

X044/101

NATIONAL
QUALIFICATIONS
2009

TUESDAY, 2 JUNE
9.00 AM – 10.30 AM

HISTORY
INTERMEDIATE 1

You must answer the questions from THREE contexts. The FIRST context must come from Part 1: Scottish and British. The SECOND context must come from Part 2: European and World. The THIRD context can come from EITHER, Part 1: Scottish and British, or Part 2: European and World.

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

Part 1: Scottish and British

Contexts:

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Part 2: European and World

Contexts:

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Number your answers as shown in the question paper.

Some sources have been adapted or translated.



PART 1:**HISTORICAL STUDY: SCOTTISH AND BRITISH****CONTEXT 1: MURDER IN THE
CATHEDRAL: CROWN, CHURCH
AND PEOPLE, 1154–1173**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A explains why Henry II had problems when he became king.

Source A

The death of King Stephen in 1154 meant that Henry inherited an empire in chaos. Many barons had built illegal castles and were unwilling to return them to the king. Henry's lands stretched from the border with Scotland to the Pyrenees mountains in Spain. Henry knew that barons in his empire were guilty of stealing their neighbours' lands. Henry realised he would have to act quickly if he was to restore law and order.

1. Why did Henry II have problems when he became king? (Use **Source A** and recall.) **4**

Source B describes the duties of a knight in medieval times.

Source B

At the age of seven, squires were trained to become knights. Every knight had to fight for the king so it was important to learn skills for battle. The Code of Chivalry showed a knight how to behave. In particular knights had to protect the old and the young. Their training meant that knights were held in high regard and were seen as role models.

2. Describe the duties of a knight in medieval times. (Use **Source B** and recall.) **3**

Source C describes the murder of Archbishop Becket.

Source C

One dark night late in December, four knights rushed in to Canterbury Cathedral demanding to see Thomas Becket. The Archbishop, who had only recently returned from a six year exile in France, refused to leave his Church. Although Becket was a peaceful man he was not afraid of violence. He stated that he was willing to die a martyr for the Church and his beliefs.

3. Describe the murder of Archbishop Becket. (Use **Source C** and recall.) 4

Source D was written by the chronicler, William of Newbury, in the twelfth century. It describes Henry's reaction to Becket's murder.

Source D

The king travelled from Normandy to Canterbury without rest. Seeking forgiveness, he threw himself on Becket's tomb. There he remained for many hours in silent prayer. Although he was an important man, Henry was humble. He asked the monks to deliver his punishment and, without complaint, was whipped by every churchman present.

4. How useful is **Source D** as evidence of Henry's reaction to Becket's murder? 4

[END OF CONTEXT 1]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A is about how Edward I tried to take over Scotland after the death of King Alexander III.

Source A

When Alexander III died without leaving a son, the crown went to his grand-daughter, the Maid of Norway. When she died, Edward I offered to come to Scotland to decide who would be their next king and to prevent a civil war starting. Edward saw his chance to make the Scots agree he was their overlord. He also ordered a search for evidence to prove that kings of England had been overlords of Scotland.

1. Describe how Edward I tried to take over Scotland after the death of King Alexander III. (Use **Source A** and recall.)

4

Source B explains why the Scots were able to defeat the English at Stirling Bridge.

Source B

Cressingham was so confident of victory that he sent some of his soldiers back to England just before the battle. He knew he had more men and that they were better equipped than the Scots. Wallace, however, chose a good battlefield which gave the Scots an advantage over the heavily equipped English. Wallace wanted to trick Cressingham into using Stirling Bridge but the English wasted so much time that they had to cross it anyway.

2. Why were the Scots able to defeat the English at Stirling Bridge? (Use **Source B** and recall.)

4

Source C was written in 1307 by the English chronicler, Walter of Guisborough, describing Bruce's actions.

Source C

In the autumn, Robert Bruce, the new King of Scots, returned from the islands of Scotland. He attacked Lord Henry Percy during the night and killed a few of his followers. Then the new king went round Scotland and killed all the important men who refused to follow him and did much harm to the people.

3. How useful is **Source C** as evidence about what Bruce did in Scotland in 1307? 4

Source D describes how Bruce tried to make Edward II accept him as King of Scots.

Source D

Bruce's soldiers raided the north of England for fourteen years after Bannockburn. Bruce was trying to make Edward II agree he was King of Scots. Bruce's men also forced the English to pay money to the Scots but nothing made Edward change his mind. In fact, nothing was done until after the death of Edward II.

4. Describe what Robert Bruce did to make Edward II accept him as King of Scots. (Use **Source D** and recall.) 3

[END OF CONTEXT 2]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

In **Source A** the Scottish Parliament of 1543 gives its reasons for breaking the Treaty of Greenwich.

Source A

In this treaty we made peace with England. However, when Scottish merchants sent ships to sea, they were captured and kept by Englishmen. We have sent several different messages to the King of England about this but he has ignored them. Since the English have broken this treaty, we will not keep it in the future.

1. How useful is **Source A** as evidence about the breaking of the Treaty of Greenwich in 1543? 4

Source B explains why some Scots rebelled against Mary of Guise in 1558.

Source B

Mary of Guise had been Regent of Scotland since 1554. By 1558, however, the Scottish Protestants had grown increasingly unhappy with her rule. After her daughter's marriage to the Dauphin of France, she began to act against Protestants in Scotland. She also relied more heavily on French support. Rumours spread that Scots were to be sent to France so that French people could be settled in Scotland.

2. Explain why some Scots rebelled against Mary of Guise in 1558. (Use **Source B** and recall.) 4

Source C is about the murder of Riccio.

Source C

Although a low-born Italian, who had come to Scotland as a musician, Riccio had the confidence of Mary, Queen of Scots. The Scottish nobles were annoyed when he made important Scots beg him for an appointment with the queen. They told Darnley lies about him and made him so suspicious that he signed an agreement to kill the Italian, who was the secretary of the queen.

3. Describe the events leading up to the murder of Riccio. (Use **Source C** and recall.) 4

Source D describes how Mary, Queen of Scots escaped from Loch Leven Castle.

Source D

After the Protestant Lords had forced Mary to abdicate they felt they had her safely imprisoned in Loch Leven Castle. However, it did not take her long to win over the support of some people in the castle. They helped her to contact some of her supporters outside. She started to plan her escape with the help of a young servant.

4. Describe how Mary, Queen of Scots, escaped from Loch Leven Castle. (Use **Source D** and recall.) 3

[END OF CONTEXT 3]

HISTORICAL STUDY: SCOTTISH AND BRITISH

**CONTEXT 4: “ANE END OF ANE
AULD SANG”: SCOTLAND AND
THE TREATY OF UNION, 1690s–1715**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A describes events leading to the execution of Captain Green of the Worcester.

Source A

After the failure of the Darien Scheme, the disappearance of the Company of Scotland’s last ship, “The Speedy Return”, upset Scots very much. Captain Green and some of his crew were arrested after he boasted about its disappearance. The trial was hardly a fair one and Captain Green was sentenced to death.

1. Describe the events leading up to the execution of Captain Green of the Worcester. (Use **Source A** and recall.)

3

Source B explains why some Scots thought a Treaty of Union would benefit Scotland.

Source B

Scotland had been ruined by the failure of the Darien Scheme and it would take years for them to recover by themselves. A few Scots began to consider a Union seriously. In fact, many Scots were already trading with England’s colonies and they thought a Union would bring them opportunities to make even more money. A number of Scots thought a Union would also end the distrust between the two countries.

2. Why did some Scots think a Union would benefit Scotland? (Use **Source B** and recall.)

4

Source C is part of Lord Belhaven's speech to the Scottish Parliament in 1706 about the Union with England.

Source C

When I think about the Union, I have some very sad thoughts. I worry that I will see Scottish businessmen walking along deserted streets, thrown out of their old businesses and wondering what to do next. I worry that I will see Scottish tradesmen hit by new taxes and Scottish farmers unable to sell their crops.

3. How useful is **Source C** as evidence about what Scots thought about a Union with England?

4

Source D describes how Scots showed their opposition to the Act of Union in 1706.

Source D

Even although ordinary Scots could not elect members of the Scottish Parliament, they made their opinions about the Union well known. Many Scottish towns sent petitions against the Union and in other towns, copies of the Union were burned in public protests. Some Jacobites planned an armed rebellion and supported Presbyterians who also opposed the Union.

4. Describe the ways ordinary Scots showed their opposition to the Union. (Use **Source D** and recall.)

4

[END OF CONTEXT 4]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A describes some of the factors which brought the Irish to Scotland.

Source A

The Irish went to several parts of the world, especially the USA, England and Scotland. New developments in technology meant that steamships were replacing sailing ships. This meant the journey time between Ireland and Scotland was short. The larger size of these steamships also meant that fares became cheaper. Scottish farming needed extra workers to improve the land. This brought thousands of Irish to Scotland each year.

1. Describe the factors which attracted Irish immigrants to Scotland. (Use **Source A** and recall.) 4

Source B explains why many Scots disliked Irish immigrants.

Source B

Irish immigration into Scotland was unpopular with many Scots in the period between 1830 and 1930. Newspapers described how groups of Irishmen could be violent. In 1840, navvies who were drunk took control of the town of Hamilton and terrified people until soldiers arrived to take control. In Ayr in 1849 the Irish were blamed for taking most of the money gathered in to support the poor.

2. Why did many Scots dislike Irish immigrants? (Use **Source B** and recall.) 4

Source C describes conditions in the Highlands that led to people emigrating from Scotland in the nineteenth century.

Source C

In 1847 blight had badly damaged potato crops in the Highlands. This left around 100,000 people desperate for food. These problems led to a great deal of suffering. For some years a number of landlords had been turning to sheep farming to make money and they cleared away crofters' villages that stood in the way of the sheep.

3. Describe the conditions in the Highlands that led to people emigrating from Scotland. (Use **Source C** and recall.)

3

Source D is a report from the immigration agent for Victoria in Australia, written in June 1853.

Source D

I do not think that the inhabitants of the islands of Scotland are well suited to the needs of Victoria. Their ignorance of the English language makes it difficult to get work for them. Their laziness and extremely filthy habits have led to a very bad impression. Many people are against them.

4. How useful is **Source D** as evidence of the attitudes of people abroad towards Scottish immigrants?

4

[END OF CONTEXT 5]

HISTORICAL STUDY: SCOTTISH AND BRITISH

**CONTEXT 6(a): FROM THE CRADLE
TO THE GRAVE? SOCIAL WELFARE
IN BRITAIN, 1890s–1951**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A explains why people wanted social reforms in the early twentieth century.

Source A

The Boer War in South Africa had started in 1899 and lasted three years. In some towns nine out of ten recruits for the army had been rejected because they were so unfit. Poor people were unhealthy because they could not afford a good diet. The number of unhealthy workers was also beginning to damage the British economy. As a result, people began to demand social reforms.

1. Why did people want social reforms in the early twentieth century? (Use **Source A** and recall.)

4

Source B is from *The Manchester Guardian* newspaper in 1909.

Source B

The first payments under the Old Age Pensions Act were made yesterday at post offices. Probably about half a million needy old people were made very happy by the first payment of a pension which will be given to them for the rest of their lives. It is not surprising that many of them thanked the post office clerks.

2. How useful is **Source B** as evidence of the help the Old Age Pensions Act gave to old people?

4

Source C describes the changes suggested in the Beveridge Report.

Source C

Sir William Beveridge presented his report to Parliament in December 1942. He aimed to get rid of poverty. He wanted to set up an insurance scheme which would include everyone. In addition, there would be protection against the poverty caused by sickness, injury and unemployment. The people of Britain greeted the report with great enthusiasm. It became a best seller even though it was difficult to read and understand.

3. Describe the changes Beveridge wanted to make to social welfare. (Use **Source C** and recall.)

4

Source D describes the ways in which the National Health Service helped the British people.

Source D

The National Health Service came into operation in July 1948. It was very popular with the British people. Dentists had expected 4 million patients a year. Twice that number turned up for treatment. Within three months of the Service starting, the number of prescriptions handed out almost doubled. The NHS proved to be very expensive.

4. In what ways did the National Health Service help the British people? (Use **Source D** and recall.)

3

[END OF CONTEXT 6(a)]

HISTORICAL STUDY: SCOTTISH AND BRITISH

**CONTEXT 6(b): CAMPAIGNING FOR
CHANGE: SOCIAL CHANGE IN
SCOTLAND, 1900s–1979**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A explains why some people criticised the actions of the Suffragettes before 1914.

Source A

The Suffragettes thought that only “Deeds not words” would persuade parliament to give women the right to vote. At first they carried out acts of petty vandalism such as pouring acid on golf courses. Later their protests became more violent. The newspapers were full of stories of suffragettes fighting with the police and being arrested. When it became clear that parliament would not give women the vote they even started to attack politicians.

1. Why did some people criticise the actions of the Suffragettes? (Use **Source A** and recall.) 4

Source B is a customer’s description of a cinema in Edinburgh in 1920.

Source B

In the “Salon” in Edinburgh they come and squirt disinfectant over us! The seats are uncomfortable and often the rubbish is not cleared away for days. My friend is sure she saw a rat disappear under the screen curtain. The “Salon” isn’t a nice cinema. It is a flea pit.

2. How useful is **Source B** as evidence of what cinemas were like in the 1920s? 4

Source C describes the work done by women during the Second World War.

Source C

Female welders were every bit as skilled as men in the shipyards of the Clyde. Women helped to install the complicated electrical equipment needed by modern warships. Before the war, women had been kept out of these well paid "male only" jobs. In the Rolls Royce factory at Hillington, women engineers were soon turning out high quality aircraft engines even though their wages were less than the men's.

3. Describe the work done by Scottish women during the Second World War. (Use **Source C** and recall.)

4

Source D describes changes in Scottish education after 1945.

Source D

The Second World War had caused many schools to be damaged by bombing. As a result there was a large school building programme almost as soon as the war ended. The new Education Act said that all children, no matter how poor their families were, should receive a free secondary education to enable them to reach their full potential.

4. Describe the changes that took place in Scottish education after 1945. (Use **Source D** and recall.)

3

[END OF CONTEXT 6(b)]

HISTORICAL STUDY: SCOTTISH AND BRITISH**CONTEXT 7: A TIME OF
TROUBLES: IRELAND, 1900–1923**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A is part of a speech made in 1912 by the Conservative leader, Andrew Bonar Law.

Source A

If the Home Rule Bill is passed then the Unionists must do everything they can to resist it. It is every Unionist's right to defend their way of life in Ireland. Ulster must not be separated from Britain. Ulster must not be abandoned. I give my support to the Unionists even if this means using force to stop Home Rule.

1. How useful is **Source A** as evidence of attitudes towards the Home Rule Bill?

4

Source B explains why Sinn Fein became popular in Ireland after 1916.

Source B

The British army was fighting the First World War but it had run out of volunteers in Ireland. In April 1918, the British Government decided to introduce conscription. Sinn Fein immediately began a campaign against it and organised a general strike. The British arrested the leaders of Sinn Fein but this only increased support for them. When the idea of conscription was abandoned, many believed Sinn Fein's actions had saved Ireland.

2. Why did Sinn Fein become more popular in Ireland after 1916? (Use **Source B** and recall.)

4

Source C shows two uniformed Black and Tans with an IRA suspect during the Anglo-Irish War.

Source C



3. Describe the tactics used by the Black and Tans during the Anglo-Irish war. (Use **Source C** and recall.)

3

Source D describes the problems faced by the Irish Free State.

Source D

In 1921, Michael Collins signed the Anglo-Irish Treaty, which set up the Irish Free State. Ireland was to have its own parliament and be free to make its own laws. The Dail accepted the Treaty by 64 votes to 57. Despite this, many Republicans were unhappy. Almost immediately De Valera resigned from the Irish government. Within days an Anti-Treaty organisation had been formed and the Republicans split into two groups.

4. Describe the problems facing the Irish Free State. (Use **Source D** and recall.)

4

[END OF CONTEXT 7]

[END OF PART 1: SCOTTISH AND BRITISH CONTEXTS]

PART 2:**HISTORICAL STUDY: EUROPEAN AND WORLD****CONTEXT 1: THE NORMAN
CONQUEST, 1060–1153**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A describes the Battle of Hastings.

Source A

William placed his foot-soldiers in front and his knights at the back. Harold put his soldiers on higher ground, bunched closely together. William sent his archers forward to attack the English with spears and arrows but the English fought back bravely. They stood firm in their shield wall and drove back the attacking Normans.

1. Describe William's tactics at the Battle of Hastings. (Use **Source A** and recall) **3**

Source B is a description of a rebellion against King William. It is taken from the Anglo-Saxon Chronicle of 1068.

Source B

Prince Edgar claimed the English throne. He came with his followers to York where they were greeted by the citizens. King William came from the south with a huge army and forced Edgar and his supporters to flee in disorder. Those who could not escape were killed. The city was torn to pieces.

2. How useful is **Source B** as evidence of William's ways of dealing with rebellion? **4**

Source C explains why the Normans built castles in England.

Source C

After the conquest of England in 1066, William's knights needed to have a base in every part of the country. The Normans built many wooden "motte and bailey" castles. The bailey provided a safe place to keep horses and servants. The motte provided even a small group of knights with a safe place to stay if a large number of English decided to attack the castle.

3. Why did the Normans build castles in England? (Use **Source C** and recall.) 4

Source D describes the changes which David I brought to Scotland.

Source D

David I had lived for a long time in England and brought new ideas back to Scotland. He is well known for granting Scottish land to Norman barons. He also introduced many other changes to Scotland as well as keeping some old traditions of Alba. He gave land to religious orders, encouraging several monasteries to be built at places like Kelso, Melrose and Dryburgh. Another important feature of David's reign was the development of castles.

4. Describe the changes which David I brought to Scotland. (Use **Source D** and recall.) 4

[END OF CONTEXT 1]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A explains why the People's Crusade failed.

Source A

The majority of the people following Peter the Hermit were not trained soldiers. Some were clergymen, others peasants; even women and children joined his army. Some of the Crusaders were properly armed but others carried sticks and pitchforks. The Crusaders had very few supplies and soon ran out of money. In desperation they attacked peaceful communities. As a result the Crusaders gained a poor reputation.

1. Why did the People's Crusade fail? (Use **Source A** and recall.)

4

Source B was written in the twelfth century by Emperor Alexius' daughter, Anna Comnena. It describes conditions at Antioch.

Source B

The Crusaders were so short of food they were prepared to buy anything to eat. A horse's head without a tongue sold for a high price as did the guts of a goat. Even the skin and bones of cattle were cooked and shared among the men. Many knights were so desperate they even drank the blood of their own horses.

2. How useful is **Source B** as evidence of the conditions that the Crusaders faced inside Antioch?

4

Source C describes the Crusaders' attack on Jerusalem.

Source C

The Crusaders fasted for nine days and marched around Jerusalem barefoot. After they had prayed together the Crusaders used their siege towers to scale the city walls. Letold was the first Crusader into the city; he killed the guards at the eastern tower and released the drawbridge. After that the rest of the army rushed in.

3. Describe the methods that the Crusaders used to attack Jerusalem. (Use **Source C** and recall.)

3

Source D describes the problems faced by the Crusaders after the capture of Jerusalem.

Source D

Godfrey was elected ruler of Jerusalem in 1099. The Crusaders needed a leader because news had arrived that an Egyptian army was marching on the city. Godfrey was forced to reorganise the Crusaders who were greatly outnumbered. As well as this, Godfrey had to stop his men arguing with each other. Despite defeating the Egyptians, Godfrey knew that protecting Jerusalem was going to be very difficult.

4. Describe the problems which Godfrey faced after the capture of Jerusalem. (Use **Source D** and recall.)

4

[END OF CONTEXT 2]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A explains why France and England were at war by 1338.

Source A

King Charles IV died in 1328 and Philip of Valois became the new king of France. Philip challenged English control of Aquitaine. In 1337 he declared that the English king had no rights to any land in France. The English responded by attacking Philip's lands in northern France. England and France were now involved in a major conflict which would become known as the Hundred Years' War.

1. Why were France and England at war by 1338? (Use **Source A** and recall.)

4

Source B is about Edward III's invasion of France in 1346.

Source B

In 1346 Edward III launched a well prepared invasion across the Channel. His plan was to march across northern France towards Paris. However, the English met with strong resistance from a larger French army. Edward and his army were forced to flee towards Calais which was still held by English forces. But before they could get there, the French caught up with them at Crecy.

2. Describe Edward III's invasion of France in 1346. (Use **Source B** and recall.)

4

Source C is taken from a French chronicle written at the end of the fourteenth century. It describes the English Peasants' Revolt.

Source C

King Richard spoke to the crowd. He called them his friends and asked them what they wished to say and what they wanted. Those who heard him answered "We want you to set us free forever, us and our descendants, and grant that we should never again be called serfs or submit to bondage".

3. How useful is **Source C** as evidence about the hopes of the people during the Peasants' Revolt?

4

Source D describes the problems caused by the madness of King Charles VI.

Source D

The trouble for France got worse when King Charles VI went mad. Though he had a brother and many uncles who could have helped him to rule, these royal dukes did not think of the country and were only interested in making themselves richer and more powerful. They stopped the payment of the king's officials which nearly ruined the country.

4. What problems did the madness of King Charles VI cause for France? (Use **Source D** and recall)

3

[END OF CONTEXT 3]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A explains the reasons why Prince Henry of Portugal encouraged voyages of discovery.

Source A

New ship designs made long sea voyages easier to carry out. Prince Henry wanted to search for lands which lay beyond Portugal. The Prince wanted to know the true strength of his enemies, the Moors. He settled at Sagres and sent ships out to explore the west African coast. If he found any safe harbours then trade could start and goods could be brought back at little cost.

1. Why did Prince Henry of Portugal encourage voyages of discovery? (Use **Source A** and recall.) 4

Source B describes the results of the voyages of Bartholomew Dias.

Source B

King John of Portugal wanted to find the Indies. In 1487 he gave Bartholomew Dias command of two caravels to search for them. They journeyed for many days out of sight of land before Dias discovered the Cape of Good Hope on the southern tip of Africa. He returned in December having discovered 10,050 miles of new coastline.

2. Describe the results of the voyages of Bartholomew Dias. (Use **Source B** and recall.) 3

Source C is from a journal written by Anthony Pigafetta who was a crew member on Magellan's fleet.

Source C

As the voyage dragged on with no sight of land we only ate old biscuit reduced to powder, and full of grubs, and stinking from the dirt which the rats had made on it. We drank water that was yellow and stinking. We also ate ox hides which were hard because of the sun, rain and wind.

3. How useful is **Source C** as evidence of the conditions for sailors on the voyages of Magellan?

4

Source D describes Cartier's explorations of North America.

Source D

Cabot had mapped part of the North American coast at the end of the fifteenth century. Then Cartier, who was French, explored the area known today as Canada. In 1534 the French King sent him to look for a north-west passage to China. He sailed past Newfoundland. He met the chief of the Sanguenay Indian tribe and, although his last voyage was not a success, he did discover the area which became known as Montreal.

4. Describe the exploration of North America by Jacques Cartier. (Use **Source D** and recall.)

4

[END OF CONTEXT 4]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A explains why the colonists were unhappy with British rule.

Source A

Colonists were angry that British officials were allowed to search their houses and stores for smuggled goods. They felt that they were not being treated as British citizens by the Government across the Atlantic in London. Colonists were furious when another tax, the Stamp Act, was passed in 1765. Colonists poured on to the streets in protest and tax collectors were chased out of town.

1. Why were the colonists unhappy with British rule by the 1760s? (Use **Source A** and recall.)

4

Source B is about the Boston Massacre in 1770.

Source B

On 5 March, 1770, things got totally out of control. British soldiers, called redcoats, were guarding Boston’s Custom House. A group of angry colonists began shouting and throwing rocks at the soldiers. In the panic which followed, the redcoats began shooting at the colonists. News of this event increased anger among colonists about British rule.

2. Describe the Boston Massacre. (Use **Source B** and recall.)

3

Source C is a letter written by a soldier serving in the colonial army in 1778.

Source C

This past winter at Valley Forge has been terrible. We have to put up with poor food—hard lodgings—cold weather—fatigue—nasty clothes—nasty cooking . . . I can't endure it much longer. Why are we sent here to starve and freeze? I long for the day when I will be able to return home.

3. How useful is **Source C** as evidence of the conditions for soldiers in the colonial army?

4

Source D is about the help given to the colonists by foreign countries.

Source D

As Britain's war with the colonists continued, other European countries became involved. Because of their defeat in 1763, the French could not resist taking revenge on the British. They attacked Britain's colonies in the Caribbean. They harassed British shipping in the Atlantic. The entry of France to the war added enormously to Britain's difficulties. Spain joined the anti-British coalition in 1779 and caused further trouble for the British forces.

4. Describe the help given to the colonists by foreign countries. (Use **Source D** and recall.)

4

[END OF CONTEXT 5]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A is written by Mungo Park, a Scottish explorer, who had visited Africa in the 1790s.

Source A

The slaves are secured together by putting the right leg of one, and the left leg of another in the same pair of chains. They can only walk very slowly. Every four slaves are fastened together by the necks. Although some slaves managed to keep their spirits up, most seem very much depressed, and sit all day in a sort of sadness, eyes fixed upon the ground.

1. How useful is **Source A** as evidence of the treatment of slaves when they were captured in Africa? 4

Source B is about what happened during the Triangular Trade.

Source B

An English sailor called John Hawkins started the Triangular Trade in the 16th century. Ships sailed from Britain to Africa with manufactured goods. In Africa, these things would be traded for hundreds of African slaves. The slaves were often waiting in slave factories on the West African coast. The ships would then sail to the Americas where the slaves would be sold to the highest bidder.

2. Describe the Triangular Trade. (Use **Source B** and recall.) 4

Source C describes a slave auction.

Source C

After the slave ship arrived in the Caribbean, most slaves were sold at public auction. Slaves were often paraded in front of white buyers who examined them like animals. Slaves were made to stand on an auction block and were sold to the highest bidder. Being sold by auction was a very cruel and frightening experience for a slave.

3. Describe the way slaves were sold in the West Indies. (Use **Source C** and recall.)

3

Source D explains why people opposed the slave trade.

Source D

Towards the end of the 18th century, many Christians joined together to campaign against the slave trade because slavery was against their religious beliefs. One of them, Thomas Clarkson, visited ports all over England and collected evidence to show the cruelty of the slave trade. Public meetings and petitions helped convince the public that the trade was evil. In 1807, Parliament declared the slave trade illegal.

4. Why were many people opposed to the slave trade by the end of the eighteenth century? (Use **Source D** and recall.)

4

[END OF CONTEXT 6]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A explains why Marie Antoinette, the Queen of France, was disliked.

Source A

Marie Antoinette was unpopular with the French people. She had a reputation for spending far too much money on gambling at a time when many people were poor. Rumours spread that she wanted the Parlement to fail and that she tried to influence the king's decision making. The queen was determined that nothing should stop her son from becoming the king of France in future.

1. Why did many French people dislike Marie Antoinette in 1789? (Use **Source A** and recall.)

4

Source B describes some of the demands for reform sent to the Estates General in 1789.

Source B

Letters suggesting changes poured in from all over France. Some demanded that any person arrested should be brought to trial within twenty-four hours rather than spending years in prison. Others said the Bastille prison should be knocked down and replaced by a public square. Some even said that sending criminals to the galleys was an insult to humanity and that this form of punishment must be abolished.

2. Describe the demands sent to the Estates General in 1789. (Use **Source B** and recall.)

4

Source C is about the massacre of the Champs de Mars, 1791. It was written by one of the demonstrators.

Source C

In the afternoon the crowd grew larger as a number of passers-by joined in. Suddenly, the National Guard arrived. The soldiers fired a warning volley which should have been blanks but were live bullets instead. Another five or six volleys followed and then the cavalry ran over the people as they tried to escape.

3. How useful is **Source C** as evidence of what happened at the massacre of the Champs de Mars?

4

Source D describes the Reign of Terror.

Source D

On the orders of Robespierre, the Committee of Public Safety introduced a law which meant that people could be arrested with very little evidence. Anyone who criticised the government was declared to be an enemy who had to be punished. They believed that this was the only way the revolution could be protected from those who wanted to destroy it.

4. Describe how the French people were kept under control during the Reign of Terror. (Use **Source D** and recall.)

3

[END OF CONTEXT 7]

HISTORICAL STUDY: EUROPEAN AND WORLD

**CONTEXT 8: THE RED FLAG:
LENIN AND THE RUSSIAN
REVOLUTION, 1894–1921**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A describes how the Russian Orthodox Church helped Tsar Nicholas II to rule Russia.

Source A

The Russian Orthodox Church was the official church in Russia and upheld the Tsar's authority very strongly. Priests taught the people to show respect for autocracy. Very few parish priests tried to change the ignorance and superstition of the peasants. The church provided nearly all of Russia's schools. They taught children to be loyal to the Tsar.

1. In what ways did the Russian Church help the Tsar to rule Russia? (Use **Source A** and recall.)

3

Source B is about Rasputin's influence over the Tsarina Alexandra.

Source B

Alexandra was a German. She was unpopular in Russia for insisting Nicholas should make no reforms. In August 1915 the Tsar went to the front leaving Alexandra in charge in St Petersburg. The Tsar's ministers were worried about Rasputin's growing influence over her. She, however, was sure that Rasputin was God's chosen one and that he could use his powers to keep the Tsar in power.

2. Why did the Tsarina become unpopular during the First World War? (Use **Source B** and recall.)

4

Source C describes some of the problems facing the Tsar in February 1917.

Source C

The Russian army was made up of 15 million men. Most of them were peasants who had been forced to leave their farms. This meant that not enough food was being produced. By February 1917 the people were hungry. This led to strikes and demonstrations across Russia. In Petrograd the Tsar ordered the army on to the streets to keep order. The soldiers refused to fire on the crowd and joined the strikers instead.

3. Describe the problems facing the Tsar in February 1917. (Use **Source C** and recall.) 4

Source D is from a book written in the 1920s by Alexander Kerensky who had been leader of the Provisional Government.

Source D

When the Provisional Government took over from the Tsar, we were left to solve the impossible problems that he had created. We faced a terrible and bloody war with Germany and Austria, a shortage of food, a transport system where nothing moved. We had no money and a population in a state of furious discontent.

4. How useful is **Source D** as evidence of the problems facing the Provisional Government? 4

[END OF CONTEXT 8]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A describes the conditions found by immigrants to the USA after 1918.

Source A

The early twentieth century saw immigration increasing from south and east Europe. Many from Italy, Poland, and Russia set out for a new life in America. Once there, they lived in very poor, overcrowded housing conditions. They often shared rooms and apartments with other families. This was not the American Dream which they had come for. There were separate ghetto areas in the cities for Italians, Poles and Jews.

1. Describe the conditions immigrants found in the USA after 1918. (Use **Source A** and recall.)

4

Source B explains why the Montgomery Bus Boycott was so successful.

Source B

After the arrest of Rosa Parks, black leaders met in a Montgomery church. They agreed to boycott the city buses. The boycott lasted just over a year because the black population stuck together. A young black preacher called Martin Luther King inspired the people. Eventually it forced the courts to take action and say that segregation on Montgomery's buses was against the Constitution of the USA.

2. Why was the Montgomery Bus Boycott so successful? (Use **Source B** and recall.)

4

Source C is a speech by Martin Luther King on 5 February 1965 about the civil rights protest in Selma, Alabama.

Source C

By jailing hundreds of Negroes, the city of Selma, Alabama has revealed the continuing ugliness of segregation. There are more Negroes in jail with me than there are on the voting registers. This is the USA in 1965. We are in jail because we cannot tolerate these conditions for our nation.

3. How useful is **Source C** as evidence of the civil rights protest in Selma, Alabama in 1965?

4

Source D describes ways the Black Panthers tried to improve the lives of black Americans.

Source D

The Black Panthers were set up in Oakland, California in October 1966 by Huey Newton and Bobby Seale. They called for local black control of services such as education and the police. They wore a black uniform with leather jackets, trousers and berets. They also campaigned to stop drugs and crime in poor areas of American cities.

4. In what ways did the Black Panthers try to improve life for black Americans? (Use **Source D** and recall.)

3

[END OF CONTEXT 9]

HISTORICAL STUDY: EUROPEAN AND WORLD**CONTEXT 10: THE ROAD TO WAR,
1933–1939**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A is about the British policy of appeasement in the 1930s.

Source A

The British government took no action when Germany broke the terms of the Treaty of Versailles. After all, a new generation had grown up for whom the Great War was a distant memory. When Germany introduced conscription, the British attitude was that Germany should be allowed to do this because she had to defend herself. The Anglo-German Naval Agreement of 1935 agreed Germany could build up her navy.

1. In what ways did Britain appease Germany before 1937? (Use **Source A** and recall.) **4**

Source B explains why Germany wanted to rearm.

Source B

The Germans felt that it was very unfair that the other European countries had not got rid of their weapons. They argued that Germany should be able to use force if she were threatened by other countries. By the 1930s, Germany had modern industries and a hard working population. Hitler made it clear that he saw the Soviet Union as Germany's main enemy in the future.

2. Why did Hitler want to rebuild Germany's armed forces? (Use **Source B** and recall.) **4**

Source C is from a British newspaper article about the Anschluss, 1938.

Source C

Herr Hitler has just marched his army into Austria. It does not appear that we should mind very much. Hitler has returned to his homeland as a great leader. Many thousands of Austrians turned out to greet him and German troops were treated like heroes.

3. How useful is **Source C** about how the British felt about the Anschluss? **4**

Source D is about the Czech Crisis of 1938.

Source D

Hitler was demanding that the Sudetenland, with its population of over three million Germans, must be allowed to break free from Czechoslovakia. Despite the fact that, in the 1930s, air-travel was risky and quite uncomfortable for a man of Chamberlain's age, he flew three times to Germany to meet with Adolf Hitler so they could reach an agreement.

4. Describe the Czech Crisis of 1938. (Use **Source D** and recall.) **3**

[END OF CONTEXT 10]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

Source A is from a speech by the American President, Harry Truman in 1947.

Source A

The Soviet Union's way of life is based on the will of a small number of people, forced upon the majority of the people. The leaders of the Soviet Union rely on terror and force to control their people. They control newspapers and the radio. Even elections are fixed. Ordinary people do not have any personal freedom.

1. How useful is **Source A** as evidence of America's attitude to the Soviet Union?

4

Source B is about the Cuban Missile Crisis.

Source B

President Kennedy told the American people that he had ordered a blockade of Cuba. For several days the world held its breath, waiting to see what would happen next. On 26th October President Krushchev sent Kennedy a message offering to withdraw the missiles from Cuba if Kennedy promised not to invade the island. The next day, two Soviet ships which had been carrying missiles towards Cuba, turned around and went home.

2. Describe the steps that were taken to end the Cuban Missile Crisis. (Use **Source B** and recall.)

4

Source C explains why America lost the Vietnam War.

Source C

American soldiers found it difficult even to find the enemy, never mind fight them. Although the number of Americans had reached 380,000 by 1966, they made little progress against the Vietcong. Many of the Americans were young conscripts who were led by inexperienced officers. The North Vietnamese also benefited from aid that was given to them by Communist China and the Soviet Union.

3. Why did America lose the Vietnam War? (Use **Source C** and recall.)

4

Source D is about the actions that were taken to reduce tension between America and the Soviet Union.

Source D

Throughout the late 1960s and 1970s, American and Soviet leaders tried hard to reduce tension. There were better trade links between the two superpowers and the USA sold its surplus wheat cheaply to the USSR. The biggest benefit of détente was the agreement that was made to limit the number of missiles. The world had begun to seem like a safer place.

4. Describe the actions that were taken to reduce tension between America and the Soviet Union in the 1960s and 1970s. (Use **Source D** and recall.)

3

[END OF CONTEXT 11]

[END OF PART 2: EUROPEAN AND WORLD CONTEXTS]

[END OF QUESTION PAPER]

ACKNOWLEDGEMENTS

Part 1 Context 7 Source C—Photograph of two uniformed Black and Tans with an IRA suspect during the Anglo-Irish War. Permission is being sought from Getty Images.