

X044/11/01

NATIONAL
QUALIFICATIONS
2014

WEDNESDAY, 7 MAY
9.00 AM – 10.45 AM

HISTORY
INTERMEDIATE 2

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

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



INSTRUCTIONS

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

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

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

Answer **one** other context* from

either Part 2, Scottish and British

or Part 3, European and World

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

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

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[Turn over

PART 1: THE SHORT ESSAY

Marks

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

SCOTTISH AND BRITISH CONTEXTS:

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

Question 1: Explain why knights were important in twelfth century society.

8

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

Question 2: Explain why there was a succession problem in Scotland between 1286 and 1292.

8

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

Question 3: Explain why there were English and French armies in Scotland in 1559.

8

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

Question 4: Explain why events between 1640 and 1642 led to the outbreak of civil war.

8

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

Question 5: Explain why the Scots had economic problems before 1705.

8

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

Question 6: Explain why so many Irish people decided to settle in Scotland.

8

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

Question 7: Explain why the Liberal reforms of 1906-1914 were important in improving the lives of the poor in Britain.

8

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

Question 8: Explain why women had achieved equal voting rights by 1928.

8

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

Question 9: Explain why some Nationalists refused to accept the Anglo-Irish Treaty.

8

EUROPEAN AND WORLD CONTEXTS:

CONTEXT 1: THE NORMAN CONQUEST, 1060–1153

Question 10: Explain why William of Normandy was successful in conquering Saxon England.

8

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

Question 11: Explain why the First Crusade was a success.

8

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

Question 12: Explain why the French were finally successful in the war against England.

8

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

Question 13: Explain why **either** Cortes (in Mexico) **or** Pizarro (in Peru) was successful in his respective conquest.

8

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

Question 14: Explain why war broke out between Britain and the colonists in 1775.

8

CONTEXT 6: “THIS ACCURSED TRADE”: THE BRITISH SLAVE TRADE AND ITS ABOLITION, 1770–1807	
Question 15:	Explain why the Triangular Trade was so profitable.

8

CONTEXT 7: CITIZENS! THE FRENCH REVOLUTION, 1789–1794	
Question 16:	Explain why France changed from a monarchy to a republic in 1792.

8

CONTEXT 8: CAVOUR, GARIBALDI AND THE MAKING OF ITALY, 1815–1870	
Question 17:	Explain why Garibaldi was important in uniting Italy.

8

CONTEXT 9: IRON AND BLOOD? BISMARCK AND THE CREATION OF THE GERMAN EMPIRE, 1815–1871	
Question 18:	Explain why there was a growth in nationalism in the German states between 1815 and 1848.

8

CONTEXT 10: THE RED FLAG: LENIN AND THE RUSSIAN REVOLUTION, 1894–1921	
Question 19:	Explain why the Bolsheviks were able to seize power in October 1917.

8

CONTEXT 11: FREE AT LAST? RACE RELATIONS IN THE USA, 1918–1968	
Question 20:	Explain why Martin Luther King was important to the success of the Civil Rights Movement.

8

CONTEXT 12: THE ROAD TO WAR, 1933–1939	
Question 21:	Explain why Britain did not go to war with Germany before 1939.

8

CONTEXT 13: IN THE SHADOW OF THE BOMB: THE COLD WAR, 1945–1985	
Question 22:	Explain why Berlin had become the focus of Cold War tension by 1961.

8

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

PART 2:

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

1. Describe the problems faced by Henry II when he became king in 1154.

5

Source A explains why a monk's life was difficult in the twelfth century.

Source A

The life of a monk was not suitable for everyone. Monks were expected to attend long church services and to fast regularly. Although monasteries received donations and were wealthy, monks lived on a basic diet of bread, fruit and ale and were rarely given meat or wine. Every morning a monk's day was organised by the Abbot. Most monks carried out back-breaking duties in the field or spent hours copying books. Monks had little free time and were given no choice about how they spent their day.

2. Why was a monk's life difficult in the twelfth century? (Use **Source A** and recall.)

5

Sources B and **C** describe Henry's actions during his quarrel with Archbishop Becket.

Source B

Henry reacted wildly when Becket refused to sign the Constitution of Clarendon. The King locked Becket up for three days and constantly threatened him with violence. Despite this, Becket remained loyal to the Church. When Becket failed to attend the Northampton Trial, Henry publicly accused him of fraud and confiscated his lands. Henry further disrespected Becket when he asked another bishop to crown the heir to the throne at Canterbury.

Source C

Henry tried to bully Becket from the moment he became Archbishop of Canterbury. When Becket refused to do as he was told, the king kept him prisoner and only released him later. Their quarrel quickly became bitter. Henry insulted Becket by asking the Archbishop of York to crown his son. Henry continued to humiliate Becket by accusing him of theft and seizing his property as a punishment.

3. How far do **Sources B** and **C** agree about Henry's actions during his quarrel with Becket?

4

[END OF CONTEXT 1]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

1. Describe the events leading to the defeat and capture of King John Balliol. 5

Source A explains why the Scots made Wallace Guardian of Scotland.

Source A

King Edward made the nobles, Scotland's traditional leaders, powerless to resist his authority by forcing them to do homage to him. In addition, he removed them from all their positions of power in the Scottish government. Finally, he took the Stone of Destiny and all the Scottish records to England. Separate rebellions soon started across Scotland. William Wallace gained fame by killing the Sheriff of Lanark and attacking Ormsby at Scone. Wallace was able to unite all the Scottish rebels when Cressingham marched to Stirling to crush the Scottish rebellion.

2. Why did the Scots make Wallace Guardian of Scotland? (Use **Source A** and recall.) 5

Sources B and **C** are about how Robert Bruce won control over Scotland.

Source B

Robert Bruce won the respect and loyalty of the Scots by his inspiring leadership. Often leading the fighting himself, he used clever plans and bravery to capture all the English-held castles in Scotland. On the other hand, he withdrew from any battles which he did not expect to win. His crushing defeat of Edward II at Bannockburn was due to careful planning and his genius as a commander.

Source C

The English thought that Bruce had captured Scotland's castles simply because Edward II had not sent enough men and money to defend them properly. As a result, they said, Robert Bruce had been able to bully the Scots into accepting him as their king. The English believed that Edward II was the real King of Scots but his weakness as a leader and as a commander had led to his failure in Scotland.

3. How far do **Sources B** and **C** disagree about how Robert Bruce won control over Scotland? 4

[END OF CONTEXT 2]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

1. Describe the problems facing the Catholic Church in Scotland in the 1540s and 1550s. 5

Sources A and **B** describe events leading to the death of Darnley.

Source A

Since divorcing Darnley was impossible, Mary attempted to patch up their marriage by persuading him to come back to Edinburgh. Darnley refused to stay at Craigmillar Castle so, at the last minute, Mary found a house at Kirk o' Fields. Mary planned to stay there on the night before Darnley was allowed to return to Holyrood, but she was called away at the very last minute. That was the reason she escaped the fatal explosion.

Source B

Darnley felt safe in his father's house in Glasgow but Mary arranged for him to return to Edinburgh and to stay at Kirk o' Fields, just outside the city. Mary visited him regularly there and Darnley appeared to make a full recovery. He wrote to his father saying how much Mary had helped him to get well again. Mary, however, did not stay with him on his last night at Kirk o' Fields.

2. How far do **Sources A** and **B** agree about events leading to the death of Darnley? 4

Source C explains why Scotland became difficult to govern after Mary, Queen of Scots, escaped from Loch Leven Castle.

Source C

Mary's escape from Loch Leven Castle started a civil war in Scotland. It then became obvious that Mary had never abdicated voluntarily and that she was prepared to fight to reclaim her power and authority from the Regent Moray. She continued to have support in Scotland after the Battle of Langside and her flight to England. In fact, her supporters were able to call a parliament in Scotland. They were also able to challenge the authority of the Scottish Regents from Edinburgh Castle which they controlled.

3. Why was Scotland difficult to govern after Mary, Queen of Scots, escaped from Loch Leven Castle? (Use **Source C** and recall.) 5

[END OF CONTEXT 3]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

Source A explains why the reign of King James VI and I caused resentment in Scotland after 1603.

Source A

The Union of the Crowns in 1603 made a difference to the way Scotland was governed. The King was now living 400 miles away from Scotland. Scotland was now governed by a small committee called the Lords of the Articles. The King chose and strictly controlled the Lords and Bishops who were part of this committee. This committee could only suggest new laws, which the King had to approve. Many felt that the King had abandoned Scottish affairs in favour of achieving his ambition of ruling England.

1. Why did the reign of King James VI and I cause resentment in Scotland after 1603? (Use **Source A** and recall.) 5

Sources B and **C** are about the methods of raising money used by Charles I.

Source B

The financial policies of Charles I during the period of Personal Rule caused great resentment. The source of strongest opposition was the Ship Money tax, especially from inland areas at a time when England was not at war. The money was said to be needed to protect coastal shipping from pirates. Charles also offended the country's gentry by fining those who refused the honour of a knighthood.

Source C

To raise money Charles revived the Ship Money tax, causing resentment amongst those living in inland areas as the tax should only have been applied to coastal areas. His father's practice of selling knighthoods made the honour not worth having, Charles made matters worse by fining those who refused to accept one. Charles' methods were seen as high-handed and illegal and caused much anger during his reign.

2. How far do **Sources B** and **C** agree about the methods of raising money used by Charles I? 4
3. Describe the tensions over religion in Scotland during the reign of Charles I. 5

[END OF CONTEXT 4]

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

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

1. In what ways did the Worcester Affair make relations between Scotland and England more difficult?

5

Sources A and **B** are about Scottish attitudes to a possible Union of the Parliaments.

Source A

A few Scots were very much in favour of a Union of the Parliaments from the outset. They saw it as a way of settling the Protestant Succession and closing the door to the Jacobites. They were not worried about wanting a closer relationship with England. Other Scots saw the economic benefits of gaining access to England’s colonies. A Union would also end the danger of future wars between Scotland and England.

Source B

The majority of Scots disliked the idea of entering a Union with “the Auld Enemy” as a result of centuries of bad feeling between the two countries. They feared that Scotland would be ruined by cheap goods flooding up from England. The Jacobites encouraged these fears in the hope of restoring their king to his proper place. They organised petitions against the Union and burned copies of it in public places.

2. How far do **Sources A** and **B** disagree about Scottish attitudes to a possible Union of the Parliaments?

4

Source C explains why the opponents of the Act of Union were unable to stop it being passed.

Source C

At first, there was widespread public opposition in Scotland to the Union. Opposition to it in Parliament was led by the Duke of Hamilton who was Queen Anne’s closest relation and who could have become king if Scotland and England separated. However, he was indecisive and unreliable. One night he suddenly changed sides and proposed the choosing of Commissioners. There was widespread belief that, like many, he had been bribed. His activities kept the opponents of the Union disorganised. They were unable to overcome the ruthless methods used by the Unionists.

3. Why were opponents of the Treaty of Union unable to stop it being passed? (Use **Source C** and recall.)

5

[END OF CONTEXT 5]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

Sources A and **B** are about Irish workers in Scotland.

Source A

The Irish workers are very willing to learn new methods. We find them to be very willing as labourers and could not do without them. When the Irish first come over here, both the parents and children are in general very clean and respectable. After they have been in Scotland for some time they get worse. The change is produced by mixing with the lowest dregs of the Scottish population.

Source B

The Irish in Paisley are almost all poor and I can only remember one Irish shopkeeper. But when more labourers are needed the Irish are ready to work hard for their pay. Even though they have no education they can be easily taught how to use the most modern machines. Although they live in the worst housing, the Irish are of good character and behave very well.

1. How far do **Sources A** and **B** agree about Irish workers in Scotland?

4

Source C explains why many Scots were able to emigrate between 1830 and 1930.

Source C

Many Scots had farms which they could sell to raise funds for emigration. It was these skilled Scots that other countries, such as Canada, were keen to attract. Scots were typical of emigrants throughout history in that they moved abroad for economic reasons. Once settled, many emigrants were happy to pay for relatives to come and join them and the journey became much easier with the development of faster and more efficient steam ships. Only about a quarter of Scots returned home; most made a better living abroad.

2. Why was it easy for many Scots to emigrate between 1830 and 1930? (Use **Source C** and recall.)
3. Describe the ways in which Scottish emigrants helped to develop the economy of their new homelands.

5

5

[END OF CONTEXT 6]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

Source A explains why there was so much poverty in Britain before 1906.

Source A

In the early 1900s the British Government provided little help for the poor. Those who were desperate were admitted into the workhouse. Life in the workhouse was harsh and many people preferred to avoid it by taking low paid jobs. Families were separated in the workhouse; therefore some families in need of help were unwilling to ask for it. The whole system was designed to deal with poverty in the countryside, but by 1900 Britain was an industrial country and the workhouse system could no longer cope.

1. Why was there so much poverty in Britain before 1906? (Use **Source A** and recall.)

5

Sources B and **C** are about the effects of the Second World War on attitudes to welfare.

Source B

Bombing affected everyone during the war and people rallied round to help those in need. The government helped by providing temporary shelter and the people hoped this kind of help would continue after the war. In wartime the government also ensured everyone had an equal share of the country's food supply. People expected this kind of help to continue after the war especially as evacuation had highlighted the amount of poverty still in existence in Britain.

Source C

After the Second World War the people of Britain expected the government to continue to provide support in helping relieve the problems caused by bombing. Evacuation of inner city children to the countryside had shown that poverty was still a problem which required continued government help after the war. During the war rationing made sure everyone received healthy food and a fair share of the food available.

2. How far do **Sources B** and **C** agree about the effects of the Second World War on attitudes to welfare provision?
3. Describe the reforms made by the Labour Government 1945-51 to tackle the “Five Giants” identified by Beveridge.

4

5

[END OF CONTEXT 7]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

Sources A and **B** are about the “Red Clydeside” demonstration in George Square in January 1919.

Source A

A huge crowd of strikers gathered in George Square to find out if the unions and government had reached an agreement. The police were panicked by the size of the crowd and suddenly mounted a baton charge to clear the tramlines. The strikers fought back with railings and bottles. Many were arrested including Shinwell and Kirkwood, who had been cracked on the head as he ran out of the City Chambers to see what was happening.

Source B

The workers’ leaders were kept waiting for twenty minutes in the City Chambers, during which time the massive crowd outside in George Square continued to grow. The police were ordered to draw their batons and force the crowd to disperse. When Kirkwood and Shinwell rushed out to try to restore order, Kirkwood was knocked to the ground. The strikers protected Shinwell but those who appealed for order were also clubbed, along with other strikers.

1. How far do **Sources A** and **B** agree about the events in George Square in January 1919? 4

Source C explains why Scottish shipbuilding declined between the wars.

Source C

In 1913, over 750,000 tonnes of ships had been launched on the Clyde. When the First World War ended, there was a sharp drop in the demand for Clyde built warships. Clyde yards had also specialised in passenger liners, and many local businesses depended on supplying furnishings and fittings for them, but the international depression led to fewer orders for liners. The Allies’ decision to sell off confiscated German ships at rock bottom prices after the war made matters worse. Demand fell for cargo ships when world trade contracted after 1929.

2. Why did Scottish shipbuilding decline between the wars? (Use **Source C** and recall.) 5
3. Describe the problems in the Scottish education system in the 1920s and 1930s. 5

[END OF CONTEXT 8]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

1. Describe the actions taken by Unionists to oppose the Home Rule Bill.

5

Source A explains why the Easter Rising failed in 1916.

Source A

By the time the rebels reached Dublin they knew it would be difficult to take the city. Attempts to import guns had failed, leaving the rebels short of weapons and ammunition. Only 1,500 men assembled to carry out the uprising and few were trained soldiers. Despite this the rebels decided to go ahead with their plans. The rebels captured the GPO building but their success did not last. Lack of support from Dubliners isolated the rebels and within a week the British had brought in extra soldiers to force the rebels to surrender.

2. Why did the Easter Rising fail in 1916? (Use **Source A** and recall.)

5

Sources B and **C** are about what happened at Croke Park in 1920.

Source B

British security officers went to Croke Park because they were looking for wanted IRA gunmen. Once there, the officers intended to walk onto the centre of the playing field and using a megaphone, invite the gunmen to surrender. The gunmen saw the officers approaching and started to flee. Shots were fired over the crowd as a warning to the gunmen to stop running. In the confusion a small number of football fans were injured.

Source C

British security officers arrived at Croke Park and immediately blocked the stadium exits, trapping those at the match inside. The British officers made no attempt to look for the IRA gunmen they claimed they had come to arrest. Instead they opened fire, directly shooting into the crowd. Within minutes there was panic and chaos. When the shooting finally stopped 14 football fans had been shot dead including a Tipperary player and two young boys.

3. How far do **Sources B** and **C** disagree about what happened at Croke Park in 1920?

4

[END OF CONTEXT 9]

[END OF PART 2: SCOTTISH AND BRITISH CONTEXTS]

HISTORICAL STUDY: EUROPEAN AND WORLD

CONTEXT 1: THE NORMAN CONQUEST, 1060–1153
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Answer the following questions using recalled knowledge and information from the sources where appropriate.

1. Describe the part that castles played in bringing law and order to Norman England. 5

Source A explains why David I encouraged monasticism in Scotland.

Source A

<p>David was responsible for bringing monasticism back to much of Scotland. He saw this as a way of showing that Scotland was a civilised country. Cistercians were given lands at Melrose and New Battle and their vast abbeys became places to inspire religious belief. Dunfermline Abbey was built by Norman craftsmen whose skills were passed on to native Scots. These attempts to impress the Pope were rewarded when he declared that the Scottish church was directly responsible to him. This responsibility would not be mediated through Canterbury or York.</p>

2. Why did David I encourage monasticism in Scotland? (Use **Source A** and recall.) 5

Source B was written by a modern historian in 1999.

Source B

<p>David I ruled for nearly thirty years and during his reign Scotland became a stronger and more unified country. He founded many Royal Burghs where traders were given special rights and privileges. He ordered fairs to be held in the largest towns. These attracted merchants from England and other parts of Europe. For nearly 150 years after his death Scotland continued to grow in prosperity.</p>
--

3. How useful is **Source B** as evidence of the contribution of David I to the development of trade in Scotland? 4

[END OF CONTEXT 1]

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

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

Source A explains why people joined the First Crusade.

Source A

Desperate to escape famine and disease, many poor peasants agreed to leave their homes and travel to Jerusalem. Although they had few weapons and little experience in battle, the peasants believed that it was their duty to fight for God and drive the Muslims from the holy city. Many peasants hoped that by making this sacrifice and by taking the cross they would have their sins forgiven and be welcomed into the afterlife. The idea of adventure was so appealing that peasants ignored advice to wait for the knights.

1. Why did people join the First Crusade? (Use **Source A** and recall.)

5

Source B was written by a Crusader who travelled with Bohemond of Taranto in 1097.

Source B

Bohemond's arrival at Constantinople terrified Emperor Alexius. Convinced that Bohemond and his men intended to steal from him, the evil emperor gave Bohemond few supplies and made him wait outside the city. Although Bohemond was tired from his long journey he honourably agreed to the Emperor's demands. The next day the Emperor continued to insult Bohemond by ordering him to take the oath of allegiance.

2. How useful is **Source B** as evidence of the way Emperor Alexius treated the Crusaders at Constantinople?
3. Describe the capture of Nicaea in 1097.

4

5

[END OF CONTEXT 2]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

Source A was written by an Italian visitor to France shortly after Edward III's campaign there.

Source A

In my youth the English were even worse fighters than the wretched Scots. Today they are a fiercely warlike nation. Their numerous victories have reduced the entire kingdom of France by fire and sword. On my recent visit I could not believe that this was the same country I had seen before. Outside the walls of the towns there was not one building left standing.

1. How useful is **Source A** as evidence about the effects of Edward III's campaign in France? 4

Sources B explains the reasons for the Jacquerie revolt.

Source B

In 1358, in the midst of the war, France experienced a revolt among the peasants. They had become fed up with having their farms ravaged by the English armies. But mainly they were dissatisfied with the French nobility. The lords were not offering the protection that feudalism was supposed to ensure. Instead of defending France they were fighting amongst themselves. In addition, taxes had been raised to pay the ransom for King John II. The rising lasted only two weeks before being quickly and brutally squashed by the nobility.

2. Why did the Jacquerie revolt take place? (Use **Source B** and recall.) 5
3. Describe the problems facing France during the reign of Charles VI. 5

[END OF CONTEXT 3]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

Source A explains why the Portuguese were successful in making voyages of exploration.

Source A

There was great improvement in sailing technology in the late 15th century and experienced Portuguese sailors were among the first to take advantage of it. Prince Henry the Navigator encouraged the learning of navigational skills at the college he founded in Sagres. Later Portuguese explorers added to this knowledge through voyages supported by King John II, who was able to take advantage of Portuguese experience in sailing down the coast of Africa. With royal backing, Portuguese ships sailed further south, always looking for valuable new routes to the Spice Islands.

1. Why were the Portuguese successful in making voyages of exploration? (Use **Source A** and recall.) 5
2. Describe the events of Magellan's voyage. 5

Source B is from a sermon preached by a Spanish priest who visited the West Indies in 1511.

Source B

Tell me by what right do you hold these Indians in such a cruel and horrible slavery? Why do you keep them so oppressed and exhausted, without giving them enough to eat or curing them of the sicknesses they develop from the excessive labour you give them? They are dying, or rather you are killing them, in order to dig for gold every day just for you.

3. How useful is **Source B** as evidence of the Spaniards' treatment of native peoples? 4

[END OF CONTEXT 4]

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

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

1. Describe what happened at the Battle of Bunker Hill in 1775.

5

Source A was written by a British army general in 1778.

Source A

We marched five miles on a road made only of sand which scorched through our shoes with intolerable heat, the fierce sun beating on our heads. We had not a drop of water to quench our thirst. A number of soldiers were unable to cope with the fatigue, and died on the spot. Others became raving mad. It was the most shocking scene I ever saw.

2. How useful is **Source A** as evidence of the conditions faced by soldiers during the American Wars of Independence?

4

Source B explains why the colonists were able to defeat the British by 1783.

Source B

When the revolution began, Britain was a great power with an experienced army and strong navy. However, the British never had a clear strategy for winning the war. The British troops were also weakened by their reliance on supplies from overseas. At home, the British parliament was not united behind the war effort. However, it was not just a question of British weakness. Washington held his army together despite many setbacks and emerged as a great military leader. In 1783 King George finally agreed to accept that the colonies were free.

3. Why were the colonists able to defeat the British by 1783? (Use **Source B** and recall.)

5

[END OF CONTEXT 5]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

Source A is from “Britain and the Slave Trade”, by a modern historian, published in 1995.

Source A

In 1700, Liverpool was a small fishing port. One hundred years later over 78,000 people lived and worked in the town. Liverpool’s wealth came from trading in slaves and cotton produced by slaves. Thousands of people found work because of the slave trade. More and more ships were needed. These had to be built and equipped. Gradually the prosperity of the whole town began to depend more and more on the slave trade.

1. How useful is **Source A** as evidence of the importance of the slave trade to British cities? 4

Source B explains why it was difficult for slaves to escape to freedom from the West Indian plantations.

Source B

Life on the West Indian plantations was controlled by strict slave codes. Despite these, slaves still sought any opportunity to run away. Many of the islands were small and there was little hope of fleeing the island. On some Caribbean islands groups of escaped slaves fought back against the plantation owners. However, it was almost impossible for slaves with basic weapons to defeat overseers with guns or the soldiers who were sometimes called in. The brutal treatment of rebellious slaves also acted as a powerful warning to restless slaves.

2. Why was it difficult for slaves to escape to freedom from the West Indian plantations? (Use **Source B** and recall.) 5
3. Describe the methods used by the abolitionists in their campaign to end the slave trade. 5

[END OF CONTEXT 6]

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

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

1. Describe the events which led to the Tennis Court Oath.

5

Source A explains why the Constituent Assembly was such an important change in the government of France in 1791.

Source A

New ideas by French and foreign political thinkers played a part in the setting up of the new Assembly. It decided from the start that its powers should be separate from the powers of the monarch. The king was no longer an “absolute” monarch who “owned” all of France, instead he had to govern France according to the law. Louis XVI stated that he would agree to these changes but many people were suspicious of his motives. Although the king could still appoint ministers, the Assembly had the right to question them.

2. Why was the Constituent Assembly such an important change in the government of France in 1791? (Use **Source A** and recall.)

5

Source B is from a speech by Saint-Just, a revolutionary leader, at the trial of Louis XVI in 1792.

Source B

There is no need for a trial for a man who is so obviously an evil tyrant. Louis called his own people rebels and wanted to punish them only because they demanded the rights to which they are entitled. Therefore, when a ruler acts like this he has given up any rights a normal citizen is entitled to and the people demand his death as a punishment for his crimes.

3. How useful is **Source B** as evidence of the trial of Louis XVI?

4

[END OF CONTEXT 7]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

Sources A explains why Italian nationalism grew between 1815 and 1848.

Source A

After 1815 secret societies had been formed dedicated to freeing Italy from foreign rule. The Carbonari recruited more supporters throughout Italy because of growing resentment towards Austrian influence. However, they were restricted by their lack of clear objectives on how to drive them out. Other groups such as Mazzini's Young Italy were formed to inspire young Italians to campaign for a united Italy. By 1846, even the Pope was encouraging nationalism by no longer jailing nationalist supporters.

1. Why did Italian nationalism grow between 1815 and 1848? (Use **Source A** and recall.)

5

Source B was written by a modern historian about the 1848 revolutions.

Source B

Despite the fierce resistance put up by Italian nationalists, the odds were too great. The failure was as much a result of the lack of co-ordination between fighting revolutionary groups as it was from those at the top. The hesitation of Charles Albert to put himself forward as the head of a nationalist movement certainly weakened the cause.

2. How useful is **Source B** as evidence about the 1848 revolutions?

4

3. In what ways did Cavour contribute to Italian unification?

5

[END OF CONTEXT 8]

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

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

Source A is from a letter written by King Frederick William IV of Prussia in 1849.

Source A

I am not able to return a favourable reply to the offer of a crown on the part of the Frankfurt Parliament. I reject the offer because the Parliament has no right to offer me the crown, without the consent of the German governments. Also because they offered the crown upon the condition that I would accept the constitution, which I cannot.

1. How useful is **Source A** as evidence of why the Frankfurt Parliament failed? 4

Source B explains why the balance of power between Austria and Prussia changed during the 1850s.

Source B

In 1850 at Olmutz, Austria forced Prussia to give up its power in the Erfurt Union. The Union, created in 1849, was a group of German states under Prussia's control. The German states felt Prussia had bullied them into the Erfurt Union and were now happy to offer their support to Austria. Despite Austria's dominance over the German states, she was losing support from valuable allies. Russia was furious when Austria refused to help in the Crimean War. Austria's military power also decreased because of defeat by France in 1859.

2. Why did the balance of power between Austria and Prussia change during the 1850s? (Use **Source B** and recall.) 5
3. Describe the contribution of Bismarck to German unification after 1862. 5

[END OF CONTEXT 9]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

1. Describe the problems facing Russian peasants up to 1905.

5

Source A was written by the Tsarina in a letter to Tsar Nicolas II at the front in February 1917.

Source A

The strikers and rioters here in Petrograd are now in a more defiant mood than ever. The disturbances are created by hoodlums. Youngsters and girls are running around shouting they have no bread; they do this just to create some excitement. If the weather was cold they would all probably be staying at home. But the thing will pass and quiet down, providing the Duma behaves.

2. How useful is **Source A** as evidence about the Tsarina's knowledge of the situation in Russia during the First World War?

4

Source B explains why the policy of War Communism failed.

Source B

Lenin's biggest problem was feeding the people in the government controlled areas. His policy of War Communism forced reluctant peasants to hand over their crops to requisition squads. Sometimes the peasants refused and hid their crops. Other peasants cut back their production and supplies fell further. The Civil War made it difficult for both sides to get enough food and the industrial cities suffered shortages too. This made Lenin's government unpopular even with some of its strongest supporters, such as the sailors at the Kronstadt naval base.

3. Why did the policy of War Communism fail? (Use **Source B** and recall.)

5

[END OF CONTEXT 10]

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

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

1. Describe the experiences of European immigrants to the USA in the 1920s. 5

Source A explains the growth of the Ku Klux Klan in the 1920s.

Source A

The Klan re-emerged in the 1920s. It used bold and eye-catching propaganda but also broadened its appeal by targeting Catholics, Jews and foreigners in its messages of hate. In the years following the First World War the Klan benefited from its promotion of patriotism. Klansmen also demanded a return to “clean” living and won support for attacking modern “evils” such as the movie industry. The Klan seemed popular with folk who claimed to love their country but were uncomfortable with some of the changes which were taking place.

2. Why did support for the Ku Klux Klan grow in the 1920s? (Use **Source A** and recall.) 5

Source B was written by Elijah Muhammad, a black radical leader in 1965.

Source B

We cannot be expected to get along in peace with white people in America. We have received from them some of the worst treatment human beings have ever experienced. We believe that our contribution to this country and the suffering forced upon us by white Americans justifies our demand for complete separation in a state or territory of our own.

3. How useful is **Source B** as evidence about the aims of black radical protest movements in the 1960s? 4

[END OF CONTEXT 11]

HISTORICAL STUDY: EUROPEAN AND WORLD

CONTEXT 12: THE ROAD TO WAR, 1933–1939

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

1. In what ways had Germany's armed forces become stronger between 1933 and 1939? 5

Source A explains why Hitler wanted to take control of Austria in 1938.

Source A

Adolf Hitler had joined the German army in 1914 and had become involved in German politics after the Great War. Austria was German speaking and already belonged to the German community therefore Hitler wanted Austria to be part of the German nation. The Austrian Empire had dominated south eastern Europe. Hitler was determined to spread German influence into that area by controlling Austria. This would also hem in Czechoslovakia. Hungary and Austria had been partners in the past and Hitler was eager to have Hungary as an ally in case of war.

2. Why did Hitler want to take control of Austria in 1938? (Use **Source A** and recall.) 5

Source B was written by a British politician in March 1939.

Source B

We did everything that was asked of us by Herr Hitler and have ended up shamed and betrayed. The march of German troops into Prague and the take-over of the rest of Czechoslovakia must surely be a sign that making deals with a dictator can never be the answer. We must show that we are strong and that a line has now been crossed. Germany shall not take one further inch of foreign soil.

3. How useful is **Source B** as evidence of changing British attitudes to Germany after the invasion of Czechoslovakia, March 1939? 4

[END OF CONTEXT 12]

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

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

Source A explains why the Soviet Union established the Warsaw Pact in 1955.

Source A

In 1949, twelve western nations signed a treaty setting up NATO. The USSR condemned NATO and said it was not defensive but an offensive alliance against the USSR. In September 1949 the Soviets successfully exploded an atomic bomb. The Soviet Union had become a superpower. However, the Soviet Union felt surrounded by NATO countries. They believed that the West was preparing for war. The Warsaw Pact was signed in 1955. The final straw had been the decision to admit West Germany to NATO. The world was now divided into two armed camps.

1. Why did the Soviet Union establish the Warsaw Pact in 1955? (Use **Source A** and recall.) 5
2. Describe the events that led to a crisis over Cuba in 1962. 5

Source B is from a letter written by a US Army nurse serving in Vietnam in 1969.

Source B

Christmas came and went, marked only by tragedy . . . I'm tired of going to sleep and listening to rockets, mortars, artillery. I'm sick of facing every day a new bunch of children ripped to pieces. They're just kids -18, 19, their whole lives ahead of them, cut off. I'm sick to death of it.
Peace, Lynda.

3. How useful is **Source B** as evidence of the attitudes of the American people towards the Vietnam War? 4

[END OF CONTEXT 13]

[END OF PART 3: EUROPEAN AND WORLD CONTEXTS]

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