

X044/101

NATIONAL
QUALIFICATIONS
2007

FRIDAY, 18 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.

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 duties of a baron in medieval times.

Source A

A baron's power came directly from the king. In return a baron promised to be loyal to the king. This meant that during times of war a baron had to provide knights. This also meant that during times of need a baron had to pay higher taxes to help the king. A baron had to carry out a number of other duties. In particular he had to protect the peasants who lived on his land.

1. Describe the duties of a medieval baron. (Use **Source A** and recall.)

3

Source B is taken from the Assize of Clarendon, introduced by Henry II.

Source B

No man is to hold a court except the king. Anyone who is charged with being a robber, murderer or thief should be arrested by the sheriff and put to the trial of water. If the man is found to be guilty then he should be severely punished and his possessions confiscated. This is to be the law throughout the land.

2. How useful is **Source B** as evidence of the legal reforms introduced by Henry II?

4

Source C is about the role of the Church in medieval times.

Source C

Almost everyone believed in God and in the devil. People followed what the Church taught so that they could go to heaven. Medical knowledge was limited so the Church became a centre of comfort and healing. The Church also provided the only form of education in a village. In return for these services one tenth of the peasants' crops were given to the priest who often kept them in case of a famine.

3. Why was the Church important in medieval society? (Use **Source C** and recall.)

4

Source D describes the argument between Henry II and Archbishop Becket.

Source D

After Becket was appointed Archbishop of Canterbury in 1162 he began to change. He stopped wearing fashionable clothes and resigned as chancellor. This was not what Henry wanted. A year later the two men began to argue when Becket repeatedly defended the Church's rights against the king's. In an attempt to control Becket, Henry charged him in the Northampton trial. Becket fled to France.

4. Describe how Becket behaved after he became Archbishop. (Use **Source D** and recall.)

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 the problems caused when the Maid of Norway became queen.

Source A

The Scottish nobles were not keen to have a female ruler because they wanted a warrior to lead them. The tragic death of Alexander III in 1286 left them little choice. They saw the main problem as who she was to marry. If she married a Scot, he would gain a lot of power which would make other noble families jealous. If she married a foreigner, then Scotland might be taken over by a foreign power.

1. Why were there problems when the Maid of Norway became queen? (Use **Source A** and recall.)

4

Source B describes events at the Battle of Stirling Bridge.

Source B

Sir Richard Lundie wanted to use a ford to cross the River Forth because sixty men could cross the river at once. Cressingham did not want to waste any time and ordered him to use the bridge. As soon as Murray and Wallace decided that enough knights and foot-soldiers had crossed the bridge, they sent their army to cut the English army in two.

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

4

Source C is King Edward's orders about how the Earl of Atholl was to be treated for supporting Robert Bruce in 1306.

Source C

Because the Earl of Atholl has shown that he is a traitor, we command you to burn the house where he lived and all his other houses. You are to destroy his lands and his goods and to strip his gardens clean so that nothing is left. Do this to make an example to others like him.

3. How useful is **Source C** as evidence about how King Edward treated Bruce's supporters? 4

Source D is about how Bruce treated his enemies in Scotland.

Source D

Two years after he made himself king, Bruce defeated the Earl of Buchan at the battle of Inverurie. After that, he destroyed everything in the earldom from one end to the other. For fifty years the men of Buchan felt the effects of the herschip of Buchan. The Earl and his friends had to flee to England.

4. Describe how Bruce treated his enemies in Scotland. (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 is about “the Rough Wooing”.

Source A

In 1544 the Earl of Hertford burned Edinburgh, Holyrood and Leith. Later, the Scots called these invasions “the Rough Wooing”. In the following year he boasted of burning seven monasteries and he destroyed over 240 villages and towns. This was Henry VIII’s brutal attempt to force the Scots into allowing the marriage of Mary, Queen of Scots to his son. He was unsuccessful and even the murder of Cardinal Beaton did not help him achieve his aims.

1. Describe what happened during “the Rough Wooing”. (Use **Source A** and recall.) 4

Source B is about the events which led to Scotland becoming a Protestant country in 1560.

Source B

In 1558, Mary of Guise began to punish Scottish Protestants. The Protestants were not frightened by this. They nailed “Beggars’ Summons” to church doors and armed Protestant nobles gathered at Perth. Both sides then asked for foreign help. Mary of Guise received French support and the Scottish Protestants were given help from England. It appeared that a Civil War was about to break out.

2. Describe the events which led to Scotland becoming a Protestant country in 1560. (Use **Source B** and recall.) 3

Source C is about Queen Elizabeth's opinion of Mary, Queen of Scots.

Source C

In 1558, Elizabeth became Queen of England. She knew that both Catholic France and Spain were her enemies. She was also worried about Scotland whose queen was married to the King of France. Scotland could be used as a base to attack her. Not only that, but the Catholic Mary, Queen of Scots, did not accept Protestant Elizabeth as the true ruler of England. Mary was already calling herself England's queen.

3. Why was Queen Elizabeth of England suspicious of Mary, Queen of Scots? (Use **Source C** and recall.)

4

In **Source D** the General Assembly of the Church of Scotland describes its power in the Second Book of Discipline in 1578.

Source D

The General Assembly must have its freedom and the right to decide for itself the times and places for its meetings. Everybody must accept its decisions about religious matters. There is no right of complaint or appeal to any other judge within this kingdom.

4. How useful is **Source D** as evidence about the power of the General Assembly of the Church of Scotland in 1578?

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 is about the appointment of Scottish Commissioners to discuss a Union with England. It was written by a member of the Scottish government in 1705.

Source A

The Duke of Hamilton made a very good speech. He said he was sorry that there was so much disagreement among the Scots. He then said that he had a great deal of confidence in Her Majesty, Queen Anne, and that she should be allowed to choose Commissioners herself. We all agreed with this proposal, but his supporters were very surprised by it.

1. How useful is **Source A** as evidence about the appointment of Commissioners to discuss a Union with England? 4

Source B describes how Scots who were against Union with England showed their opposition.

Source B

In the first vote about the Union, there was a majority of 32 votes in favour of it. A number of petitions against the Union were presented to Parliament. The General Assembly of the Church of Scotland declared that any Union was unacceptable. The majority of burghs wrote in to oppose it and the Jacobites continued to oppose it with violence.

2. In what ways did some Scots show their opposition to Union with England? (Use **Source B** and recall.) 4

Source C is about how Queen Anne's government persuaded Scots to support the Act of Union.

Source C

It was clear that the treaty was unpopular in Scotland. In an effort to win votes, all sorts of promises were made. Government officials would receive their back-pay only if they supported the Union. £20,000 was used secretly to win more support in the Scottish Parliament. Other people were promised jobs only if they supported the Union.

3. What did Queen Anne's government do to persuade Scots to support the Act of Union? (Use **Source C** and recall.)

3

Source D is about the unpopularity of the Act of Union by 1715.

Source D

By 1715, Seafield, the Union's main supporter, felt that it had failed. The underlying cause was that many English politicians felt that they had "bought" Scotland. Scots fought bravely in Britain's wars against France, but Scotland was not rewarded for this. New taxes badly affected Scotland's linen trade and timber trade. Scottish businessmen were put out of business by English competition.

4. Why did many Scots turn against the Union by 1715? (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 conditions in Ireland in the 1840s.

Source A

In the 1840s emigration from Ireland began to increase. Anyone unable to pay rent could be removed from the land. Farms were divided up into even smaller ones. Landlords wanted to use modern farming methods, which meant more Irish people were evicted. Ireland did not have growing industries to provide work.

1. Describe conditions in Ireland in the nineteenth century which made people leave. (Use **Source A** and recall). 4

Source B is from a report of a factory inspector in Scotland in 1841.

Source B

The influence of the priests on Irish factory workers is very great. This is shown by their constant work amongst their congregation. They have great knowledge of everyone in sickness and in health and they are continually devoted to the wants and interests of their people.

2. How useful is **Source B** as evidence of the importance of the Catholic Church to Irish immigrants in Scotland? 4

Source C explains why many Highlanders emigrated.

Source C

Large numbers of people left the Highlands, especially in the 1840s and 1850s. The Highlands were a cold and wet area and in some parts the soil was not very deep or fertile. This meant that growing enough food was difficult. Many people depended on growing potatoes. In the 1840s blight hit the Highlands and people starved. Landowners moved people to avoid having to pay out very high taxes to support the poor.

3. Why did many Highlanders emigrate in the nineteenth century? (Use **Source C** and recall.)

4

Source D describes the contribution of Scots immigrants to their new countries.

Source D

Between 1830 and 1930 hundreds of thousands of Scots left Scotland for overseas. These Scots played a very important part in developing the countries to which they immigrated. Scots' contributions to their new country included work, not only in industry, but in the professions. Some built up banks and finance companies to develop the countries in which they had settled. They were also involved in trade.

4. Describe the contribution of Scots immigrants to their new countries. (Use **Source D** and recall.)

3

[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 describes what Rowntree discovered about poverty.

Source A

Seebom Rowntree was a member of the York chocolate manufacturing family. At the start of the twentieth century he discovered great poverty in York. This showed that poverty was not just a problem in London. His study showed that poverty was widespread and that one third of the population in towns lived in poverty. He found that there were two types of poverty.

1. What did Rowntree discover about poverty in Britain? (Use **Source A** and recall.)

4

Source B describes the benefits of the Old Age Pensions Act of 1908.

Source B

When old age pensions began, life was transformed for the elderly. They were no longer worried about money. They felt suddenly rich. "Independent for life!" At first when they went to the Post Office tears of gratitude would run down the cheeks of some and as they picked up their money they would say, "God bless that Lloyd George and God bless you, miss".

2. What benefits did the Old Age Pensions Act of 1908 bring to the elderly? (Use **Source B** and recall.)

3

Source C is from a newspaper, *The Perthshire Advertiser*. It was published on 20 September 1939.

Source C

As a result of the Government's evacuation of children, the City and County of Perth has received many thousands of mothers, children of school age and pre-school children from Glasgow. From almost everywhere in Perthshire, complaints have been received about the verminous (head lice) and filthy condition of the children.

3. How useful is **Source C** as evidence of poverty in Britain during the Second World War?

4

Source D explains why there were problems with the Labour welfare reforms after 1945.

Source D

The Labour welfare reforms tackled Beveridge's "five giants", but problems arose. The National Insurance schemes needed a lot of people to administer them. Many of the hospitals in the National Health Service were old and were unsuitable for modern health care. Large numbers of the houses built were temporary buildings such as prefabs. Women found themselves out of a job when servicemen returned.

4. Why were there problems with the Labour welfare reforms after 1945? (Use **Source D** and recall.)

4

[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 is about the activities of the Suffragettes in 1913.

Source A

In 1913 a mansion in Dundee was burnt to the ground causing £10,000 worth of damage. The ringleader, an Edinburgh teacher, refused to apologise when she was found guilty by the court. Museums were also a target and the king's portrait in the National Gallery was damaged. At Lossiemouth two women hid on a golf course and assaulted the Prime Minister, Mr Asquith.

1. Describe the actions of women campaigning for the right to vote. (Use **Source A** and recall.)

4

Source B describes how people spent their free time in the 1930s.

Source B

The 1930s was a period when listening to radio became the nation's favourite way to spend its free time. Most families could afford a radio and so almost every home had one in the front room. This was the golden age of the cinema and Hollywood epics. Spectator sports, especially football, drew huge crowds.

2. What were the most popular leisure activities of Scots in the 1930s? (Use **Source B** and recall.)

3

Source C is by John Nicholson, who left school in 1939.

Source C

I was left handed but I soon lost any idea that I would be allowed to write with this hand. Only writing with the right hand was permitted and a few cracks on the knuckles with a ruler soon made it clear that I had better do it properly or else!

3. How useful is **Source C** as evidence about education in the 1930s?

4

Source D is about the effects of the North Sea oil industry on Peterhead in the North East of Scotland in the 1970s.

Source D

The town has been transformed by oil and gas discoveries. Many local people have found employment in the oil industries and therefore young people no longer need to leave the area in search of work. Wages have risen and so have house prices. Shops are booming and new ones, selling luxury goods, are opening.

4. Why did the people of Scotland welcome the discovery of North Sea oil? (Use **Source D** and recall.)

4

[END OF CONTEXT 6(b)]

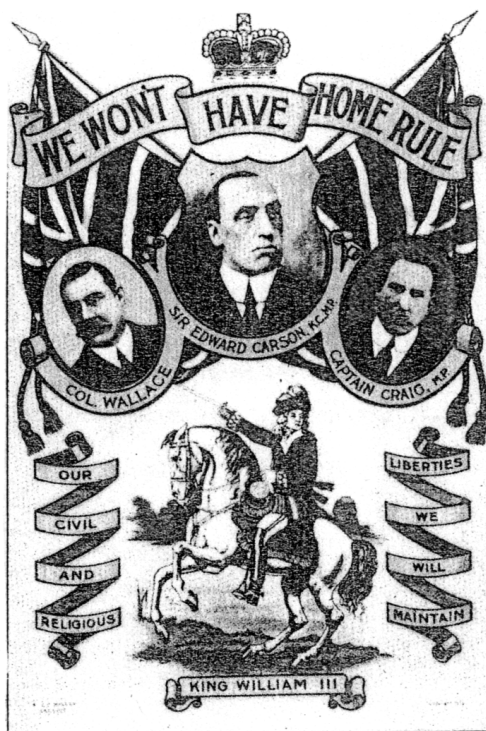
HISTORICAL STUDY: SCOTTISH AND BRITISH

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 a postcard produced by the Ulster Unionist Party against Home Rule in 1912.

Source A



1. How useful is **Source A** as evidence of opposition to the Home Rule Bill of 1912?

4

Source B explains why the 1916 Easter Rising failed.

Source B

A few days before the rebellion, a shipment carrying 20,000 rifles was lost. Despite this, 1,500 rebels occupied a number of buildings in Dublin on Easter Monday. The rebels had hoped to capture Dublin Castle, but the British army set up a blockade preventing this. There was little fighting outside Dublin so the Republicans were isolated. Within the week they were outnumbered 20 to 1.

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

4

Source C describes the tactics used during the Anglo-Irish War.

Source C

By 1919, the IRA controlled the countryside in Ireland. Small groups of policemen were ambushed and killed. A spy network was set up to gain information on informers and detectives. In response, the Black and Tans, who were ex-soldiers hardened by the First World War, burned Catholic homes. In 1920 they attacked the city of Cork, destroying much of the centre.

3. Describe the tactics used by both sides in the Anglo-Irish War. (Use **Source C** and recall.)

4

Source D describes the events that led to a civil war in Ireland.

Source D

Although many in Ireland were pleased that the Anglo-Irish War was over, others saw the Irish Free State as treason. When the Dail accepted the Treaty, De Valera resigned. In 1922 Anti-Treaty forces kidnapped a Free State general. Shortly afterwards the MP for North Down was murdered. Former comrades fought each other when the Free State army attacked the Four Courts.

4. Describe the events that led to a civil war in Ireland. (Use **Source D** and recall.)

3

[END OF CONTEXT 7]

[END OF PART 1: SCOTTISH AND BRITISH CONTEXTS]

PART 2:

HISTORICAL STUDY: EUROPEAN AND WORLD

<p style="text-align: center;">CONTEXT 1: THE NORMAN CONQUEST, 1060–1153</p>

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 the Bayeux Tapestry. It shows Norman knights chasing the defeated Saxons at the end of the Battle of Hastings.

Source A

1. How useful is **Source A** as evidence of the importance of knights at the Battle of Hastings? 4

Source B describes the Northern Rebellion against William I in 1069.

Source B

<p>There was some minor trouble from the northern Saxon nobles in 1068 but the real rebellion began early the next year when the Norman Earl of Northumbria was burned to death at Durham. Uprisings then broke out all over Yorkshire and the north of England. A Danish Viking fleet came to help the rebels. Together they were able to capture York castle.</p>

2. What happened during the Northern Rebellion against William I in 1069? (Use **Source B** and recall.) 4

Source C describes the effects the Norman Conquest of England had on Scotland.

Source C

The Norman Conquest of England was a major event in that country's history. Later the Conquest was almost as important for Scotland. From the eleventh century English rulers played an even greater part in Scottish affairs. Norman influences were especially felt in the Scottish Lowlands. David I spent much of his early life under Norman influence in England.

3. In what ways was Scotland affected by the Norman Conquest of England? (Use **Source C** and recall.)

3

Source D explains the importance of King David I's rule for Scotland.

Source D

David I was the last of Malcolm III and Margaret's sons to rule Scotland. His reign was a time of many changes. The king set up a national system of justice based on the use of sheriffs. To make the country richer he encouraged trade with foreign countries and introduced a national system of weights and measures for Scottish goods. He established two royal mints to produce Scotland's first coinage.

4. Why was David I's reign important for 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 people went on the First Crusade.

Source A

The Crusade was a chance of a better life for many. Harvest failure and famine meant that the peasants were very willing to leave their homes. Knights and nobles were also encouraged to make the long journey east. Some nobles were eager to gain land and riches. Other knights were keen to fight for the Church and use their military skills against the Muslims.

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

4

Source B was written by a Crusader who travelled with the People's Crusade through Germany.

Source B

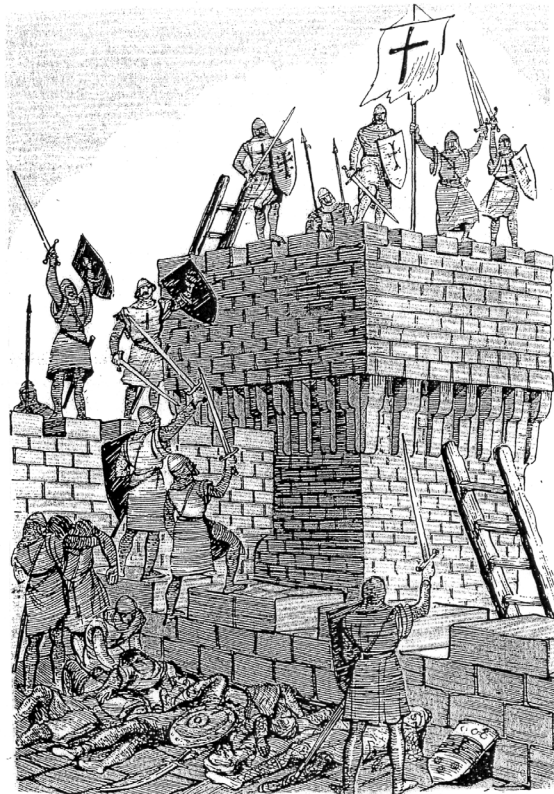
After sunrise the People's Crusade attacked the Jews. They killed women and children of every age. The Jews, seeing that the Crusaders were showing no mercy, decided to kill each other rather than fall into their hands. Mothers cut the throats of their children and husbands stabbed their wives rather than surrender to the Christians.

2. How useful is **Source B** as evidence of the actions of the People's Crusade in Germany?

4

Source C is a picture of the capture of Antioch.

Source C



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

3

Source D describes the behaviour of the Crusaders after they captured Jerusalem.

Source D

After thirty days the Crusaders eventually fought their way into Jerusalem. Immediately they began seizing goods from houses and temples. The Crusaders were in such a frenzy that they began killing everyone they met. So many Muslims were slain that their blood reached up to the ankles of the Crusaders. The Crusaders then searched the dead bodies for riches and when they were finished they burned them.

4. Describe the behaviour of the Crusaders 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 is about the Battle of Poitiers in 1356.

Source A

The battle began when the French knights charged against the English archers. They met a terrible shower of arrows. This proved once more that the days of heavy cavalry charges were gone. The French infantry then made a fierce attack, but the Black Prince had extra soldiers hidden in the woods. They were able to encircle and attack the French in the flank and rear. King John was captured as his army fled.

1. Describe the English victory at Poitiers. (Use **Source A** and recall.)

4

Source B is about the outbreak of the Peasants' Revolt in 1381.

Source B

The cost of the wars in France caused taxes to go up. They always fell most heavily on the poorest. John Ball, a priest, stirred the peasants by travelling the countryside saying that things would not improve until all men were equal. Then in 1381 there was a furious rebellion in Essex and Kent. This was a reaction to the announcement of a Poll Tax which amounted to a day's pay for a villein.

2. Why did the Peasants' Revolt take place? (Use **Source B** and recall.)

4

Source C is from a fifteenth-century English chronicle. It shows English soldiers on the attack at the Battle of Agincourt.

Source C



3. How useful is **Source C** as evidence about the tactics of the English army at the Battle of Agincourt?

4

Source D is part of the Treaty of Troyes.

Source D

At present Charles VI is suffering from various illnesses. This means that he cannot rule France himself. Therefore the government of France will be carried out by Henry V during the life of Charles VI. After the death of Charles VI the French crown will belong to Henry V. The realm of France will belong to Henry's heirs for evermore.

4. What were the results of the Treaty of Troyes? (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 describes the advantages which helped Portugal make voyages of exploration.

Source A

Although Portugal was a small country, in less than a century it changed the map of the world. One advantage it had was its geographical position. It had several hundred miles of Atlantic coast and was well-positioned for favourable winds and sea currents to Africa. Unlike its rival Spain, it had been a united nation since the thirteenth century.

1. What advantages helped Portugal make voyages of exploration in the late fifteenth and early sixteenth centuries? (Use **Source A** and recall.)

4

Source B was carved on a pillar of rock set up in 1482 by Bartholomew Diaz on the East African coast.

Source B

In the year 1482 from the birth of our Lord Jesus Christ, the very high, very excellent and mighty King John II of Portugal ordered this new land to be sought out to the glory of God and this pillar to be set up to mark its discovery.

2. How useful is **Source B** as evidence of the voyage of Bartholomew Diaz?

4

Source C is about Christopher Columbus's career before his first great voyage of exploration.

Source C

At an early age Columbus went to sea and took part in several voyages as a crew member. He married a lady of noble birth. He gained knowledge of the latest Portuguese discoveries in West Africa and of their methods of navigation. Later he visited Iceland in 1477 and there learned about the Atlantic Ocean and lands to the West.

3. Why was Columbus well prepared to undertake his first great voyage of exploration? (Use **Source C** and recall.)

4

Source D describes the kind of goods the Spaniards could bring back from the New World.

Source D

Just as in Spain, in this great market each line of stalls had its own particular type of goods. There were dealers in many different kinds of precious stones. Many other rich goods were to be found such as finely embroidered cloth cloaks and beautiful feathers. In another part, there were many vegetables, including potatoes, which they brought back to Europe.

4. Describe what Spain gained from the conquest of the New World. (Use **Source D** and recall.)

3

[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 is an extract from the Declaratory Act passed by the British Parliament in 1766.

Source A

The colonies in America have been, and should continue to be, under the rightful rule of the Crown and Parliament of Great Britain. The king has the right to have full power to make all laws for the colonies and the people of America in all matters.

1. How useful is **Source A** as evidence of Britain’s desire to keep full control over the American colonies? 4

Source B describes events at Bunker Hill in 1775.

Source B

Shortly before George Washington arrived in Massachusetts the anger and hatred between the British and American colonists exploded into a brutal fight. General Howe attacked the American forces that had gathered on Bunker Hill and nearby Breed’s Hill. Although British forces gained a victory, it was at a terrible cost.

2. What happened at the Battle of Bunker Hill in 1775? (Use **Source B** and recall.) 4

Source C explains why the Declaration of Independence was issued.

Source C

On 7 June 1776, Richard Henry Lee of Virginia called on Congress to declare independence. During 1776 the mood among Americans opposing Britain had changed. The fighting had caused great anger and more and more Americans disliked the British Parliament's decisions. The writings of Tom Paine persuaded many. On 4 July 1776 the Declaration of Independence was signed.

3. Why did the American colonists issue the Declaration of Independence? (Use **Source C** and recall.)

4

Source D describes the problems facing the British at Yorktown.

Source D

In the southern colonies the British were led by Cornwallis, a popular general who was far more daring than Howe or Clinton. However his army was small and enemy forces around him were large. Clinton in the north refused to send help to Cornwallis. Washington saw his chance and marched on Yorktown. At this vital time Britain lost control of the sea.

4. What problems faced the British 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 describes the effects of the slave trade on British ports.

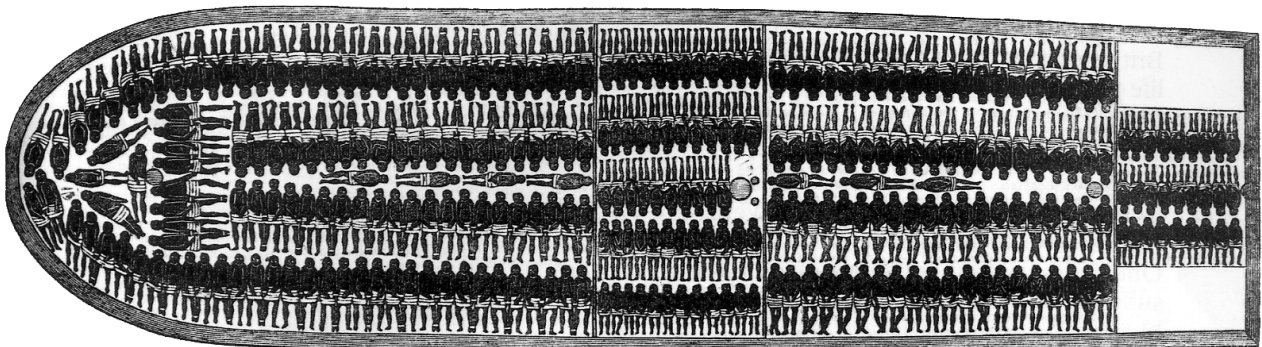
Source A

Bristol, Liverpool and London were the main ports involved. Liverpool entered the slave trade in the 1730s. By 1757 there were 176 Liverpool based slave ships bringing in a yearly profit of about a quarter of a million pounds. In the slaving ports many people were employed in the trade such as dockers and sailors. By 1800 Liverpool was a successful, booming city of 78,000 people.

1. What were the effects of the slave trade on British ports? (Use **Source A** and recall.) 4

Source B is a plan of the slave ship “Brookes”, drawn by Thomas Clarkson in 1787.

Source B



2. How useful is **Source B** as evidence of the conditions for slaves on the Middle Passage? 4

Source C is about the contribution made by Olaudah Equiano towards abolition of the slave trade.

Source C

Olaudah was born in Benin about 1745. He was captured by slave traders at the age of ten which gave him first hand knowledge of how slaves were treated. After some time he bought his freedom. Olaudah was determined to fight slavery in every way he could. In 1789 he wrote a book about his life which was used in the abolitionist campaign.

3. Describe the contribution made by Olaudah Equiano towards abolition of the slave trade. (Use **Source C** and recall.)

3

Source D explains why the slave trade was eventually abolished.

Source D

Towards the end of the eighteenth century many more people became more interested in spreading Christianity. Their beliefs made them bitterly opposed to slavery. As a result, things began to change. Anti-slavery societies sprung up and helped to free black slaves brought to Britain. In 1807 a new law made it illegal to buy slaves in Africa. By this time Britain's trading interests had also changed.

4. Why was the slave trade abolished in 1807? (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 is about the new ideas in France in 1789.

Source A

New types of thinking had spread in France. Among these were the ideas that it was unfair to tax people who did not have the right to vote and that all classes in society should have the same rights. These ideas had been brought back by soldiers returning from the American War of Independence. Other powerful ideas were that the Church should pay taxes and that a republic was better than a monarchy.

1. Describe the new ideas that spread in France at the time of the Revolution. (Use **Source A** and recall.)

4

Source B describes how peasants in the countryside tried to take control.

Source B

In some country areas the peasants attacked and burned the palaces of the nobles and made themselves richer by stealing their animals and other property. The storming of the Bastille by the Paris mob had given them much greater confidence to act. As a result of this, some nobles were killed when they resisted. Peasants also attacked churches.

2. In what ways did French peasants try to take control of the countryside during the Revolution? (Use **Source B** and recall.)

3

Source C is from a letter written to the people of Paris in 1792 by the Duke of Brunswick, who led the Prussian army.

Source C

Their Majesties the King of Prussia and the Emperor of Austria are determined to put an end to the violence in France and to stop the attacks upon the king and the Church. Their Majesties want to restore rightful authority to the King of France.

3. How useful is **Source C** as evidence of why war broke out in 1792? 4

Source D explains why Robespierre fell from power in 1794.

Source D

Robespierre had returned to Paris in July 1794 and made a very threatening speech. Also, a number of French victories meant that Robespierre's Terror was no longer needed to keep the country safe. As a result of this, many important politicians became afraid of him and so they plotted against him. His opponents managed to get control of the National Convention.

4. Why did Robespierre fall from power in 1794? (Use **Source D** and recall.) 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 is a description of Tsar Nicholas II taken from the diary of his sister, Grand Duchess Olga.

Source A

He kept saying that he was totally unfit to rule. I believe that this unfitness was not his fault. He had been trained as a soldier and did not understand government matters. He had intelligence, faith and courage. He should have been taught about government but he was not.

1. How useful is **Source A** as evidence about the leadership of Tsar Nicholas II?

4

Source B describes the problems facing the Dumas after 1905.

Source B

The Duma could not pass laws and could not control spending on important matters such as defence. Despite this, the first two Dumas demanded more power for themselves and rights for ordinary people. The Tsar would have none of this and dissolved both Dumas after a few weeks.

2. What problems did the Dumas face in bringing about reforms in Russia after 1905? (Use **Source B** and recall.)

3

Source C is from a report on the state of the Russian army in 1917.

Source C

The army did not have enough wagons for transport. This left the army short of even the most basic supplies. We visited the Warsaw Station where we found a terrible scene. 17,000 wounded men lay on the platform in the cold and rain. Their cries were heart-rending. "For God's sake dress our wounds, for five days we have not been attended to."

3. Describe the difficulties facing the Russian army by 1917. (Use **Source C** and recall.) 4

Source D is about the Bolshevik seizure of power in October 1917.

Source D

The government ministers in the Winter Palace were guarded only by a weak force of women and cadets. They were greatly outnumbered by the Bolsheviks. At six in the evening a message was sent in asking the government to surrender but because no answer was received the Bolsheviks launched a massive attack from all sides with machine-guns and armoured cars. The guns of the cruiser Aurora could be heard above the din.

4. Why were the Bolsheviks able to seize power in October 1917? (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 describes the Jim Crow laws.

Source A

Many southern states introduced Jim Crow laws to segregate black Americans from white Americans. These laws were named after a clown character played by a white man who pretended to be a black American and they led to separate schools and hospitals. They made black Americans and white Americans travel in separate areas on buses and trains.

1. In what ways did the Jim Crow laws affect black Americans? (Use **Source A** and recall.)

3

Source B is from a newspaper, *The Washington Eagle*, in 1921. It describes what happened to a black man accused of murdering a white woman in Georgia.

Source B

The Negro was taken to a grove where there were more than 500 people, dressed in Ku Klux Klan ceremonial robes. A pile of pine logs ten feet high had been made. The fire was lit and a hundred men and women, old and young, grandmothers among them, joined hands and danced around while the Negro burned.

2. How useful is **Source B** as evidence of the activities of the Ku Klux Klan in the 1920s?

4

Source C is about the case of “Brown versus the Topeka Board of Education” in 1954.

Source C

The NAACP helped the father of Linda Brown take his local Board of Education to court. This happened in the small town of Topeka in the state of Kansas. On 17 May 1954, the US Supreme Court said it was illegal for local school boards to segregate their schools because of a pupil's race. The court said that the schools provided by the Board of Education were not equal and they should be desegregated as soon as possible.

3. Why was the case of “Brown versus the Topeka Board of Education” important? (Use **Source C** and recall.)

4

Source D describes the Freedom Rides of the 1960s.

Source D

In 1961 the Congress of Racial Equality sponsored thirteen black Americans to travel on buses between states. They were trying to find out if bus stations were being desegregated. Whites in Birmingham, Alabama, attacked Freedom Riders on one of the buses. One of the Freedom Riders was paralysed for life. President Kennedy stepped in to protect the protesters with police escorts.

4. What happened when black Americans went on Freedom Rides? (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 Hitler's view of the German people.

Source A

Hitler claimed that the Germans had created all great art and science in history. He had written about his beliefs on the differences between races in *Mein Kampf*. He said there was wealth and order wherever Germans lived. They were superior to the Jews who lived only on the work of others. Many people throughout Europe shared these views.

1. Describe Hitler's view of the German race. (Use **Source A** and recall.)

4

Source B is from the British newspaper the *Manchester Guardian*, 25 March 1938.

Source B

Austria was last night brutally invaded by the German army. The Anschluss has taken place. A month from now the Austrian people will be asked to say what they think of it. The annexing of Austria is condemned in all countries except Italy and Japan, who are Germany's allies.

2. How useful is **Source B** as evidence about British public opinion on the Anschluss?

4

Source C describes the results of the Munich Settlement to Hitler.

Source C

Czechoslovakia was forced to give in to Hitler's demands. For others, the results of the settlement over Czechoslovakia were little short of disastrous. France's alliance with Romania and Yugoslavia was shattered and her security was greatly weakened. Within Germany, Hitler became more popular than ever with his own people.

3. Why was the Munich Settlement an advantage to Hitler? (Use **Source C** and recall.) 4

Source D is about the German attitude to Poland.

Source D

For a time Germany and Poland remained friends but this could not last for long. The Polish Corridor cut East Prussia off from the rest of Germany. The Poles also refused to allow Germany to build a railway line through this territory. The city of Danzig, whose population was German, had been made a free city so that Poland could have a port on the Baltic Sea.

4. What were Germany's complaints about Poland? (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 describes the role played by NATO during the Cold War.

Source A

The need for the Berlin Airlift in 1948 convinced many in the West of the threat from the Soviet Union. As a result, in 1949 NATO was set up to deal with this threat. It was a military alliance which brought together America, Canada and a number of Western European powers. Each country who joined NATO agreed to treat an attack on any member as an attack on itself.

1. What was the role of NATO during the Cold War? (Use **Source A** and recall.)

4

In **Source B** Khrushchev explains why he placed Russian missiles on Cuba, September 1962.

Source B

The American missiles in Turkey are aimed at us and scare us. Why not throw a hedgehog into Uncle Sam's trousers? Our missiles in Cuba will let us retaliate and strike directly at the USA. Although we don't have as many of them, the Americans will still be afraid. Our missiles in Cuba are no different from their missiles in Turkey.

2. Why did Khrushchev place Russian missiles on Cuba? (Use **Source B** and recall.)

4

Source C is about America's involvement in Vietnam.

Source C

America and France were allies and when France asked for help in Vietnam the Americans agreed. They thought the governments of South-East Asia were unsteadily balanced between communism and capitalism, like a set of dominoes balanced on the edge. If South Vietnam toppled, the Americans believed communism would spread easily from one country to its neighbours.

3. What was the "Domino Theory"? (Use **Source C** and recall.) 3

Source D was written in 1968 by Andrei Sakharov, designer of the Soviet H-bomb.

Source D

We are catching up with the United States but only in some of the old, traditional industries which are not as important as they used to be. In some newer fields, for example automation, computers and especially industrial research and development, we are not only lagging behind, but are also growing more slowly.

4. How useful is **Source D** as evidence of the Soviet Union's need for détente? 4

[END OF CONTEXT 11]

[END OF PART 2: EUROPEAN AND WORLD CONTEXTS]

[END OF QUESTION PAPER]

ACKNOWLEDGEMENTS

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