

# X044/101

NATIONAL  
QUALIFICATIONS  
2010

WEDNESDAY, 26 MAY  
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

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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** describes the methods used by Henry II to reduce the power of the barons.

**Source A**

During the civil war, many barons had become sheriffs and were keeping fines and possessions that belonged to the king. Henry sacked twenty sheriffs and instead appointed men he could trust. Barons were forbidden to hold their own court and had to accept Henry's new laws. As well as this, the barons' private armies were sent home.

1. Describe the methods used by Henry II to reduce the power of the barons. (Use **Source A** and recall.)

4

**Source B** describes the use of castles.

**Source B**

Many castles were expensive and took years to build. They were built along coastlines and borders and were used as a defence and place of protection in times of trouble. Made of stone and with plenty of room inside, a castle was an ideal place for a garrison to stay whilst they carried out duties for the local lord.

2. Describe the use of castles in the twelfth century. (Use **Source B** and recall.)

3

**Source C** explains the importance of monasteries.

**Source C**

Although monks had very little training and only basic medical knowledge, monasteries were used to grow herbs for medicine and became places where diseases were cured. Even though monks took an oath of poverty, every monastery had a library and a large collection of chronicles. Using these, monasteries became places where local boys were taught how to read and write and prepared for a career in the Church.

3. Why were monasteries important places in the twelfth century? (Use **Source C** and recall.)

4

**Source D** was written in the twelfth century by Becket's friend, William Fitzstephen.

**Source D**

As soon as Thomas put on his Archbishop's robes he changed his attitude as well as his clothing. He no longer wished to attend feasts and parties and gave up serving the king as his Chancellor. Instead, Thomas insisted on living a simple life and spent most of his time in prayer or washing the feet of the poor.

4. How useful is **Source D** as evidence of how Thomas Becket changed after he became Archbishop of Canterbury?

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** explains why there was a danger of civil war in Scotland after the death of the Maid of Norway.

**Source A**

After the death of the Maid of Norway, both Robert Bruce and John Balliol wanted to become King of Scots. There was a lot of doubt about who had the right to be king. Both men claimed that they should become king because they had royal blood. Both men also had supporters who were only too ready to fight for them. There was a great danger of civil war in Scotland.

1. Why was there danger of civil war in Scotland after the death of the Maid of Norway? (Use **Source A** and recall.)

4

**Source B** is about the Battle of Falkirk.

**Source B**

Edward finally forced the Scots to fight at Falkirk. Wallace had carefully trained his men to fight in a schiltrons formation. He had placed his men behind a loch to stop any English cavalry charge. The hills and trees behind his army also gave some protection. The Scottish schiltrons were able to resist the English attack but the Scottish cavalry fled. They were nobles and they did not really support Wallace who was a commoner.

2. Describe what happened at the Battle of Falkirk. (Use **Source B** and recall.)

4

**Source C** was written by an English monk, Walter of Guisborough, in 1306.

**Source C**

In 1306 Robert Bruce decided to make himself King of Scots. He knew that John Comyn was powerful enough to stop him and that Comyn was loyal to King Edward. So, Bruce sent two of his brothers to trick Comyn into meeting him at Dumfries. Comyn suspected nothing and went to Dumfries with only a few men.

3. How useful is **Source C** as evidence about the meeting between Bruce and Comyn? **4**

**Source D** describes what happened when de Bohun and Robert Bruce met at Bannockburn.

**Source D**

As he approached Bannockburn, King Edward sent Sir Henry de Bohun ahead of his main army with a number of knights. They were surprised to see Robert Bruce inspecting his army. Bruce was on a small horse and was not wearing proper armour because he was not expecting to see any Englishmen there so early. De Bohun attacked.

4. Describe what happened when de Bohun and Robert Bruce met at Bannockburn. (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.

**Source A** describes the events which led to Mary, Queen of Scots, being sent to France.

**Source A**

Within a few months of the death of King James V, Henry VIII of England had persuaded the Scots to agree that Mary, Queen of Scots, would marry his son. Henry then demanded more and more control over the infant Mary so the Scots finally cancelled their agreement. King Henry sent armies to punish the Scots. In time, the Scots had to ask France for help.

1. Describe the events which led to Mary being sent to France in 1548. (Use **Source A** and recall.) 4

**Source B** describes the problems caused by Mary's marriage to Darnley.

**Source B**

Mary had been warned about Darnley by her half-brother, Moray. She ignored his advice and he left her government. She also ignored the advice of the Four Marys and married Darnley. Some of her nobles then turned against her and they were driven out of the country in the "Chaseabout Raid". Soon, Darnley demonstrated that their warnings had been correct.

2. Describe the problems that were caused by Mary's marriage to Darnley. (Use **Source B** and recall.) 3

**Source C** explains why Mary had to give up her throne.

**Source C**

Mary did not realise the seriousness of the situation when she surrendered to her nobles at Carberry. People believed that she had been involved in the murder of her husband, Darnley. What was worse, she had then married Bothwell who was the main suspect for the crime. From the start, many people feared being ruled by a woman and their fears had been justified.

3. Why did Mary have to give up her throne in 1567? (Use **Source C** and recall.)

4

**Source D** was written by a member of Queen Elizabeth's government in 1570.

**Source D**

If Mary stays in England, her presence will encourage evil people here to attack our Queen. If Mary is allowed to go to France, then England will be surrounded by very powerful enemies. If she returns to Scotland then that would reduce England's influence there and increase the power of the French.

4. How useful is **Source D** as evidence about the problems caused by Mary when she was in England?

4

[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 the difficulties which the Scots colonists faced in Darien.

**Source A**

The Scots colonists thought it would be easy for them to settle in Darien. The Scots had expected a pleasant climate but they found that it was very humid and unpleasant. They expected good soil for crops but it was far too wet. They thought it would be easy to trade there but found no one to buy their goods.

1. Describe the difficulties which the Scots colonists faced in Darien. (Use **Source A** and recall.)

4

**Source B** explains why the problem about the Succession became important in England and Scotland.

**Source B**

All of Anne's sixteen children died before she became queen in 1702. It was clear that there would be a problem about who would be the next ruler of Britain. Queen Anne was determined that, after her death, only a Protestant would become monarch of Scotland and England. The English Parliament agreed to this quickly. The Scots did not because they wanted to make their own decision about the new monarch.

2. Why did both England and Scotland become worried by the problem of Succession? (Use **Source B** and recall.)

4



**Source C** describes what the Government did to make sure that the Act of Union was passed.

**Source C**

In 1705 Queen Anne gave the Duke of Argyll control over her Scottish government to make sure the Scots agreed to the Union. The Government made it clear that nobody would get any money from the Government unless they supported the Union. They also sacked people who did not support the Union and gave their jobs to government supporters.

3. Describe what Queen Anne's Government did to make sure the Act of Union was passed. (Use **Source C** and recall.)

3

**Source D** is a letter written in Edinburgh in 1707 on the day when the Act of Union came into force.

**Source D**

The lack of enthusiasm here is a huge contrast to the celebrations taking place in the south of Britain. This morning in Edinburgh, the first tune our bells played was "Why should I be sad on my wedding day?"

4. How useful is **Source D** as evidence about how the Scots felt when the Act of Union came into force?

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** is from a fifteen year old Irish girl working in Scotland in 1892.

**Source A**

In Paisley we worked in the fields for eleven hours a day. After this I went to Lanark and stayed a week hoeing turnips. Next I went north by train and in Stirling I was employed lifting potatoes. They gave me an outhouse to sleep in. I was on this farm for a month then went to Dumfries and later to Perthshire.

1. How useful is **Source A** as evidence of the work done by Irish immigrants?

**4**

**Source B** explains why living conditions in Glasgow were unpleasant for Irish immigrants.

**Source B**

Many Irish immigrants had to live in the most run down areas of Scotland's industrial cities, especially Glasgow. As the factory system grew rapidly in the nineteenth century, housing was built on any land available. When tenements were placed next to factories it meant that people breathed in smoke and polluted air. Rooms on the inside of tenement buildings had no windows so there was no daylight.

2. Why were living conditions unpleasant for Irish immigrants in Scottish cities? (Use **Source B** and recall.)

**4**

**Source C** describes the methods used to persuade Scots to emigrate.

**Source C**

The countries of the British Empire such as Canada, Australia and New Zealand wanted to attract large numbers of skilled people. Agents were sent to Scotland to encourage Scots to emigrate to make a much better life for themselves abroad. These countries also offered cheap, or even free, land to emigrants who were willing to settle there.

3. Describe the methods used to persuade Scots to emigrate. (Use **Source C** and recall.) **3**

**Source D** describes the success of Scottish emigrants.

**Source D**

Half of all the important politicians of Canada and Australia are born Scots. All the richest merchants are also from that nation and even in India they are busy looking for new opportunities for trade. Scottish engineers are wanted all around the world in order to construct the finest bridges and buildings. Whenever you find a Scotsman abroad you find someone who is determined to make the best of himself.

4. Describe the success of Scottish emigrants. (Use **Source D** and recall.) **4**

[END OF CONTEXT 5]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

**CONTEXT 6: 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** describes the findings of Booth and Rowntree about poverty around 1900.

**Source A**

Booth's investigations showed that 30% of London's population were living in poverty. He found that the scale of poverty was so large that help from charities and poorhouses was not enough to help the numbers of poor people in Britain. Seebohm Rowntree decided to see if the level of poverty in York was any different to London. He found out that one third of the population there was living in poverty.

1. Describe the findings of the reports by Booth and Rowntree into poverty around 1900. (Use **Source A** and recall.) 4

**Source B** is about the ways the Liberal reforms helped young people.

**Source B**

In 1906 the Liberal government passed a law which meant children were provided with free school meals. The government was worried that there might be too many unhealthy children. Many local councils did not provide free school meals as it was not compulsory to do so. In 1908 the Children's Charter made it illegal to sell tobacco and alcohol to children.

2. In what ways did the Liberal reforms help young people? (Use **Source B** and recall.) 3

**Source C** explains why war led to changes in people's lives after 1939.

**Source C**

The Second World War lasted for six years and led to great changes for people. During the war the government took more control over people's lives. The Ministry of Food planned the rationing of food to make sure there would be fair shares for all. Free medical treatment was given to all civilians injured in bombing. Government and people planned that a fairer society should be created in Britain after the war.

3. Why did war lead to changes in people's lives after 1939? (Use **Source C** and recall.) 4

**Source D** is from an interview with Alice Law from Manchester in 1951.

**Source D**

When the NHS began, my mother went to the optician and got tested for new glasses. She then went further down the road to the chiropodist and got her feet done. She went to the doctors because she had been having trouble with her ears and the doctor said he would fix her up with a hearing aid. My mother was delighted that for the first time a whole range of medical services were free.

4. How useful is **Source D** as evidence of the ways the Labour government changed people's lives after 1945? 4

[END OF CONTEXT 6]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

**CONTEXT 7: 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** describes the way the “Cat and Mouse Act” dealt with Suffragette prisoners.

**Source A**

Force feeding the Suffragettes had made the government unpopular. The Cat and Mouse Act was used to deal with Suffragette prisoners who had become ill because they had been on hunger strike. Many women were released before they had finished serving their sentences, but this act meant the government could stop the practice of force feeding.

1. Describe the way the “Cat and Mouse Act” dealt with Suffragette prisoners. (Use **Source A** and recall.) **3**

**Source B** explains why Scottish shipbuilding went into decline between the wars.

**Source B**

After the First World War ended, there was less need for warships. Many shipyard workers lost their jobs in yards all over Britain. Scotland failed to invest in new ship technology such as diesel engines even though they had been developed on Clydeside. Other countries, such as Germany and Sweden, gave subsidies to their shipyards but the British government did not do this.

2. Why did Scottish shipbuilding go into decline between the wars? (Use **Source B** and recall.) **4**

**Source C** describes the ways in which Scotland's local councils increased the types of leisure activities available between 1900 and 1939.

**Source C**

Scotland's city councils developed many ways for the people to use their spare time. Many councils built new ice rinks for skating and curling. They also opened putting greens and golf courses where everyone could play. Some councils such as Edinburgh organised day trips for children from poorer parts of the city to go to nearby countryside areas for picnics.

3. In what ways did local councils increase the types of leisure activities available to people between 1900 and 1939? (Use **Source C** and recall.)

4

**Source D** is from an interview with a female worker in the Rolls Royce aircraft engine factory in Hillington in 1941.

**Source D**

It was against the law to go on strike during the war. We didn't pay any attention to that. We were only about seventeen or eighteen years old at the time. The only thing we cared about was that we were working really hard and getting less money than the men next to us because we were women. It wasn't fair.

4. How useful is **Source D** as evidence of problems women workers faced in the workplace during the Second World War?

4

[END OF CONTEXT 7]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

**CONTEXT 8: 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** describes the actions taken by the Unionists against the Home Rule Bill.

**Source A**

Many Unionists feared Home Rule would be dominated by the government in Dublin. In response, they immediately began to organise meetings and rallies. Led by Edward Carson, a Dublin lawyer, some Unionists travelled to London to gain the support of important politicians. For the first time civil war seemed to be a real threat in Ireland.

1. Describe the actions taken by the Unionists against the Home Rule Bill. (Use **Source A** and recall.) 3

**Source B** is part of a speech made by the Lord Mayor of Dublin in 1918.

**Source B**

The British joined the war to protect small countries and the rights of their people, yet Ireland has no rights when it comes to conscription. Even though it is against the wishes of our people, the British still try to force us to do what they want. We will not fight against Germany; we will not fight for the British.

2. How useful is **Source B** as evidence of Irish reaction to conscription? 4



**Source C** explains why the Anglo-Irish War broke out in 1919.

**Source C**

After the 1918 election, the British government was angry that Sinn Fein MPs refused to go to Westminster to take their seats. Sinn Fein declared Irish independence and formed a Republican Government. The British were still recovering from the effects of the First World War and were short of experienced soldiers. Nevertheless, they sent an armed force to try and stop the Irish taking control of the government.

3. Why did the Anglo-Irish War break out in 1919? (Use **Source C** and recall.)

4

**Source D** describes the changes in the way Ireland was governed after the 1921 Treaty.

**Source D**

At first Republicans refused to accept the Treaty. Ireland was to be partitioned and six Ulster counties in the north separated from the rest of the country. Only threats by the British to end the truce forced the negotiations through. Eventually it was agreed that Ireland would have the same legal status as Canada and New Zealand but a Governor-General would represent the British king in the Dail.

4. In what ways did the 1921 Treaty change the way Ireland was governed? (Use **Source D** and recall.)

4

[END OF CONTEXT 8]

[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 William's claim to the English throne.

**Source A**

William said that King Edward had promised to make him the next king of England. William was related to Edward through Edward's mother. Despite this, when Edward died in 1066, Harold, Earl of Wessex, took the throne. Many English nobles promised they would be loyal to Harold. However, some important nobles said they would support William's claim.

1. Describe William's claim to the English throne. (Use **Source A** and recall.)

4

**Source B** is from the Domesday Book of 1086. It describes the feudal system in the manor of Eaton Constantine.

**Source B**

King William owned Eaton Constantine. Earl Roger of Montgomery was the Tenant-in-Chief who held the manor of Eaton Constantine from King William. Rainald the Knight was a sub-tenant of Earl Roger of Montgomery. Although Rainald kept the farm for himself, it was worked for him by four cottars with two ploughs.

2. How useful is **Source B** as evidence of how the feudal system worked under King William?

4

**Source C** explains why David I invited Normans to Scotland.

**Source C**

As a young man, David had lived in England where he owned large estates. He made many Norman friends. He admired the way in which the Normans ruled the country. When he became King of Scots in 1124 he invited many of his Norman friends to Scotland to help him make it into a feudal country. Many took up his offer and were rewarded with land.

3. Why did David I invite Normans to Scotland? (Use **Source C** and recall.)

4

**Source D** is about the ways Royal Burghs brought benefits to King David I.

**Source D**

David saw benefits in encouraging the development of burghs within his kingdom. Every householder in a burgh had to pay an annual rent which was collected by the King's sheriff. Newcomers also had to pay a fee when they settled inside the burgh walls. Many new Royal Burghs were created including Stirling, Perth and Dunfermline and coastal ports such as Montrose and Crail.

4. In what ways did Royal Burghs bring benefits to King David I? (Use **Source D** and recall.)

3

[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** is part of Pope Urban II's speech at the Council of Clermont in 1095.

**Source A**

Every day our Christian brothers in the East live in fear. Pilgrims are attacked and robbed, shrines are smashed and churches destroyed. If we do not stop the Turks and Arabs then every Christian alive is in danger. Give up your lives in the West and take the vow to recapture Jerusalem. Only by serving God in this way can a Christian be sure of a place in Heaven.

1. How useful is **Source A** as evidence of Pope Urban II's reasons for calling the First Crusade? 4

**Source B** describes the relationship between Emperor Alexius and the Crusaders.

**Source B**

In 1095 Alexius wrote to the Pope asking for help against the Turks. His army was small and inexperienced and Alexius was unable to leave Constantinople in case it was attacked. Alexius made every Crusader take an oath of loyalty in return for food and supplies. Some Crusaders refused to take the oath and were unhappy with their treatment. Alexius cut off their supplies and attacked them.

2. Describe the relationship between Emperor Alexius and the Crusaders. (Use **Source B** and recall.) 4

**Source C** describes the capture of Antioch by the First Crusade.

**Source C**

The Crusaders were desperate to get into Antioch before the Muslim army arrived to attack them. Bohemond bribed a Muslim captain called Firouz and in the middle of the night was let into the city. Once inside, the Crusaders began slaughtering men, women and children. The city could now be used as a base from which to attack Jerusalem.

3. Describe the capture of Antioch by the First Crusade. (Use **Source C** and recall.) **3**

**Source D** explains why Jerusalem was difficult to capture.

**Source D**

The Crusaders' joy at reaching Jerusalem did not last long. The Turks had collected the harvest early and had enough food and water to last for several months. As well as this, local Christians had been expelled from the city in case of betrayal. Although the Turks lacked experience and were frightened of the Crusaders' reputation, they knew the Crusaders were tired of fighting and that many of them wanted to go home.

4. Why was Jerusalem difficult to capture? (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** describes the French defeat at the Battle of Poitiers.

**Source A**

It was reported that at the end of the day nearly 2,500 French men-at-arms had fallen including many great lords. As many French were captured as were killed. Among them seventeen counts together with other lords. There were many English archers who took 4, 5 or 6 prisoners each.

1. Describe the problems that were caused by the French defeat at Poitiers. (Use **Source A** and recall.) 3

**Source B** is a description of the Jacquerie from Froissart's Chronicle published in 1388.

**Source B**

Wherever the Jacquerie went their numbers grew. Those evil men stole and burned everything and violated and killed all the ladies without mercy like mad dogs. The knights and squires fled before them. These barbarous acts of the Jacquerie were worse than anything that ever took place before. Never did men commit such vile deeds.

2. How useful is **Source B** as evidence about the activities of the Jacquerie? 4

**Source C** explains the French defeat at Agincourt.

**Source C**

The English archers were lightly armoured which meant they had freedom of movement. It was their continuous hail of arrows that injured our men the most. This was undoubtedly the main reason for the defeat of our army. Many Englishmen had started using great lead-covered mallets from which one blow to the head could kill a man or knock him senseless to the ground.

3. Why were the French defeated at Agincourt? (Use **Source C** and recall.)

4

**Source D** describes the terms of the Treaty of Troyes.

**Source D**

In May 1420, a great ceremony took place in the cathedral of Troyes. Henry and the French king signed a treaty there. It said that Henry would become heir to the throne of France but since King Charles was not well enough to rule, Henry would take over the government of France as Regent. In an attempt to bring peace to the two countries Henry would marry the French princess Katherine.

4. Describe the terms of the Treaty of Troyes. (Use **Source D** and recall.)

4

[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** is about improvements in ship design in the fifteenth century.

**Source A**

According to some Portuguese captains, caravels were the best ships on the sea; they could go anywhere. However, the best features of the caravel and the carrack were brought together in the nao. This new type of ship was able to withstand rough weather. There were three masts and a bowsprit like the carrack so it could carry many sails. Columbus' ship the Santa Maria was a nao.

1. In what ways was the nao an improvement in ship design? (Use **Source A** and recall.) 4

**Source B** explains why the Spanish were disappointed with their exploration of the East Indies.

**Source B**

Magellan's voyage of exploration to the East Indies was a remarkable voyage carried out for Spain with great courage. The voyage supplied a lot of information which was soon added to maps and charts. However, it led to open warfare between Spain and Portugal in the East Indies. When the Spanish sent further expeditions to the east they failed to gain more land. Eventually they were forced to give up their rights to the Moluccas Islands to the Portuguese.

2. Why were the Spanish disappointed with their exploration of the East Indies? (Use **Source B** and recall.) 4



**Source C** describes Columbus' third voyage.

**Source C**

Christopher Columbus had made two voyages to the New World since 1492. With the continuing support of the Spanish monarchs, Columbus made a third voyage in 1498. On this, he discovered the island of Trinidad. Further south, he also discovered the mouths of the Orinoco River on the South American mainland. These were important discoveries.

3. Describe what happened on Columbus' third voyage. (Use **Source C** and recall.) **3**

**Source D** was written by Jacques Cartier during his voyage up the Gulf of St Lawrence in 1535.

**Source D**

Only 10 out of our 110 crew were in good health. We were frightened that the people of the country would find out about our difficulties and helplessness. If they came near us, our Commander would go and meet them with only two or three men. He would pretend to the Indians that he was making all his men work below decks so that they would not realise how many of the men were sick.

4. How useful is **Source D** as evidence of the explorers' attitudes to the native peoples? **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 Britain wanted to keep its American colonies.

**Source A**

At that time, if a country had foreign colonies, it had wealth and power. Britain and France fought each other over the future of America. By the end of the Seven Years War the British had won control and the French had been driven out. British people were able to travel to the colonies where they could find land to farm. For Britain, the American colonies were also a valuable source of raw materials, such as cotton.

1. Why did Britain want to keep its American colonies? (Use **Source A** and recall.)

**4**

**Source B** describes what happened at Lexington and Concord in April 1775.

**Source B**

While stationed in Boston, the British army had learned that the colonists were storing weapons in the town of Concord. However, the colonists found out that the British were marching to Concord. At Lexington, the British troops were confronted by a group of minutemen. After a brief battle, a number of American soldiers were killed and the British army marched on. At Concord, the British were attacked by a much larger American force and many British redcoats were killed.

2. Describe what happened at Lexington and Concord in April 1775. (Use **Source B** and recall.)

**4**

**Source C** is a description of George Washington's leadership by an American soldier in 1780.

**Source C**

From the moment he took command of our army, Washington was first in the hearts of all his countrymen. Time and time again, through the long years, it has been Washington alone who has brought victory from defeat. With his leadership, our fight has been decisive and glorious.

3. How useful is **Source C** as evidence of George Washington's leadership of the American army?

4

**Source D** describes the events leading to the British surrender at Yorktown.

**Source D**

The British General, Cornwallis, was a daring leader. His army attacked the Americans wherever they could. By August 1781 they had reached Yorktown. Unfortunately the British force took up a bad position. The American troops moved in quickly to surround them. On 19 October, Cornwallis surrendered. Yorktown was the last major battle of the war.

4. Describe the events which led to the British surrender at Yorktown. (Use **Source D** and recall.)

3

[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 from a report by a doctor who had travelled on a slave ship in the 1780s.

**Source A**

The scene that confronted me below deck was most disturbing. When my eyes adjusted to the light, I could see that the floor was covered with blood and vomit and resembled a slaughterhouse. After fifteen minutes I was so overcome with the heat, stench and foul air that I nearly fainted.

1. How useful is **Source A** as evidence of the conditions on board slave ships?

4

**Source B** is about the ways slaves tried to resist their masters on plantations.

**Source B**

On the plantations some of the slaves just accepted their treatment and way of life. However, many others protested in the easiest way they could. They pretended to be stupid and not to understand orders. They deliberately worked slowly. Sometimes the slaves would break machinery on purpose. In many ways slaves could be a very “troublesome property”.

2. In what ways did the slaves try to resist their masters on the plantations? (Use **Source B** and recall.)

4

**Source C** describes the actions taken by Thomas Clarkson to bring about the end of the slave trade.

**Source C**

While on a journey from Cambridge to London, Clarkson had a spiritual experience which persuaded him to devote his life to campaigning for the abolition of slavery. Clarkson and Granville Sharp set up an organisation called the Committee for the Abolition of the African Slave Trade. Under the leadership of Clarkson, the Committee persuaded the MP William Wilberforce to take up the Abolitionist cause in the Houses of Parliament.

3. Describe the actions taken by Thomas Clarkson to bring about the end of the slave trade. (Use **Source C** and recall.)

3

**Source D** explains why some people in Britain supported the slave trade.

**Source D**

Throughout Britain there were many people who did not want the slave trade to end. These men were certain that the trade brought them enormous profit. They claimed that it also brought wealth and power to Britain. In addition, the slave trade provided much employment on land and sea. The arguments of the supporters of slavery continued to be very powerful and persuasive.

4. Why did many people in Britain continue to support the slave trade? (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 the French peasants were unhappy in 1789.

**Source A**

In France the ideas of the philosophers spread mainly among the middle class in the cities. However, in the countryside the peasants complained about the burden of paying taxes to the government. The Church also demanded a share of their income. If that were not bad enough, the peasants were also obliged to give several days work a year for the “corvee” which was the back-breaking work of road repair.

1. Why were French peasants unhappy in 1789? (Use **Source A** and recall.) **4**

**Source B** describes the changes made by the National Assembly.

**Source B**

The National Assembly focussed on writing a new constitution, which took more than two years. The new constitution stated that only the Legislative Assembly had the right to make laws. It was agreed that France would remain a monarchy but all government officials were ordered to obey the law instead of the king. France was divided into 83 districts which were now responsible for public order, taxes and education.

2. Describe the changes made by the National Assembly. (Use **Source B** and recall.) **4**

**Source C** describes the escape of Louis XVI from Paris in 1791.

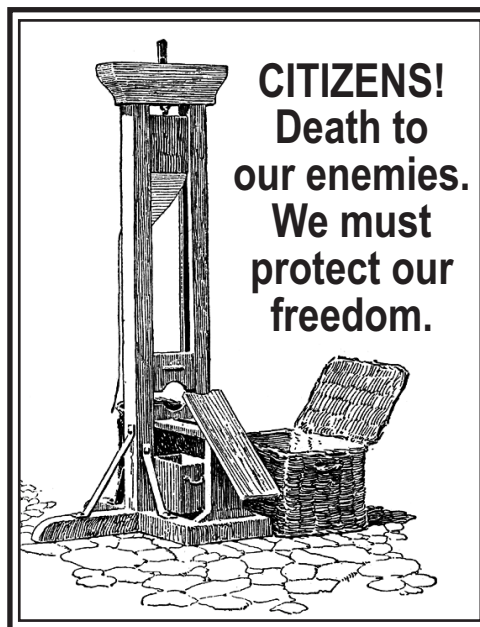
**Source C**

The King's advisers became increasingly worried about the plans of the Jacobins. Louis XVI seemed very depressed and was unable to act but the queen persuaded him to try and escape from Paris. Marie Antoinette had always enjoyed dressing up and she and the king's sister pretended to be maids while the king was disguised as a butler.

3. Describe the escape of Louis XVI from Paris in 1791. (Use **Source C** and recall.) 3

**Source D** is a poster made for the Committee for Public Safety in 1793.

**Source D**



4. How useful is **Source D** as evidence of the methods used during the Reign of Terror? 4

[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 the problems faced by Russian peasants before the First World War.

**Source A**

Russian peasants were very poor. They lived in villages in badly built small huts. After they were freed from serfdom in 1861 they were forced to make redemption payments to the government for their land and freedom. Peasants were not allowed to make their own decisions about how their land should be used. Instead, the *Mir*, the village council, made these decisions for them.

1. Describe the land problems faced by Russian peasants before the First World War. (Use **Source A** and recall.)

3

**Source B** describes the events of Bloody Sunday in 1905.

**Source B**

Growing unrest in Russia came to a head in 1905. Father Gapon led a peaceful march of 200,000 workers to the Tsar's Winter Palace in St Petersburg. They wanted to present a petition asking him for help to improve their conditions. The factory workers worked for long hours for little pay and the war against Japan had made this worse. The marchers were met by soldiers who panicked and opened fire on the huge crowd.

2. Describe the events of Bloody Sunday in 1905. (Use **Source B** and recall.)

4



**Source C** is from a letter written in 1915 by the President of the Duma.

**Source C**

Shocking reports came from the front. Freight trains came to Moscow filled with wounded men, lying on the bare floor without even any straw. In many cases they had no proper bandages or food. The War Department was very poor at organising first aid but it would not let any other organisation take over the job.

3. How useful is **Source C** as evidence of the effects of the First World War on Russia? 4

**Source D** explains why Russian peasants suffered during the Civil War.

**Source D**

During the Civil War the peasants suffered massively. A drought in 1920 was followed by a severe winter. In the summer of 1921, Russia was hit by famine on a terrifying scale. Many peasants had eaten their reserves of grain to survive. In some places grain had also been taken by the requisition squads. These problems caused the worst famine for thirty years. Up to five million people died.

4. Why did many Russian peasants suffer during the Civil War? (Use **Source D** and recall.) 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** is from a TV interview with Martin Luther King recorded in 1964.

**Source A**

In my days as a child in Atlanta there was a strict system of segregation. For instance I could not use any swimming pool in Atlanta until a Negro YMCA was built which had a pool. There were separate schools. There was only one high school for black students in Atlanta, a city which had a black population of over 200,000.

1. How useful is **Source A** as evidence about the effects of segregation in the South? 4

**Source B** shows a black student arriving for her first day at Little Rock Central High School in Arkansas in September 1957.

**Source B**



2. Describe what happened to the first black students at Little Rock Central High School. (Use **Source B** and recall.) 3

**Source C** describes the March on Washington DC in August 1963.

**Source C**

The March on Washington DC was the largest march in the nation's history. Thousands filed through the streets of the capital. It showed the hope and determination of African-Americans to achieve their rights by non-violent methods. The marchers heard Martin Luther King make a historic speech in which he repeated the words "I have a dream" over and over again as he described his hopes for racial harmony.

3. Why was the March on Washington DC important? (Use **Source C** and recall.)

4

**Source D** describes the part played by Stokely Carmichael in the Civil Rights Movement.

**Source D**

When he was a student, Stokely Carmichael supported Martin Luther King and non-violent protest. In 1967 Carmichael wrote the book called "Black Power" which set out his new ideas. He went on to use the slogan "Black is Beautiful" which encouraged black people to take pride in their race and colour. Some of his supporters adopted Afro hairstyles and wore African fashions.

4. Describe the part played by Stokely Carmichael in the Civil Rights Movement. (Use **Source D** and recall.)

4

[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 Germany's growing strength after 1933.

**Source A**

Although Hitler's first attempt to take over Austria in 1934 failed, there were many foreign policy successes. Germany and Poland signed a non-aggression treaty which meant that Germany was safe from attack on her eastern border. In 1935 Hitler reached an agreement with Britain which allowed Germany to build a large navy. The remilitarisation of the Rhineland a year later meant that France could no longer threaten Germany with invasion in the west.

1. Describe the actions taken by Hitler to strengthen Germany between 1933 and 1936. (Use **Source A** and recall.)

4

**Source B** explains the reasons why Britain followed a policy of appeasement.

**Source B**

The British Government knew that the people were not willing to fight over an unimportant issue. Britain had helped France in the First World War only because they were both scared of Germany. By the 1930s Britain no longer trusted France and did not want to be dragged into another war by her. As the Americans had a policy of "isolationism" and Russia had become communist, Britain felt she had no allies to rely on.

2. Why did Britain follow a policy of appeasement? (Use **Source B** and recall.)

4

**Source C** describes the German invasion of Austria in March 1938.

**Source C**

Austrian border guards opened the border posts for the German army to enter. When German soldiers marched into Vienna and other cities, they were welcomed by cheering crowds and people threw flowers at them. The invasion gave the Germans a chance to show their power.

3. Describe the German invasion of Austria in March 1938. (Use **Source C** and recall.) 3

**Source D** is from an interview with a London bus driver after the Munich Settlement, September 1938.

**Source D**

We have thrown Czechoslovakia to the wolves. It's disgusting that we let Hitler get away with it! We should stop him now. We should remind him that we beat the Germans the last time and if they want to fight again we will give them another bloody nose!

4. How useful is **Source D** as evidence of the British public's attitude to the Munich Settlement? 4

[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 Soviet Prime Minister about the Warsaw Pact in 1955.

**Source A**

The best way to bring about peace and to prevent aggression is to join together with our allies. The threat to our country is a result of the aggressive behaviour of America and its allies. We need to do something to strengthen the defences of our peace loving countries.

1. How useful is **Source A** as evidence of the reasons why the Soviet Union and its allies formed the Warsaw Pact? 4

**Source B** describes the events leading up to the building of the Berlin Wall in 1961.

**Source B**

Berlin was a major problem to the Soviets and a source of tension between East and West. At a meeting in Paris in 1960, Khrushchev had tried unsuccessfully to persuade the Western powers to leave Berlin. The shooting down of an American U2 spy plane made the situation even worse. On Sunday 13 August, Berliners woke up to find the city had been divided in two by a barbed wire fence.

2. Describe the events leading up to the building of the Berlin Wall in 1961. (Use **Source B** and recall.) 3

**Source C** explains why Cuba became a problem for America by 1962.

**Source C**

In 1959 Fidel Castro took power in Cuba. Castro began to take over American companies which were based in Cuba. In 1960, Cuba signed an agreement with the USSR, America's enemy, to trade sugar for oil and machinery. This angered the Americans. Relations between Cuba and America got so bad that President Kennedy plotted to kill Castro. Castro was fearful of the United States. He then asked the Soviet Union for military support.

3. Why did Cuba become a problem for America by 1962? (Use **Source C** and recall.) **4**

**Source D** describes the tactics used by the Vietcong to defeat the Americans in the Vietnam War.

**Source D**

The Vietcong had no tanks, no aircraft and no artillery. What they did have was experience in fighting a guerrilla war against France from 1946 to 1954. They used these guerrilla tactics against the Americans. Vietcong fighters avoided fighting the American troops in open battle because the Americans were better armed. It was impossible for the Americans to identify their enemy. The Vietcong wore no uniforms so they looked just like the peasants.

4. Describe the tactics used by the Vietcong to defeat the Americans in the Vietnam War. (Use **Source D** and recall.) **4**

[END OF CONTEXT 11]

[END OF PART 2: EUROPEAN AND WORLD CONTEXTS]

[END OF QUESTION PAPER]

## ACKNOWLEDGEMENT

Part 2 Context 9 Source B—Photograph of Elizabeth Eckford arriving for her first day at Little Rock Central High School, 1957 (BE024335—Bettman Premium Collection). Permission is being sought from CORBIS.