	Source B
The sources disagree	
<ul style="list-style-type: none">the United States established the Marshall Plan to help European countries rebuild after the warthe Berlin Airlift was needed to bring vital supplies to the people of the cityNATO was needed to offer greater protection for the people of Europe	<ul style="list-style-type: none">the Marshall Plan was seen by the Soviet Union as a bribe to stop European countries from becoming communistthe Berlin Airlift was seen by the Soviets as an attempt to humiliate their leader, Stalinthe Soviets regarded the formation of NATO in 1949 as an aggressive act

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

Question 2

The candidate explains why President Kennedy decided to take action over Cuba in 1962 by referring to evidence such as:

**(5)
02**

from the source:

- President Kennedy was under pressure to appear stronger in his dealings with other powers
- there were fears that Castro would turn Cuba into a communist stronghold
- in early 1962 American spy planes photographed missile bases being constructed on Cuba
- Kennedy was determined not to come off second best in a stand-off with the Soviet President Khrushchev

from recall:

- Castro had angered the American government and American business by nationalising key industries
- the Bay of Pigs invasion in 1961 was a humiliating failure for the Americans and President Kennedy
- the Soviets refused to remove their missiles from Cuba
- Kennedy had been portrayed as weak and inexperienced compared with his Soviet rival

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

Question 3

The candidate describes steps taken to reduce tension between the superpowers during the 1960s and 1970s by referring to evidence such as: **(5)**
O1

- a hotline between the Soviet and American leaders was established following the Cuban Missile Crisis
- in 1971 Brezhnev announced the 'programme for peace' to improve relations between East and West
- war in Vietnam was scaled down and then ended in the early 1970s and this had a positive influence on superpower relations
- President Nixon's visit to Moscow in 1973 helped to reduce tension
- Helsinki Accords signed in 1975
- Soviets and Americans cooperated on a joint Soyuz – Apollo space mission in 1975
- both sides were able to reach agreement to limit or reduce nuclear weapons - SALT II
- trade agreements between both sides helped to improve relations

For 5 marks, 5 supported points must be given.

[END OF MARKING INSTRUCTIONS]