

# X044/101

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NATIONAL  
QUALIFICATIONS  
2008

MONDAY, 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.**

## Part 1: Scottish and British

Contexts:	Page No.
1. Murder in the Cathedral: Crown, Church and People, 1154–1173	2
2. Wallace, Bruce and the Wars of Independence, 1286–1328	4
3. Mary, Queen of Scots and the Scottish Reformation, 1540s–1587	6
4. “Ane End of Ane Auld Sang”: Scotland and the Treaty of Union, 1690s–1715	8
5. Immigrants and Exiles: Scotland, 1830s–1930s	10
6.(a) From the Cradle to the Grave? Social Welfare in Britain, 1890s–1951	12
or	
6.(b) Campaigning for Change: Social Change in Scotland, 1900s–1979	14
7. A Time of Troubles: Ireland, 1900–1923	16

## Part 2: European and World

Contexts:	Page No.
1. The Norman Conquest, 1060–1153	18
2. The Cross and the Crescent: The First Crusade, 1096–1125	20
3. War, Death and Revolt in Medieval Europe, 1328–1436	22
4. New Worlds: Europe in the Age of Expansion, 1480s–1530s	24
5. “Tea and Freedom”: The American Revolution, 1763–1783	26
6. “This Accursed Trade”: The British Slave Trade and its Abolition, 1770–1807	28
7. Citizens! The French Revolution, 1789–1794	30
8. The Red Flag: Lenin and the Russian Revolution, 1894–1921	32
9. Free at Last? Race Relations in the USA, 1918–1968	34
10. The Road to War, 1933–1939	36
11. In the Shadow of the Bomb: The Cold War, 1945–1985	38

**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 problems faced when attacking a castle.

**Source A**

During his reign Henry II spent vast amounts of money building castles. As well as being a home and a court, castles were used to protect people in times of attack. Defences like a moat made castles easy to defend. Mangonels hurled rocks at castle walls but they were not always accurate and often missed their target. It could take months to starve a garrison into surrender and this only worked if those inside had no supplies.

1. Describe the problems faced by attackers when besieging a castle in medieval times. (Use **Source A** and recall.)

**3**

**Source B** describes the life of a monk in the twelfth century.

**Source B**

For over 500 years, St Benedict's rule governed the lives of monks and nuns in most parts of Europe. As well as spending their time praying and worshipping, monks were encouraged by St Benedict to carry out hard physical labour. After a hard day's work, the monks returned to the monastery for dinner. Their food was plain and simple and they were expected to eat in silence.

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

**4**

**Source C** explains why Henry II and Archbishop Becket quarrelled.

**Source C**

By 1164, the quarrel between Henry II and Archbishop Becket had divided England. Becket's failure to appear at the Northampton Trial resulted in Henry confiscating his lands and taking his possessions. Fearing for his life, Becket fled to France and refused to return to England. For six years, the two men continued to argue. Even Louis VII could not get the former friends to make peace. The argument got worse when Henry's son was crowned illegally.

3. Why did Henry II and Archbishop Becket quarrel? (Use **Source C** and recall.)

4

**Source D** was painted in the twelfth century by an English artist. It shows the murder of Becket.

**Source D**



4. How useful is **Source D** as evidence about the murder of Becket?

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 problem of who would rule Scotland after the Maid of Norway died.

#### Source A

The main line of the Scottish royal family died out in 1290 when the Maid of Norway died. Her grandfather, King Alexander III, had not left any other close relations to become the next ruler. Two of his distant cousins started to argue about which branch of the family should become ruler. The Scots feared a civil war and invited King Edward to settle the argument.

1. Why did the death of the Maid of Norway cause problems about who would rule Scotland? (Use **Source A** and recall.)

4

**Source B** describes King Edward's invasion of Scotland in 1296.

#### Source B

In 1296, English forces invaded Scotland. Edward's punishment of Balliol was to be swift and savage. Within days, Berwick was destroyed and its people massacred. After that, Edward advanced steadily to Dunbar where he destroyed Balliol's army in battle. Balliol retreated northwards but Edward followed him. The Scottish castles surrendered to him one after the other. By late summer Balliol's reign was over.

2. Describe what happened when King Edward invaded Scotland in 1296. (Use **Source B** and recall.)

4

**Source C** describes events in the year after Bruce was crowned King.

**Source C**

After his coronation, Bruce's army was surprised and defeated by an English force at Methven. Although Edward I did not come to Scotland himself, things continued to go wrong for Bruce. His wife and friends were captured at Kildrummy Castle as they fled northwards and the men were executed. Bruce was involved in a skirmish with Balliol's supporters, the MacDougalls of Lorne, at Dalry. Again, Bruce was forced to flee.

3. What problems did Bruce face in the year after his coronation? (Use **Source C** and recall.)

3

**Source D** is from the Declaration of Arbroath which the Scots sent to the Pope in 1320.

**Source D**

But, at length it pleased God to save us from all our troubles through Robert Bruce who suffered all sorts of toil and danger in doing this. We have made him our king because of his royal blood, because it is God's wish and because he has the agreement of all the people.

4. How useful is **Source D** as evidence about why the Scots accepted Bruce as King?

4

[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 marriage of Mary, Queen of Scots to the Dauphin of France.

#### Source A

In 1548, the Scots sent Mary to France where King Henry II had control over her. When the marriage eventually took place, French influence over Scotland increased. More French soldiers and officials came to Scotland. In fact, the secret agreement which Mary had signed stated that Scotland would always remain part of France.

1. In what ways did the marriage of Mary, Queen of Scots to the Dauphin affect Scotland? (Use **Source A** and recall.) 4

**Source B** is a description of Mary, Queen of Scots written by one of Mary's secretaries, William Maitland of Lethington in 1562.

#### Source B

She is a gentle and kind princess whose behaviour has always been considerate towards each and every one of her subjects. It is no wonder that there is nobody unkind enough to think or say any evil thing about her.

2. How useful is **Source B** as evidence about what Mary, Queen of Scots was like as a person? 4

**Source C** is about how Mary, Queen of Scots tackled the problem of religion.

**Source C**

Mary's attempts to deal with her religious problems were not a success. She allowed the Scots to follow their Protestant religion despite the fact she herself was a Catholic. Catholics in Scotland and Europe were disappointed by this. Mary also supported the Protestant Church by giving it money. She even met the Protestant leader, John Knox, to discuss religion.

3. Describe the ways Mary, Queen of Scots dealt with the problem of religion in Scotland. (Use **Source C** and recall.)

3

**Source D** describes events which led up to Mary being forced to give up being Queen.

**Source D**

During the evening of 9th February 1567, Kirk o' Fields was blown up and, shortly afterwards, Darnley's body was found. Many people were outraged because they thought Mary was involved in her husband's murder. This was made worse when shortly afterwards, she married Bothwell who, many believed, was responsible for Darnley's murder. A revolt took place.

4. Why did many Scots turn against Mary in 1567? (Use **Source D** and recall.)

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** explains why Scotland was short of money in the late 1690s.

**Source A**

Each year from 1695 to 1699 the harvests in Scotland were very poor. Many people starved to death because there was no food. Since farmers could not pay their rent, landowners had no money to buy goods from Scottish merchants. Foreign trade had been badly affected by the wars with France and Scotland had not gained from any peace treaties. Scotland could not afford to lose any more money.

1. Why was Scotland short of money in the late 1690s? (Use **Source A** and recall.)

**4**

**Source B** describes the Succession Problem which affected Scotland and England in 1702.

**Source B**

King William died in 1702. He had left no children. He was succeeded by his sister-in-law, Anne, but all of her sixteen children had died before this, so she too had no direct heir. In fact, Anne's closest relations were Roman Catholics and her Scottish and English Parliaments were determined not to have a Roman Catholic ruling them. They wanted to find a Protestant heir.

2. Describe the Succession Problem which affected Scotland and England in 1702. (Use **Source B** and recall.)

**4**



**Source C** is a description by a Scottish MP of what happened in the Scottish Parliament in 1705.

**Source C**

Many members left the Parliament thinking that there would be no more business that night. Then suddenly, the Duke of Hamilton proposed that the Queen should be given the power to appoint Commissioners for the Treaty. This was a great surprise to many because, until that night, the Duke had always spoken against any treaty.

3. How useful is **Source C** as evidence of what happened in the Scottish Parliament in 1705?

4

**Source D** describes how everyday life in Scotland was affected by the Act of Union.

**Source D**

In many ways the Union did not affect everyday life in the Scottish countryside but, when people went to the town, they noticed the changes. They saw the Union flag being used instead of the Scottish flag. They had to use English weights when they bought grain. Liquids were also bought and sold in English amounts and not the old Scottish ones.

4. In what ways did the Act of Union affect everyday life in Scotland? (Use **Source D** and recall.)

3

[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** explains why many Irish moved to Scotland.

#### Source A

Difficulties in Ireland led many Irish people to leave the island for different parts of the world. Many chose to come to Scotland. A large number of Irish people went to Dundee. Here they found work in textiles, especially the jute industry. Ayrshire was close to Ireland so it attracted many Irish people. Almost half of the workers in the mines of Lanarkshire were Irish. Some Irish people did not settle in one place. They moved around from one place to another building the railways.

1. Why were Irish workers attracted to many different parts of Scotland? (Use **Source A** and recall.)

4

**Source B** describes relations between the Scots and the Irish.

#### Source B

During the nineteenth century, so many Irish people came to Scotland that it affected the attitude of the Scots towards them. Many Scots blamed them for being violent. Newspaper reporters used words like vicious to describe Irish people involved in fights and crime. Others said many of them were drunk and disorderly.

2. Describe the attitude of many Scots towards the Irish. (Use **Source B** and recall.)

3

**Source C** is from a letter home written by Godfrey McKinnon who had emigrated in the 1860s from Scotland to Australia.

**Source C**

I have done very well for all the time I have been in the colony. I have done much better than if I had been on Skye for the rest of my life. I have got a beautiful piece of land and excellent stock, sheep, cattle and horses. It will pay me very well in a few years. I had a lot of wool this season and I expect a lot more next year.

3. How useful is **Source C** as evidence of the reasons why Scots emigrated in the nineteenth century?

4

**Source D** is about Scottish immigrants in America.

**Source D**

Andrew Carnegie said, "Without the Scots, America would have been a poor show". The Scots looked eagerly for new opportunities and Americans welcomed their hard work. They also welcomed their high standard of education. One American wrote, "Of all immigrants to our country, the Scots are always the most welcome. They bring us muscle and brain. They are also trustworthy".

4. What qualities did Scots immigrants bring to their new countries? (Use **Source D** and recall.)

4

[END OF CONTEXT 5]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

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

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

**Source A** is from *Poverty, A Study in Town Life* by B.S. Rowntree published in 1902.

**Source A**

To survive, a poor family must never spend a penny on railway fares or bus fares. They must never buy a halfpenny newspaper or spend a penny to buy a ticket for a popular concert. The children must have no pocket money for dolls, marbles or sweets. The father must smoke no tobacco, and must drink no beer. The mother must never buy pretty clothes for herself or her children.

1. How useful is **Source A** as evidence of the problems of poor people in Britain in the early twentieth century? 4

**Source B** describes some things the Liberal government did to help the unemployed.

**Source B**

The Liberal government dealt with the problems of the unemployed in a similar way to those of health. They introduced an insurance scheme in which workers and employers would both contribute  $2\frac{1}{2}$  p per week. The government also made a contribution of 2p. From these contributions, benefits were paid to the unemployed. If someone became unemployed they received a benefit of 35 p a week for 15 weeks.

2. What did the Liberal government do to help the unemployed? (Use **Source B** and recall.) 3

**Source C** explains why the Beveridge Report was important.

**Source C**

Sir William Beveridge produced his "Report on Social Insurance" in 1942. At the time, people thought this was an important document. It simplified the complicated insurance benefits which existed in 1942. It said that society should fight the five giants of poverty. Beveridge said that the scheme should apply to everyone. People were entitled to benefits because they would have paid insurance contributions.

3. Why was the Beveridge Report important? (Use **Source C** and recall.)

4

**Source D** describes the actions of the Labour government to improve housing after 1945.

**Source D**

The Second World War had destroyed many houses. The Labour government set about repairing the damage. They continued the war-time policy of putting up "pre-fabricated" homes. These were factory built houses, which could be put together quickly. The New Towns Act tried to solve the problem of overcrowding in the cities. The Town and Country Planning Act gave councils more planning powers.

4. What actions did the Labour government take after 1945 to improve housing? (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 lives of Scottish women during the First World War.

#### Source A

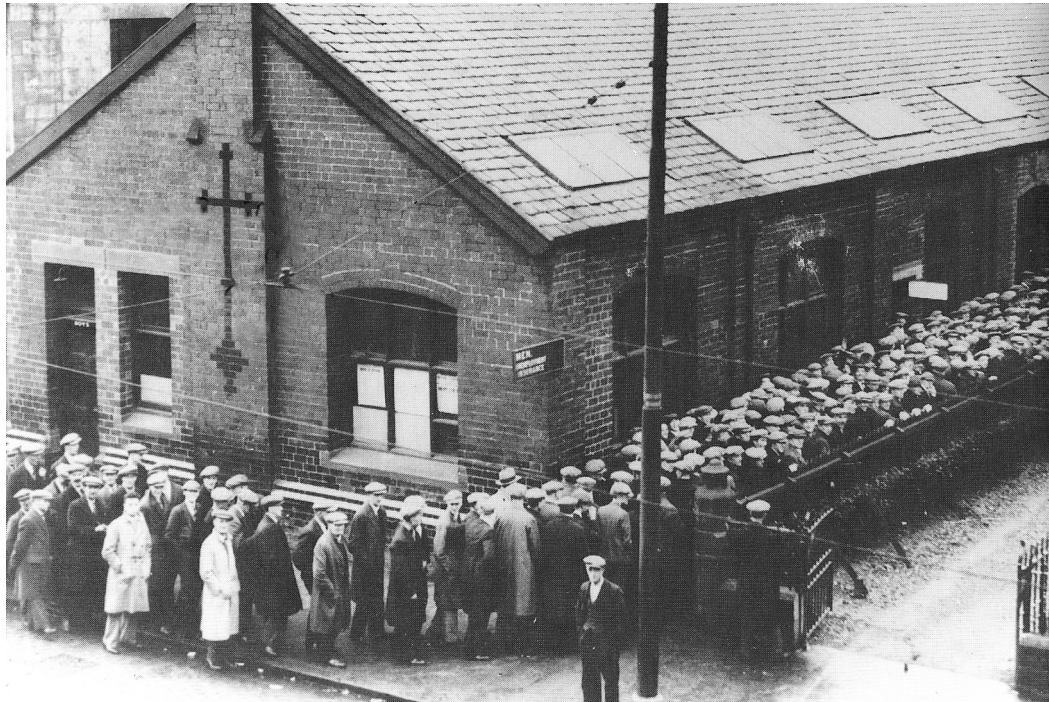
Since the start of the war, girls' lives have changed. They are often to be seen going out in groups. The cities have so much more entertainment to offer than the smaller towns and villages. A young woman no longer feels shy about going for a meal without a male companion. Cheerful groups of working girls are seen carrying on and smoking in public.

1. Describe the changes that the First World War brought in the lives of Scottish women. (Use **Source A** and recall.)

4

**Source B** shows people outside Clydebank Unemployment Office in 1932.

#### Source B



2. How useful is **Source B** as evidence about unemployment in Scotland in the 1930s?

4

**Source C** is about how people spent their free time in the 1930s.

**Source C**

Railway travel made many mountain and seaside areas of Scotland easier to get to. This made it possible for people to spend time outdoors. Bikes became cheaper and cycling clubs became popular in every part of the country. The Women's League of Health encouraged fitness and held a huge open air keep-fit event in Glasgow in 1938.

3. Why were the Scots able to spend more time outdoors by the 1930s? (Use **Source C** and recall.)

4

**Source D** is about life during the Second World War.

**Source D**

When war was declared all men between 18 and 40 had to register for military service. This was well organised as the government had been planning for an emergency for several years. Many men volunteered to join the armed forces. However, essential workers such as doctors, miners and engineers had to continue with their jobs.

4. In what ways did the outbreak of the Second World War affect the lives of the Scottish people? (Use **Source D** and recall.)

3

[END OF CONTEXT 6(b)]

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

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

**Source A** describes the actions taken by the Unionists to oppose the Home Rule Bill of 1911.

**Source A**

In 1911, 50,000 Unionists and Orangemen attended a meeting at the home of James Craig. They feared that Home Rule would mean that Ulster would be dominated by Dublin and they wanted to stop it. Within weeks, the Unionists had gained the support of some important MPs and senior officers. Even though it was illegal to threaten to use violence, the Unionists made it clear they intended to take control of Ulster.

1. In what ways did the Unionists oppose the Home Rule Bill? (Use **Source A** and recall.) **4**

**Source B** describes the problems faced by the rebels during the Easter Rising in 1916.

**Source B**

The Rising lasted for a week. Few people in Dublin had any idea of what the rebels were trying to do and so did not support them. The rebels were poorly armed, despite the landing of guns near Dublin. As well as this, many of the leaders were not trained soldiers and were inexperienced. The rebels took over the G.P.O. and Pearse read out the Proclamation but it was pointless; within days a ceasefire had been agreed.

2. Describe the problems faced by the rebels during the Easter Rising of 1916. (Use **Source B** and recall.) **3**



**Source C** explains the reasons for the Anglo-Irish War in 1921.

**Source C**

The Easter Rising had little impact outside Dublin. However, the execution of the leaders of the Rising by the British increased support for an independent Ireland. In 1918, the 73 elected Sinn Fein MPs refused to go to Westminster to take their seats. Encouraged by the support they were receiving from the public, they declared Irish Independence and set up a republican government. None of this was recognised by the British who used armed forces to crush the republican government.

3. Why did war break out in Ireland in 1921? (Use **Source C** and recall.) 4

**Source D** is an extract from a book written by Michael Collins in 1922.

**Source D**

Let us look at what we have gained and not what we have lost. The Treaty guarantees freedom and security. In place of British soldiers, we have our own army. We have shaken off foreign rule and have independence. If we would only forget dreams and face reality, we would see what we have achieved.

4. How useful is **Source D** as evidence of Irish reactions to the Anglo-Irish Treaty? 4

[END OF CONTEXT 7]

[END OF PART 1: SCOTTISH AND BRITISH CONTEXTS]

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

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

**Source A** was written by a Norman chronicler, in 1073.

**Source A**

Harold swore an oath of loyalty to William. A number of famous men who are known for telling the truth, have told how Harold freely made a statement. He said that after Edward's death he would do everything he could do to make sure William became King of England.

1. How useful is **Source A** as evidence of William's right to the English throne?

4

**Source B** describes the feudal system introduced by William I.

**Source B**

William used the feudal system to control his new lands. He had used the same system in Normandy to gain support for the invasion of England. He gave land to the barons who promised to provide knights in return. The barons gave smaller amounts of land to knights in return for their service. The knights' land was farmed by the peasants.

2. Describe the feudal system in England under William I. (Use **Source B** and recall.)

4

**Source C** explains why Normans came to Scotland during the reign of David I.

**Source C**

David made many Norman friends during his many years in England. In 1124 he returned to Scotland as king. Not surprisingly he brought many Normans with him. Many of them had been tenants on his English estates. Other Normans who arrived in Scotland at this time were adventurers eager to seek fame and fortune. Hunting was another great attraction; the forests of Scotland were full of wild animals.

3. Why did many Normans come to Scotland during the reign of David I? (Use **Source C** and recall.)

4

**Source D** describes the growth of monasteries under David I.

**Source D**

David brought Benedictine, Augustine and Cistercian monks to Scotland. He gave charters which granted them land. The monks built many beautiful abbeys such as Holyrood, Cambuskenneth, Melrose and Dundrennan. David gave the monks of Holyrood freedom from paying tolls and the right to build their own burgh of Canongate outside the burgh wall of Edinburgh.

4. What did David I do to encourage the growth of monasteries in Scotland? (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** describes the problems faced by the peasants on the First Crusade.

**Source A**

The peasants set out for Jerusalem because they had been encouraged by preachers and wished to have their sins forgiven. Many Crusaders were so poor they were forced to rob houses and even steal from churches. Angered by this, the local people attacked and killed many peasants. Eventually, Peter the Hermit led the army across the Bosphorous. There they were met by a more experienced Turkish army and were defeated.

1. Describe the problems faced by the peasants on the First Crusade. (Use **Source A** and recall.)

4

**Source B** was written by Stephen of Blois, a Crusader, who met Emperor Alexius during the First Crusade.

**Source B**

Emperor Alexius greeted me as if I was his own son and showered me with the most precious of gifts. He arranged for the army to be supplied with food and the horses to be watered. The Emperor spoke passionately about Jerusalem and promised to aid the Crusaders in every way he could. There is not one man here who does not hold him in high regard.

2. How useful is **Source B** as evidence of the relationship between the Crusaders and Emperor Alexius?

4

**Source C** explains why the Crusaders found the city of Nicaea difficult to capture.

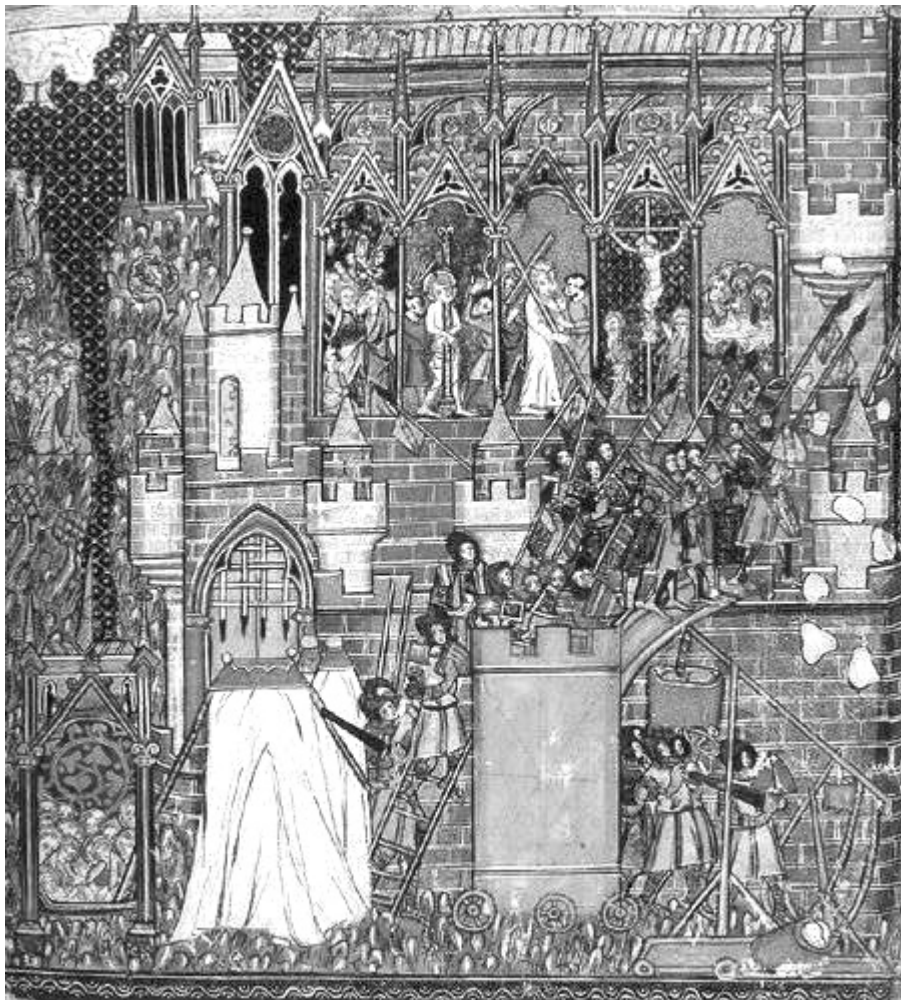
**Source C**

The Crusaders were badly organised and did not have a clear plan on how to attack the city. Early attempts to scale Nicaea's walls with ladders and ropes proved to be too dangerous and many Crusaders were killed. Despite this, the Crusaders refused to give up. Machines were brought in to breach the city's walls but this also had little effect. Eventually the Crusaders realised that they would need to ask Emperor Alexius for help.

3. Why did the Crusaders find it difficult to capture Nicaea? (Use **Source C** and recall.) 4

**Source D** shows the capture of Jerusalem by the First Crusade.

**Source D**



4. Describe the capture of Jerusalem by the First Crusade. (Use **Source D** and recall.) 3

[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 Edward III's claim to the throne of France.

**Source A**

In 1337 Edward III of England claimed the French throne. The English kings owned land in France. Also Edward's mother was a French princess and this gave him the right to claim that he was the rightful King. The French preferred Philip of Valois but Edward claimed that he had a better claim and that Philip had seized the throne by force.

1. Why did Edward III claim the French throne in 1337? (Use **Source A** and recall.) 4

**Source B** is about the effects of the Hundred Years' War on the French people.

**Source B**

The Hundred Years' War inflicted untold suffering on the ordinary people of France. Farmlands were laid waste as a result of the fighting. Soldiers terrorised the countryside. The civil war between the Burgundians and the Armagnacs increased the destruction.

2. Describe the suffering of the French people during the Hundred Years' War. (Use **Source B** and recall.) 3

**Source C** is about the problems faced by English landowners following the Black Death.

**Source C**

Landowners could not hire a labourer for less than 8 pennies plus his meals. Many crops rotted in the fields because there was no-one to harvest them. The king sent orders that labourers should not claim higher wages but they ignored the king's command. When the king ordered that they were to be arrested and sent to prison, many escaped to the forests and woods.

3. What problems faced English landowners following the Black Death? (Use **Source C** and recall.)

4

**Source D** is from a letter sent by Joan of Arc to the people of Tournai in June 1429.

**Source D**

Loyal Frenchmen! In the last eight days I have driven the English out of all the places they held on the River Loire. Many English nobles have been killed or captured; and I have defeated them in battle. Stand fast loyal Frenchmen, I pray you. Be ready to come to the crowning of the noble King Charles at Rheims.

4. How useful is **Source D** as evidence of the part played by Joan of Arc in the Hundred Years' War?

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 from a drawing in a book in the sixteenth century.

**Source A**



1. How useful is **Source A** as evidence of why sailors feared long sea voyages?

4

**Source B** describes Vasco da Gama's voyage to India between 1497 and 1499.

**Source B**

After two years at sea da Gama returned to Lisbon in 1499. He brought with him jewels and spices. Da Gama's journey was long and the cost was heavy. Of the 148 men who set out, only 55 returned. However, da Gama had shown European countries that they could reach India by sea.

2. Describe the problems faced by da Gama on his voyage to India. (Use **Source B** and recall.)

3



**Source C** describes the first voyage of Columbus in 1492.

**Source C**

Columbus and his crew were relieved to see land on October 12 1492. However, on arrival, they soon found it was not the Indies. Arawak guides took Columbus to Cuba and on to Hispaniola, but here too he failed to find the gold that he wanted. Columbus had promised that he would bring back great glory for Spain. Worse still, on Christmas Day, the Santa Maria was wrecked on a coral reef.

3. Describe the first voyage of Columbus to the New World in 1492. (Use **Source C** and recall.)

4

**Source D** explains why the Spanish Conquistadors went to new countries.

**Source D**

The Conquistadors came from areas of Spain where fighting was a way of life. This made it easy to defeat the peoples of the Aztec and Inca Empires. Most hoped to find places of legend such as the Seven Cities of Cibola which were supposed to have streets and houses decorated with gold and jewels. They were looking for fame. When they returned to Spain, they took treasure back and won recognition from the king.

4. Why did the Spanish Conquistadors want to go to the New World in the early sixteenth century? (Use **Source D** and recall.)

4

[END OF CONTEXT 4]

## HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

**Source A** is part of the letter from the colonists’ Stamp Act Congress to the British government in 1765.

**Source A**

It is essential to the freedom of a people, and the undoubted right of Englishmen, that no taxes be imposed on them without their own agreement. This agreement should be given personally, or by their representatives.

1. How useful is **Source A** as evidence of the opposition by the colonists to being taxed? **4**

**Source B** describes the “Boston Tea Party”.

**Source B**

In 1773 Lord North introduced a Tea Act. The Sons of Liberty denounced this as a plot to ruin merchants. In December of that year Samuel Adams organised a group of Bostonians to board the ships. They dressed up as Native Americans and dumped the tea into the water. The colonists thought this showed their opposition to the Tea Act. The British thought it was vandalism.

2. Describe the “Boston Tea Party”. (Use **Source B** and recall.) **3**

**Source C** explains the importance of Tom Paine to the American cause.

**Source C**

Tom Paine was a recent immigrant from England. He began writing his thoughts on the troubles in America in 1776. His pamphlet was known as “Common Sense”. He wrote what many colonists thought, that George III was a “Royal Brute”. He believed that British activities were harming the New World. He made speeches convincing many colonists that the struggle was about independence.

3. Why was Tom Paine important in the struggle for freedom in the American colonies? (Use **Source C** and recall.)

4

**Source D** describes what happened at Saratoga.

**Source D**

In October 1777, Burgoyne’s force clashed with the Americans once again. At Saratoga the young American general named Benedict Arnold led his army brilliantly to defeat the British. During the battle Burgoyne was forced to retreat. Within days the British were trapped against the Hudson River. On 17 October Burgoyne surrendered with 6,000 soldiers. Later in the war Benedict Arnold was to change sides.

4. Describe what happened at Saratoga in 1777. (Use **Source D** and recall.)

4

[END OF CONTEXT 5]

**HISTORICAL STUDY: EUROPEAN AND WORLD**

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

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

**Source A** is taken from evidence given by Thomas Clarkson to a Parliamentary Committee in 1789.

**Source A**

We called at villages as we passed and purchased our slaves fairly, but in the night some of the ship’s crew made several trips to the river banks and organised raiding parties. They broke into the villages and seized men, women and children.

1. How useful is **Source A** as evidence of the way slaves were captured?

**4**

**Source B** explains the miseries of the Middle Passage.

**Source B**

The second stage of the Triangular Trade was called the Middle Passage. This was the journey from West Africa to North America. Conditions for slaves were often cruel because of the method known as “tight-packing” which left little space for them to move. Things usually got worse because of outbreaks of dysentery. The slaves on board were often whipped and beaten.

2. Why did the slaves find the Middle Passage so miserable? (Use **Source B** and recall.)

**4**

**Source C** is about the ways slaves resisted life on the plantations.

**Source C**

Although great work was done by the Abolitionists, the slaves were the first to struggle against slavery. Slaves carried out many kinds of protest on the plantations. They deliberately worked slowly. Some even injured themselves to avoid carrying out their duties. Female slaves even aborted their unborn children rather than bring them into a world of cruelty and hardship. Slaves were often severely punished for these acts.

3. Describe the ways slaves resisted on the plantations. (Use **Source C** and recall.) **3**

**Source D** is about the work of William Wilberforce.

**Source D**

William Wilberforce was a wealthy man who was greatly influenced by John Newton who persuaded him to join the “Society for the Abolition of the Slave Trade”. Wilberforce soon became the leader of this organisation in Parliament, working hard to persuade Parliament to stop the export of slaves from Africa. Although he faced powerful opposition he eventually won over important politicians such as Pitt and Grenville.

4. What contribution did William Wilberforce make to the abolition of 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** is about the complaints of the Third Estate.

**Source A**

The Third Estate was meant to represent the ordinary people but most of the deputies were lawyers and businessmen. They complained that the Estates General had not met for over a century. During this time the king alone decided whom he chose as government ministers. Many people felt that the Church had far too much power, wealth and privilege in France.

1. Why was the Third Estate unhappy in 1789? (Use **Source A** and recall.)

4

**Source B** is about the “Declaration of the Rights of Man”, 1789.

**Source B**

The Declaration said that all people had the right to keep their property without the government trying to take it away from them. This right was very important to the French middle class who were more likely to own property. The Rights of Man said only the people had the right to decide who ruled France. It also declared that all people were born free and were therefore equal to each other.

2. What benefits did the “Declaration of the Rights of Man” offer the people of France? (Use **Source B** and recall.)

4

**Source C** is from a report written by a Prussian general to his king in 1792.

**Source C**

The French generals Dumouriez and Kellerman had prepared the battle carefully and had chosen a very good position for their army. Many of their soldiers were veterans of previous battles who had a lot of experience in fighting in a well disciplined way. This is why they defeated us.

3. How useful is **Source C** as evidence about the battle of Valmy in 1792? 4

**Source D** is about the Committee of Public Safety.

**Source D**

The Committee of Public Safety had absolute power to carry out the terror. They set up special courts. Agents were sent out by the Committee and arrested over 200,000 of its enemies. These measures were decided on because of the revolts against the government in many country districts such as the Vendée.

4. Describe the actions the Committee of Public Safety used to put down rebellion in France. (Use **Source D** and recall.) 3

[END OF CONTEXT 7]

## HISTORICAL STUDY: EUROPEAN AND WORLD

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

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

**Source A** is about agriculture in Russia in the 1900s.

**Source A**

The peasants had to try to scrape a living from small plots of land. They still used wooden ploughs because they could not afford to improve their methods. Many peasants were still repaying the government for the land they owned. Often the value of their crops was less than the payment they owed and they would starve. Less than one in four peasants could read or write.

1. Why was agriculture so backward in Tsarist Russia? (Use **Source A** and recall.)

4

**Source B** is from a speech made by Trotsky to Russian peasants in 1905. He gives his version of what he heard had happened on Bloody Sunday.

**Source B**

On that Sunday all the streets where the peaceful workers marched were filled with troops. "Let us through to the Tsar", the workers pleaded. The old ones begged on their knees. Then it happened. The guns went off like thunder, the snow reddened with the workers' blood. This is how the Tsar dealt with the workers of St Petersburg.

2. How useful is **Source B** as evidence about the events of Bloody Sunday?

4



**Source C** is about the attitudes of workers to the problems in Petrograd in February 1917.

**Source C**

The workers are desperate. Food is in short supply and even when bread is available it is sold at a price that no worker can afford. They are ready to let themselves go to the wildest extremes of a bread riot. They are openly against the government and protested in every possible way against the continuation of the war.

3. Describe the attitudes of workers to the problems in Petrograd in February 1917. (Use **Source C** and recall.)

3

**Source D** is about Trotsky's leadership of the Red Army in the Civil War.

**Source D**

Lenin did not think that Petrograd could be saved but Trotsky believed he could save the city. He arrived by train bringing teams of experts to advise him on engineering, supplies and streetfighting. Trotsky's Red Army officers were a team who all admired him and knew and trusted each other. Trotsky kept strict discipline among his men. They all dressed in black leather with stars on their peaked caps.

4. Describe Trotsky's leadership of the Red Army 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 statement made by a US Senator in 1921.

**Source A**

Thousands of immigrants come here who never take the oath to support our Constitution or become citizens of the United States. They fill work places that belong to the loyal wage-earning citizens of America. They are of no service whatever to our people. They are a menace and a danger to us every day.

1. How useful is **Source A** as evidence of the attitude of Americans towards immigrants in the 1920s? 4

**Source B** describes the problems of Black Americans in the north in the 1920s.

**Source B**

Black Americans who moved to the north in the 1920s had extra problems facing them. Black Americans, because of their skin colour, were easily identified as “different”. They were discriminated against in jobs. In the cities of the north they found themselves living in separate communities called ghettos.

2. What problems did Black Americans find when they moved to the north in the 1920s? (Use **Source B** and recall.) 3

**Source C** describes what happened during the Civil Rights campaign in Birmingham, Alabama in 1963.

**Source C**

Martin Luther King led a campaign in the city of Birmingham, Alabama in May 1963. On 2 May, 900 young people aged 6 to 18 who tried to join a civil rights march were arrested. The next day, dogs and high-pressure water hoses were used to frighten and injure the demonstrators. On 4 May, the firemen's hoses were not turned on, but hundreds of civil rights marchers were arrested. Local businesses suffered and offered to desegregate facilities within ninety days to end the crisis.

3. Describe what happened in the Civil Rights campaign in Birmingham, Alabama in 1963. (Use **Source C** and recall.)

4

**Source D** explains why the Civil Rights Movement split in the 1960s.

**Source D**

In the mid 1960s disagreements increased within the Civil Rights Movement. Martin Luther King wondered if the cost in injuries and lives was worth the gains achieved. Some believed the main goals of the campaign in the south had been achieved. Others argued the problems of Black Americans in the main cities of the USA had not been solved. New leaders wanted to use different methods.

4. Why did disagreements increase in the Civil Rights Movement in the 1960s? (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 plan to create a Greater Germany.

**Source A**

It was clear from his book that Hitler wanted to create a "Greater Germany" containing all Germans. There were one million Germans living in Poland and he said their territory should belong to Germany. The people of the Sudetenland were mostly German; therefore this area should be joined onto Germany.

1. In what ways did Hitler plan to create a Greater Germany? (Use **Source A** and recall.)

**3**

**Source B** is from a speech by Winston Churchill, a British MP, in 1935.

**Source B**

There is no mistake about what Hitler is doing. Germany is moving along the path of war again. What will his new army be used for? Will his new navy and airforce be used for defence? Hitler must be made to stop his aggressive actions.

2. How useful is **Source B** as evidence about British attitudes to German rearmament?

**4**

**Source C** explains why the remilitarisation of the Rhineland was a risk for Hitler.

**Source C**

If the French had tried to stop the Germans over the Rhineland, the Germans would have had to go home defeated. The Rhineland would then have remained demilitarised forever. It is even likely that Hitler would have been forced to give up as leader. No wonder the two days after the march into the Rhineland were a time of great stress for Hitler.

3. Why was the remilitarisation of the Rhineland such a big risk for Hitler? (Use **Source C** and recall.)

4

**Source D** describes events of 1939.

**Source D**

German troops took over the rest of Czechoslovakia in March. This was against the terms of the Munich Settlement in which they had promised not to do so. Because of this, Britain told Poland that she would protect her against German attack. The British Government ordered the speeding up of aeroplane building for the Royal Air Force.

4. Describe the events of 1939 that led to the outbreak of war. (Use **Source D** and recall.)

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** explains why a Cold War broke out after World War Two.

**Source A**

America, Britain and the USSR were allies until 1945. However, by the end of the war strong divisions between them developed. Britain and America became suspicious of the USSR's actions in Eastern Europe. The USSR, on the other hand, believed the West was looking for ways to destroy communism. America's development of the atomic bomb made things worse.

1. Why did a Cold War break out in Europe after World War Two? (Use **Source A** and recall.)

4

**Source B** describes the results of building the Berlin Wall.

**Source B**

The East German government was concerned with the situation in Berlin. The people of West Berlin woke up on 13 August 1961 to find their city sealed off from the rest of Germany. As a result, the flow of refugees stopped almost completely. However, to many people, it showed that Communism was so awful that people had to be walled in to keep them there.

2. What were the results of building the Berlin Wall? (Use **Source B** and recall.)

3

**Source C** is from President Kennedy's TV speech, October 22 1962.

**Source C**

It shall be the policy of this nation to regard any nuclear missile launched from Cuba against any nation in the Western Hemisphere as an attack by the Soviet Union on the United States. This will require us to strike back in the fullest possible way.

3. How useful is **Source C** as evidence of the dangers to world peace caused by the Cuban Missile Crisis?

4

**Source D** is about events leading to the breakdown of détente by the late 1970s and early 1980s.

**Source D**

Despite the agreements of détente, the two superpowers remained enemies. In 1979 relations between them broke down when Soviet forces invaded Afghanistan. The United States quickly reacted by putting restrictions on Soviet trade. In 1980 the USA boycotted the Olympic Games in Moscow. This was the start of a new phase in the Cold War.

4. What events led to the breakdown of détente by the late 1970s and early 1980s? (Use **Source D** and recall.)

4

[END OF CONTEXT 11]

[END OF PART 2: EUROPEAN AND WORLD CONTEXTS]

[END OF QUESTION PAPER]

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## ACKNOWLEDGEMENTS

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