



National
Qualifications
2018

X837/75/11

History

WEDNESDAY, 16 MAY

1:00 PM – 3:20 PM

Total marks — 80

SECTION 1 — SCOTTISH CONTEXTS — 26 marks

Attempt ONE part.

SECTION 2 — BRITISH CONTEXTS — 29 marks

Attempt ONE part.

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 25 marks

Attempt ONE part.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



SECTION 1 — SCOTTISH CONTEXTS

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- B.** Mary Queen of Scots, and the Scottish Reformation, 1542–1587 **pages 06–07**
- C.** The Treaty of Union, 1689–1715 **pages 08–09**
- D.** Migration and Empire, 1830–1939 **pages 10–11**
- E.** The Era of the Great War, 1900–1928 **pages 12–13**

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- B.** War of the Three Kingdoms, 1603–1651 **pages 16–17**
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Part A — The Wars of Independence, 1286–1328

Attempt the following **four** questions using recalled knowledge and information from the sources where appropriate.

1. Explain the reasons why the succession of Margaret, the Maid of Norway, caused problems for Scotland after 1286.

6

Source A is about the events that led to the defeat and capture of John Balliol.

Source A

During John's reign, his attempts to break free of Edward's increasing control of Scotland proved hopeless. John lost patience and summoned his own parliament which agreed that homage and fealty should be withdrawn. The Scots knew better than to appeal to Edward's good nature and chose a course of action which would guarantee war: they concluded a treaty with France. To begin with, the Scots displayed a near suicidal optimism and invaded England. Edward began by slaughtering most of the citizens of Berwick for their bold resistance.

2. How fully does **Source A** describe the events that led to the defeat and capture of John Balliol? (Use the source and recall to reach a judgement.)
3. To what extent were the mistakes made by the English the most important reason why the Scots won the Battle of Stirling Bridge in 1297?

6

9

(Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Source B is from a chronicle written by a Scottish writer around 1335.

Source B

The castle of Forfar was occupied by Englishmen. Some of King Robert's followers hurried to the castle with ladders and secretly climbed over the stone wall and took the castle. Then they slaughtered all they found. They handed the castle over to King Robert who offered them a good reward. The king had the castle wall broken down, destroyed the well and then the whole castle. The wise, strong and bold king moved onto Perth with his army and soon set siege to it.

4. Evaluate the usefulness of **Source B** as evidence of the methods used by King Robert to drive the English out of Scotland between 1307 and 1314.

5

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

[Now go to SECTION 2 starting on page 14]

Part B — Mary Queen of Scots, and the Scottish Reformation, 1542–1587

Attempt the following **four** questions using recalled knowledge and information from the sources where appropriate.

5. Explain the reasons why the Catholic Church faced difficulties in Scotland in the 1540s and 1550s.

6

Source A describes the regencies of Moray and Morton in Scotland.

Source A

In 1567, James VI became king but was too young to rule so Moray became James' first regent. He had to cope with the fact that Mary still had supporters who wanted to return her to the throne even after her abdication. Moray spent his time securing Protestantism in Scotland by passing laws to strengthen the religion. This helped reduce support for Mary among the nobles. In 1572, Morton became regent and also strongly supported Protestantism. He forced ministers to declare loyalty to the King as Governor of the Kirk.

6. How fully does **Source A** describe the regencies of Moray and Morton? (Use the source and recall to reach a judgement.)
7. To what extent were relations with the nobility the main reason why Mary faced difficulties during her reign in Scotland between 1561 and 1567?
- (Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

6

9

Source B is from the diary of a lady-in-waiting who accompanied Mary during her imprisonment in England and was written in 1567.

Source B

The Queen quickly, and with great courage, knelt down and showed no signs of faltering. So great was her bravery that all present were moved. The executioner, or rather the minister of Satan, strove to kill not only her body but her soul because he kept interrupting her prayers. When she eventually finished praying, she laid her head on the block. The executioner struck her a great blow on the neck, which was not however, entirely severed.

8. Evaluate the usefulness of **Source B** as evidence of the execution of Mary, Queen of Scots in 1567.

5

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

[Now go to SECTION 2 starting on page 14]

SECTION 1 — SCOTTISH CONTEXTS — 26 marks

Part C — The Treaty of Union, 1689–1715

Attempt the following **four** questions using recalled knowledge and information from the sources where appropriate.

9. Explain the reasons why the Darien Scheme failed.

6

Source A is about the arguments used by the opponents of Union in Scotland.

Source A

The Union debate produced very strong passions on both sides of the argument. Its opponents said that taxes would be sure to rise if the Union went ahead. They also claimed that as Scots would be in a minority in a new British Parliament their voices would always be drowned out by the English. Some Presbyterians warned that Union would force unwelcome changes on the Church of Scotland. Opponents of the Union also argued that it would give the English too much control over Scotland's trade.

10. How fully does **Source A** describe the arguments used by the opponents of Union in Scotland? (Use the source and recall to reach a judgement.)

6

11. To what extent was the support of the Squadrone Volante the most important reason for the passing of the Act of Union by the Scottish Parliament?

9

(Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Source B is from a speech by a Scottish Lord in the parliamentary journal of the House of Lords, June 1713.

Source B

Permission should be given to bring in a Bill to end the Union. Each Kingdom should have its Rights and Privileges restored to what they had been at the time when the Union was first passed. Members should consider this question carefully. Charging Scotland with a Malt Tax is in violation of the 14th Article of the Treaty of Union in which it was clearly stated “that Scotland shall not be charged with any Malt Tax during this war”.

12. Evaluate the usefulness of **Source B** as evidence of discontent with the Union after 1707.

5

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

[Now go to SECTION 2 starting on page 14]

SECTION 1 — SCOTTISH CONTEXTS — 26 marks

Part D — Migration and Empire, 1830–1939

Attempt the following **four** questions using recalled knowledge and information from the sources where appropriate.

Source A is from an interview with Peter Ruscis and was recorded in 1910.

Source A

My father was 21 when he came to Scotland from Lithuania with his brother. Neither of them wanted to be forced into the Russian army as this would have meant they were away from home for several years. Scotland was far enough away so the Russians could not get hold of them. They were both frightened as conditions were bad in the Russian army so Scotland seemed a safe destination. My father had also heard that there were plenty of jobs in Scotland.

13. Evaluate the usefulness of **Source A** as evidence of the reasons why so many immigrants came to Scotland after 1830.

5

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

Source B describes the relationships between immigrants and Scots between the 1830s and 1939.

Source B

By 1914, approximately 4,500 Italians lived in Scotland. Italians established many popular businesses such as ice-cream parlours, cafés and fish and chip shops. However, there was some tension between the Catholic Italians and the Protestant Scots who objected to Italian cafés opening on Sundays. The café owners were also criticised by local people who claimed the cafés sometimes encouraged unruly behaviour. There was little integration between Scots and Italians. Many Italians intended to return to Italy once they had made money in Scotland.

14. How fully does **Source B** describe the relationships between immigrants and Scots between the 1830s and 1939? (Use the source and recall to reach a judgement.) 6
15. To what extent were the attractions of new lands the most important factor which led to people leaving Scotland after 1830? 9
(Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)
16. Explain the reasons why Scottish emigrants were often successful in their new homelands. 6

[Now go to SECTION 2 starting on page 14]

SECTION 1 — SCOTTISH CONTEXTS — 26 marks

Part E — The Era of the Great War, 1900–1928

Attempt the following **four** questions using recalled knowledge and information from the sources where appropriate.

17. To what extent was the machine gun the most effective weapon on the Western Front during the Great War?

9

(Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Source A describes the restrictions introduced under the Defence of the Realm Act.

Source A

The Defence of the Realm Act (DORA) was introduced in August 1914. It stated that no-one was allowed to talk about the navy or the army in public places. You were also not allowed to spread rumours about military matters. You could not trespass on railway lines or bridges. It was added to as the war progressed and listed all the things that people were not allowed to do in wartime. In addition, British Summer Time was introduced to give more daylight hours for extra work.

18. How fully does **Source A** describe the restrictions introduced under the Defence of the Realm Act? (Use the source and recall to reach a judgement.)

6

Source B is from a newspaper interview with Prime Minister David Lloyd George, published on 22 August 1918.

Source B

I admire the splendid manner in which female volunteers came forward to work in administrative offices of all kinds. We would have been unable to cope during the past few months without women working in hospitals. The heroines who have flocked to work behind the front lines as ambulance drivers have faced daily danger. My message is: "Well done, carry on. You are helping to create a new world for yourselves and for your children".

19. Evaluate the usefulness of **Source B** as evidence of women's work during the Great War. 5

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

20. Explain the reasons why the Suffragettes harmed the cause of votes for women. 6

[Now go to SECTION 2 starting on page 14]

SECTION 2 — BRITISH CONTEXTS — 29 marks

Part A — The Creation of the Medieval Kingdoms, 1066–1406

Attempt the following **five** questions using recalled knowledge and information from the sources where appropriate.

21. Describe the feudal system in medieval times.

4

Sources A and B are about the murder of Archbishop Becket in 1170.

Source A

On the evening of December 29th, four knights arrived at Canterbury Cathedral and demanded to see Archbishop Becket. The knights attempted to arrest Becket but he refused to leave, claiming he was ready to die for God. Becket was dragged from the altar and in the scuffle that followed, was attacked by the knights. Then in an act of horror, one of the knights drew his sword and sliced off the crown of Becket's head.

Source B

The knights attempted to seize Archbishop Becket but he would not move, stating he was willing to be a martyr for the Church. The Canterbury monks gathered around Becket and tried to protect him, but they were forced back by the knights. Becket was thrown to the floor and assaulted by the knights. To make sure he was dead, one of the knights held Becket down and cut off the top of his head.

22. Compare the views of **Sources A** and **B** about the murder of Archbishop Becket in 1170. (Compare the sources overall and/or in detail.)

4

Source C explains why monasteries were important in medieval times.

Source C

During medieval times, monasteries played a vital role in the wool trade, creating work for people and boosting the economy. Monasteries were also centres of learning, especially for boys preparing for a career in the Church. Although some monasteries were built far away from local communities, they were never isolated as pilgrims often stayed there overnight. The sick were also frequent visitors, hoping to be treated at the monastic infirmary. Monasteries were so important that it was not until after the 14th century that they became less popular.

23. How fully does **Source C** explain why monasteries were important in medieval times? (Use the source and recall to reach a judgement.) 6
24. Explain the reasons why towns grew in medieval times. 6
25. To what extent was the Black Death the main reason for the Peasants' Revolt in 1381? (Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.) 9

[Now go to SECTION 3 starting on page 24]

SECTION 2 — BRITISH CONTEXTS — 29 marks

Part B — War of the Three Kingdoms, 1603–1651

Attempt the following **five** questions using recalled knowledge and information from the sources where appropriate.

26. To what extent was religion the main reason why James VI and I argued with Parliament between 1603 and 1625?

(Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

9

Source A is about the Bishops' Wars of 1639 and 1640.

Source A

The Bishops' Wars resulted from objections to Charles I's attempts to reform the Scottish church. The King reacted by beginning a military campaign against the Scots. However, his plans were undermined by lack of funds. The Scottish forces organised themselves quickly and efficiently, however the English forces lacked experienced commanders. The English army that finally gathered on the Scottish border in mid-1639 was untrained and poorly equipped. The King's armies were defeated but the truce did not last and led to another Bishops' War in 1640.

27. How fully does **Source A** explain the reasons why the English forces were defeated by the Scots in the Bishops' Wars of 1639 and 1640? (Use the source and recall to reach a judgement.)
28. Explain the reasons why there were challenges to royal authority in England during the reign of Charles I.
29. Describe the events of the St Giles' riot in Edinburgh in 1637.

6

6

4

Sources B and C are about the reasons why people joined sides during the English Civil War.

Source B

Between 1642 and 1646 England was torn apart by a civil war. The King's supporters included the gentry because they saw him as defender of the social order. Others supported him because of religious reasons with more conservative Protestants and some Catholics defending his religious policies. Then there were those who joined up purely because they sincerely believed in the cause of the King, which was to maintain his royal authority.

Source C

Religion was an important reason for choosing sides in the civil war. The Parliamentarians were against the King's religious policies and many Puritans joined them to fight against changes to the church. However, for some religion did not matter, they were more attracted by the Parliamentarians' attitudes to challenging the class system. A few joined the civil war only to make money but the majority believed in the royal cause.

30. Compare the views of Sources B and C about the reasons why people joined sides in the English Civil War. (Compare the sources overall and/or in detail.)

4

[Now go to SECTION 3 starting on page 24]

SECTION 2 — BRITISH CONTEXTS — 29 marks

Part C — The Atlantic Slave Trade, 1770–1807

Attempt the following **five** questions using recalled knowledge and information from the sources where appropriate.

31. To what extent did tribal conflict encouraged by the slave trade cause the most harm to African societies? 9

(Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Source A is about the impact that trade with the Caribbean had on the British economy.

Source A

British trade with the Caribbean continued for many years. Slave-produced goods such as sugar and coffee were imported into British ports, helping them to become rich and powerful trading centres. Work was provided in many ports as men were employed as sailors, shipbuilders and dock workers. The profits made from the slave trade were also invested in the development of other British industries. Wealthy colonial families built huge mansions in many of the British cities where they traded.

32. How fully does **Source A** explain the impact that trade with the Caribbean had on the British economy? (Use the source and recall to reach a judgement.) 6
33. Describe the methods used to discipline slaves on the plantations. 4

Sources B and C are about the methods used by the abolitionists.

Source B

The abolitionists used a variety of methods to put a stop to the slave trade. Personal accounts changed public opinion, as the dreadful experiences of the slaves during the Middle Passage were told by survivors. Many slavers backed these up, giving similar accounts about the horrors of the trade. Abolitionists such as Clarkson toured the country with equipment used on slaves to show the public how badly they were treated.

Source C

The Committee for the Abolition of the Slave Trade was set up by Thomas Clarkson and Granville Sharp. Clarkson travelled around Britain with instruments such as manacles and thumbscrews to gain support for the cause. John Newton, former slaver, published a pamphlet outlining the horrific conditions of the slave trade and confirming slave accounts. Some slaves, such as Olaudah Equiano, published autobiographies sharing their experiences and changing the views of the public.

34. Compare the views of Sources B and C about the methods used by the abolitionists. (Compare the sources overall and/or in detail.) 4
35. Explain the reasons why it took so long to abolish the slave trade in Britain. 6

[Now go to SECTION 3 starting on page 24]

SECTION 2 — BRITISH CONTEXTS — 29 marks

Part D — Changing Britain, 1760–1914

Attempt the following **five** questions using recalled knowledge and information from the sources where appropriate.

36. To what extent did better sanitation have the biggest impact on people's health between 1760 and 1914?

9

(Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Sources A and **B** are about rules and punishments for workers in textile factories.

Source A

Rules of Waterfoot Mill:

Any person coming to work late shall be fined.

Any person found talking with the other workers instead of working shall be fined.

Any person found smoking on the premises shall be instantly dismissed.

The overseers are responsible for enforcing these rules and shall report all fines to the masters.

The overseers shall be the first on the premises in the morning and the last to leave the premises at night.

Source B

Workers could not afford to lose any of their wages by being fined for things such as being late. Some employers even advanced the factory clocks by 15 minutes in the morning so that all the workers were late. There were other fines too, for offences such as talking, whistling or singing. Mill owners also had the power to sack on the spot any employee who was found to be breaking the rules.

37. Compare the views of **Sources A** and **B** about rules and punishments in textile factories. (Compare the sources overall and/or in detail.)

4

Source C is about the laws which improved working conditions in coal mines.

Source C

The 1842 Mines Act stated that no-one under 15 could be in charge of operating machinery or winding gear. However, this act did nothing to stop boys over the age of 10 from working underground. In 1850, it became compulsory for all mine owners to report accidents that led to death. Further progress was made in making mines safer when the Mines Act of 1862 made single mine shafts illegal. Then in 1872, miners were given the right to appoint inspectors from among themselves.

38. How fully does **Source C** explain the ways in which laws helped to improve working conditions in coal mines? (Use the source and recall to reach a judgement.) 6
39. Explain the reasons why the development of railways had such a big impact on Britain. 6
40. Describe the demands of the Chartists. 4

[Now go to SECTION 3 starting on page 24]

SECTION 2 — BRITISH CONTEXTS — 29 marks

Part E — The Making of Modern Britain, 1880–1951

Attempt the following **five** questions using recalled knowledge and information from the sources where appropriate.

41. Explain the reasons why many people believed some groups of the poor deserved to be helped before 1914. 6

42. To what extent were free school meals the most successful of the Liberal Reforms for the young? 9

(Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Sources A and B are about the benefits of the 1911 National Insurance Act.

Source A

All workers earning under £160 per year had to make a payment of 4 pence per week to the National Insurance fund. In return, insured workers received 10 shillings per week for the first 26 weeks of illness and 5 shillings a week after that. They were also entitled to free visits to the doctor and medicine. In addition, there was a maternity grant of 30 shillings for insured workers.

Source B

Some workers resented having to make weekly National Insurance contributions, but the act had many benefits. When insured workers had a baby, they were given a grant of 30 shillings. The 1911 Act also gave insured workers 10 shillings a week for the first six months of sickness and this benefit was then halved until they were fit to return to work. Insured workers were also provided with free medical care.

43. Compare the views of Sources A and B about the benefits of the 1911 National Insurance Act. (Compare the sources overall and/or in detail.) 4

Source C explains why the Second World War helped to bring about a welfare state.

Source C

In many ways, the Second World War brought people together, created a sense of community and made people determined to create a better Britain. Winston Churchill was Prime Minister of a coalition government after 1940. The government intervened in people's lives more during the war, moving further away from a 'laissez-faire' approach. Rationing was brought in and the Ministry of Food was created, to make sure that everyone got a fair share of food. Some other reforms were introduced before 1945, such as family allowances.

44. How fully does **Source C** explain why the Second World War helped to bring about a welfare state? (Use the source and recall to reach a judgement.) 6
45. Describe the Labour reforms which improved the lives of British people between 1945 and 1951. 4

[Now go to SECTION 3 starting on page 24]

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 25 marks

Part A — The Cross and the Crescent: the Crusades, 1071–1192

Attempt the following **five** questions using recalled knowledge and information from the sources where appropriate.

Source A is from a textbook written by a modern historian, published in 1960.

Source A

Castles became very important during the 11th century. Most castles were built to defend a location and so were usually made of stone and reinforced with high walls. Inside a castle were many rooms including a keep and a Great Hall, where weddings and feasts were held to celebrate special occasions. Castles were often uncomfortable with little warmth or light. Despite this, castles provided a place for knights to stay when carrying out guard duty for their lord.

46. Evaluate the usefulness of **Source A** as evidence of the use of castles in medieval times. 5

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

47. Explain the reasons why Emperor Alexius and the Crusaders had a difficult relationship during the First Crusade. 6

Source B describes the capture of Antioch in 1098.

Source B

The Crusaders had not been at Antioch for long when they heard the news that Kerbogha's army was on its way to attack them. Bohemond, desperate to keep Antioch for himself, bribed a Muslim guard who agreed to let the Crusaders into the city. In the middle of the night, sixty of Bohemond's men scaled the city walls. Quickly they reached the battlements and captured three towers. Before the Muslims could react, the two main gates were opened and the rest of the Crusader army rushed in.

48. How fully does **Source B** describe the capture of Antioch in 1098? (Use the source and recall to reach a judgement.) 6

49. Describe what happened at the Battle of Hattin in 1187.

4

Sources C and D are about the relationship between Saladin and the Muslims.

Source C

When Saladin captured Jerusalem, he ended nearly 100 years of Christian control of the city. Despite this, many Muslims were unhappy with Saladin's leadership and were close to leaving his army. Saladin had been out-fought by the Crusaders at Arsuf and the Muslims believed his poor tactics at Jaffa had cost them victory. Saladin also upset the Muslims at Jerusalem by showing mercy to the Crusaders and refusing to kill them.

Source D

Thousands of Muslims from Syria and Egypt flocked to join Saladin's forces. Saladin was so highly respected by the Muslims that even when he let the Crusaders go free at Jerusalem, not one Muslim complained. Although reinforcements arrived from Europe to help the Crusaders, Saladin was not concerned. At Jaffa Saladin successfully held off an attack led by Richard I and saved the grateful Muslims from defeat.

50. Compare the views of Sources C and D about the relationship between Saladin and the Muslims. (Compare the sources overall and/or in detail.)

4

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 25 marks

Part B — ‘Tea and Freedom’: the American Revolution, 1774–1783

Attempt the following **five** questions using recalled knowledge and information from the sources where appropriate.

51. Describe the events of the Boston Massacre. 4
52. Explain the reasons why the American colonists went to war with Britain in 1775. 6

Source A is from a textbook written by a modern historian, published in 2005.

Source A

The Battle of Fort Ticonderoga gave the colonists a surprising but important victory over the British. The location of the fort was vital as its position protected New York and the New England colonies from British invasion from Canada. No one was killed during the attack. The main reason that the colonists wanted the fort was because they would gain control over cannons, munitions and armaments. These cannons were later moved to Boston. The fort itself was in a rundown condition, needing reconstruction.

53. Evaluate the usefulness of **Source A** as evidence of the conflict between the colonists and the British by 1776. 5
- (You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

Source B is about the experience of British soldiers in battle during the American Revolution.

Source B

The British army had around 8,500 men and were vastly outnumbered by the militia they were fighting. If more troops were needed, they were hired from abroad. British troops wore red coats, white breeches and tall felt hats. Their uniform made them easy targets. It was also unsuitable for fighting in North America. British troops complained about the unfair tactics employed by the colonists. They were not used to fighting enemies whose main tactics were to hide behind walls and trees, open fire then move away.

54. How fully does **Source B** describe the experience of British soldiers in battle during the American Revolution? (Use the source and recall to reach a judgement.)

6

Sources C and D are about attitudes towards the Declaration of Independence.

Source C

On 14 July 1776, Congress took the final step by issuing the Declaration of Independence. King George III was accused by many colonists of indefensible crimes such as imposing taxes which colonists had not agreed to and damaging their trade. The worst charge was that he was responsible for an unfair justice system. The Declaration of Independence was inspirational for all Americans, both black and white.

Source D

The Declaration of Independence was issued in July 1776. Many colonists supported King George III's policies, arguing that his taxes were justified. The King was most upset by the accusation that he had stopped America from having a just legal system as the British felt it was the fairest available. The Declaration was criticised by many as it made no comment on the large number of slaves in America.

55. Compare the views of **Sources C and D** about attitudes towards the Declaration of Independence in 1776. (Compare the sources overall and/or in detail.)

4

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 25 marks

Part C — USA, 1850–1880

Attempt the following **five** questions using recalled knowledge and information from the sources where appropriate.

Source A is from a textbook written by modern historians, published in 1998.

Source A

The American Civil War lasted from 1861 to 1865. After the war ended, thousands of former soldiers wanted to rebuild their lives. Many of the newly freed black slaves were looking for a new life. One obvious place to go was the West. The US government also recognised the need to populate the West and to achieve this, they passed the Homestead Act in 1862. This law encouraged people to move West and allowed each family to settle on 160 acres of land.

- | | |
|--|---|
| 56. Evaluate the usefulness of Source A as evidence of the reasons why people moved West.

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.) | 5 |
| 57. Describe the problems faced by settlers who travelled West. | 4 |
| 58. Explain the reasons why support for the Republican Party grew in the 1850s. | 6 |

Source B is about the Black Codes.

Source B

The Black Codes were laws that were passed by the Southern States after the Civil War. They were designed to limit the freedom of ex-slaves. They gave newly freed slaves the essential right to own and inherit property. Former slaves also had the right to legal protection. However, the Black Codes tried to prevent them from using their right to vote in elections. In certain states, Black Codes banned newly freed slaves from certain jobs and made sure that they could only earn very low wages.

59. How fully does **Source B** describe the treatment of newly freed slaves by the Black Codes? (Use the source and recall to reach a judgement.)

6

Sources C and **D** are about the reaction of Native Americans to their treatment by the US Government.

Source C

We want to die in peace feeling that our numbers will not diminish and that our name will not become extinct. We cannot accept being forced to live on land which is not suitable to our needs. Our people are decreasing in numbers here, and will continue to decrease unless they are allowed to return to their native land. There is no climate or soil which is equal to our previous home.

Source D

After the battle of the Little Bighorn there was no prospect of a Native American military victory against the whites. The only option for us was life on a reservation which had some advantages. We were given adequate amounts of land on which to grow crops. Most accepted the change from being hunters to farmers. Food rations were sufficient and the Native American population increased.

60. Compare the views of **Sources C** and **D** about the attitudes of Native Americans to their treatment by the US Government. (Compare the sources overall and/or in detail.)

4

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 25 marks

Part D — Hitler and Nazi Germany, 1919–1939

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

61. Describe the events of the Munich Beer Hall Putsch in 1923. 4
62. Explain the reasons why support for the Nazis grew by January 1933. 6

Source A is from a textbook written by modern historians, published in 2000.

Source A

The murder of a Nazi diplomat in Paris on 7th November 1938 by a Jew sparked an episode of violent persecution in Germany. Propaganda Minister Joseph Goebbels encouraged an attack on Jewish shops, homes and synagogues. This became known as Kristallnacht (Crystal Night) because of all the glass strewn across the pavements and streets of German towns and cities. Around 100 Jews were murdered during the violence. A further 20,000 were sent to concentration camps. After Kristallnacht the Nazis introduced new measures to persecute the Jews.

63. Evaluate the usefulness of Source A as evidence of the treatment of Jews in Nazi Germany between 1933 and 1939. 5
- (You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

Source B describes opposition in Nazi Germany between 1933 and 1939.

Source B

Some workers protested by refusing to give Nazi salutes. Others rebelled by not turning up for work at all. Some even damaged factory machinery or equipment. In 1939 one factory worker, Georg Elser, was so angered by the lack of workers' rights that he planted a bomb in a hall where Hitler was scheduled to speak. Elser's timing was perfect; however Hitler had finished his speech several minutes early and was no longer on the stage by the time the bomb detonated.

64. How fully does **Source B** describe opposition in Nazi Germany between 1933 and 1939? (Use the source and recall to reach a judgement.)

6

Sources C and D are about attitudes towards youth organisations for girls in Nazi Germany.

Source C

There were separate organisations for boys and girls. For girls, the organisation prepared them for motherhood which most accepted. Girls, at the age of 10, joined the League of Young Maidens. Girls had to run 60 metres in 14 seconds, throw a ball 12 metres, know how to somersault and they enjoyed the competitiveness. When they turned 14, they had lessons on sewing and cooking which most found very useful.

Source D

Girls aged 10-14 years joined the Young Maidens where they were taught how to become good mothers but many resented this. Compulsory route marches and swimming contests were disliked by many girls. Between the ages of 14 and 21, they joined the League of German Maidens where they were further prepared for their roles as the mothers of future Germans. There were also classes on needlework and housework which many considered unnecessary.

65. Compare the views of **Sources C and D** on attitudes towards youth organisations for girls in Nazi Germany. (Compare the sources overall and/or in detail.)

4

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 25 marks

Part E — Red Flag: Lenin and the Russian Revolution, 1894–1921

Attempt the following **five** questions using recalled knowledge and information from the sources where appropriate.

66. Describe the methods used by the Tsar to control the Russian people. 4

Source A is about the 1905 Revolution.

Source A

The 1905 Revolution involved a number of separate uprisings throughout Russia. In January, a wave of strikes began throughout the country involving 400,000 people. The Tsar's uncle, the Grand Duke Sergei, was assassinated in February. By summer, the demands of the protestors had become far more political. They took to the streets demanding freedom of speech, an elected parliament and the right to form political parties. In Poland and the Baltic provinces, national minorities who were opposed to the Tsarist regime also rose up to demand political and economic reforms.

67. How fully does **Source A** describe the events of the 1905 Revolution? (Use the source and recall to reach a judgement.) 6
68. Explain the reasons why the February Revolution broke out in 1917. 6

Source B is from a textbook written by a modern historian, published in 1963.

Source B

The Tsar abdicated in March 1917 and the Duma set up a Provisional Government. It was designed to promote democracy and liberalism in Russia. However, it did not overcome the difficulties facing Russia. The Provisional Government also continued the war, even though the Russian people were completely against it and the army became much less willing to fight. Finally, the Provisional Government failed to solve the issue of land settlements which also angered the peasants.

69. Evaluate the usefulness of **Source B** as evidence of the reasons for the failure of the Provisional Government.

5

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

Sources C and D are about the effects of the Civil War on Russian peasants.

Source C

My troops entered the village and put all the Bolshevik traitors to death, this was the usual punishment. After the executions, their houses were burned. The whole village protested but we did not care. Many villages had to be dealt with in this way but it was necessary. Then the rest of the population was ordered to deliver, without payment, all of their grain. We left them with their cattle and horses.

Source D

Both the Reds and the Whites practised terror in areas under their control. They looked on the death penalty as an emergency measure, which was only used when absolutely necessary. The Whites adopted a policy of grain requisitioning, sending soldiers, usually armed, to get a share of the grain out of peasants' barns. They also took farm animals and horses to help them win the war.

70. Compare the views of **Sources C and D** about the effects of the Civil War on Russian peasants. (Compare the sources overall and/or in detail.)

4

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 25 marks

Part F — Mussolini and Fascist Italy, 1919–1939

Attempt the following **five** questions using recalled knowledge and information from the sources where appropriate.

Source A is from a textbook written by modern historians, published in 1998.

Source A

The Fascists got very little support in the 1919 election, but things improved for them after this. They appealed to many small landowners who had been harmed by Socialist local government and were worried about a Socialist revolution. Young people were attracted to Fascism as it seemed to offer the prospect of adventure and action. The Fascists also gained working class support as they kept some of their original radical social policies such as fair wages and prices.

71. Evaluate the usefulness of **Source A** as evidence of the appeal of Fascism between 1919 and 1925. 5

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

72. Describe the methods used by the Italian Fascists to spread propaganda. 4

Source B describes the activities of Fascist youth organisations.

Source B

The Fascists were determined to win the support of every one of the younger generation. The new Fascist youth organisation was called the ONB (Opera Nazionale Balila). It was a party organisation but it was taken over by the Education Ministry in 1929. Young people learned horse riding skills. Many youngsters went skiing in the Italian Alps. Every member had to swear a personal oath of loyalty to Mussolini. Most towns had rallies on a Saturday afternoon between 3.30 and 6.00 pm.

73. How fully does **Source B** describe the activities of Fascist youth organisations? (Use the source and recall to reach a judgement.) 6

74. Explain the reasons why Italy invaded Abyssinia in 1935.

6

Sources C and D are about opposition to the Fascist regime.

Source C

Europe in the inter-war period was divided between democracies and dictatorships. Democracy managed to survive in Britain, but Mussolini had many admirers there. Opposition to the Fascist government in Italy was quite effective. There were several reasons for this but it was mainly because the regime was not popular amongst large numbers of people. The opposition groups were only occasionally infiltrated by the police and their informers.

Source D

There was opposition to the Fascists, but it never posed a threat to the regime. Many Italians wanted to stay out of politics and concentrate on family life but most supported Mussolini's foreign and economic policies. When opposition groups did appear they were unable to operate without interference from the police. Socialists and Communists were at the forefront of opposition to the government. Fascism has little support in Italy today.

75. Compare the views of Sources C and D about opposition to the Fascist regime. (Compare the sources overall and/or in detail.)

4

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 25 marks

Part G — Free at Last? Civil Rights in the USA, 1918–1968

Attempt the following **five** questions using recalled knowledge and information from the sources where appropriate.

76. Describe the difficulties faced by immigrants to the USA in the 1920s. 4

Source A is from a textbook written by modern historians, published in 2013.

Source A

Slavery had been abolished in the 1860s but the Southern states of the USA used Jim Crow laws to maintain a segregated society. Black children were forbidden to attend school with white children. At work, black Americans collected their pay separately from whites. There were also strict bans on whites and blacks marrying. In 1896, the Supreme Court ruled that such segregation of black people from white people was acceptable. Their ruling was called the ‘separate but equal’ decision.

77. Evaluate the usefulness of **Source A** as evidence of the ways in which the Jim Crow laws segregated black and white Americans. 5
(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)
78. Explain the reasons why sit-ins were an important step forward in the campaign for civil rights. 6

Source B describes events in Birmingham, Alabama in 1963.

Source B

Birmingham was probably the most racist and segregated place in the USA. Martin Luther King led a protest march through Birmingham against the discrimination and inequality faced by black Americans in the city. The march was led by children with over 30,000 demonstrators taking part. Chief of Police, Bull Connor, ordered the arrest of protestors and many children aged 6 to 18 were jailed. On the following day water cannons were used to disperse the marchers. The events in Birmingham caused an outcry across America.

79. How fully does **Source B** describe the civil rights protest in Birmingham in 1963? (Use the source and recall to reach a judgement.)

6

Sources C and D describe the beliefs of Malcolm X.

Source C

Malcolm X was a leading figure in the Nation of Islam. Malcolm was a racist who hated white Americans, in much the same way that members of the KKK hated black Americans. His answer to the discrimination faced by black Americans was to call for segregation of the races — to separate black Americans from the ‘white enemy’. In promoting ‘Black is Beautiful’, Malcolm argued that black Americans were a superior people to other races.

Source D

Malcolm X never once argued for segregation of white Americans from black Americans. He believed that black Americans should be in control of black communities and equally believed in white power for white people. Malcolm never believed that black people were superior to anyone else. Malcolm didn’t hate white Americans, he just distrusted them, not because of their skin colour but because of the way they treated his people.

80. Compare the views of **Sources C and D** about the beliefs of Malcolm X. (Compare the sources overall and/or in detail.)

4

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 25 marks

Part H — Appeasement and the Road to War, 1918–1939

Attempt the following **five** questions using recalled knowledge and information from the sources where appropriate.

81. Explain the reasons why the German people were so opposed to the Treaty of Versailles.

6

Source A is about the work of the League of Nations.

Source A

The 1920s are known as the Golden Age of the League of Nations. The League improved health by starting a global campaign to exterminate mosquitoes and the spread of malaria. It also tried to settle disputes between nations. When Czechoslovakia and Poland fought over Teschen, the League resolved the conflict by splitting the area between the two countries. In 1921 it held a vote to settle a disagreement between Germany and Poland over control of Silesia. When Greece invaded Bulgaria in 1925, the League successfully ordered Greece to withdraw.

82. How fully does **Source A** describe the successes of the League of Nations before 1933? (Use the source and recall to reach a judgement.)
83. Describe the steps taken by Hitler to strengthen Germany's military position between 1933 and 1938.

6

4

Source B is from a textbook written by modern historians, published in 2006.

Source B

Time and again Britain backed down in the face of Nazi aggression. This policy can be traced back to the way Germany was treated at Versailles, with many in Britain later regretting how harsh the Treaty had been. After the horrors of the Great War, public opinion influenced British governments more than ever before, because people longed for peace. Furthermore, the British economy was depressed throughout the 1930s and appeasement was an attractive way of avoiding expensive conflict.

84. Evaluate the usefulness of **Source B** as evidence of the reasons why Britain chose to follow a policy of appeasement.

5

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

Sources C and D are about the reaction of Neville Chamberlain to Germany's occupation of Czechoslovakia in March 1939.

Source C

The British public reacted with fury. However, Chamberlain's reaction to the German occupation of Czechoslovakia was weak. Although Hitler was clearly in breach of the promises he had previously made, Chamberlain would not accuse him of breaking the terms of the Munich Agreement. Chamberlain never had any intention of fighting Germany at this point and he continued trying to negotiate a peaceful settlement with Hitler.

Source D

Chamberlain made it very clear to Hitler that he believed the promises he had made at Munich had been broken. Chamberlain put Britain on a war footing and was ready and willing to fight with Germany if necessary. The German occupation of Czechoslovakia marks the moment that Chamberlain finally took strong action against Hitler. On 31st March, Britain pledged to defend the independence of Poland.

85. Compare the views of **Sources C and D** about the reaction of Neville Chamberlain to Germany's occupation of Czechoslovakia in March 1939. (Compare the sources overall and/or in detail.)

4

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 25 marks

Part I — World War II, 1939–1945

Attempt the following **five** questions using recalled knowledge and information from the sources where appropriate.

86. Explain the reasons why the German army was able to defeat Poland in 1939. 6

Source A is from a textbook written by a modern historian, published in 2011.

Source A

The German plan was to attack through Holland and Belgium, with the main blow against France to be launched a little later through the Ardennes. This was a hilly and heavily forested area on the German-Belgian-French border. Contrary to a generally held belief, the Germans had fewer tanks than the Allies (2,500 against 3,500) at this point. The German tanks were concentrated into Panzer formations but the French tanks were scattered rather than organised into powerful formations like the Germans.

87. Evaluate the usefulness of **Source A** as evidence of the German invasion of France in 1940. 5

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

Source B is about the Battle of Midway, June 1942.

Source B

At 10·26 am on the 4th June 1942 the course of World War Two in the Pacific changed. At that moment 37 bombers from the USS Enterprise engaged in a dive-bombing attack on two Japanese aircraft carriers. Within minutes both ships were on fire due to the explosion of fuel lines and aircraft petrol tanks. Within six hours the remaining two Japanese carriers had also been destroyed. By the time the battle ended, 3,057 Japanese had died. Midway was that rarest of fights — a truly decisive battle.

88. How fully does **Source B** describe the Battle of Midway in June 1942? (Use the source and recall to reach a judgement.) 6

89. Describe the conditions for prisoners in forced labour camps in Nazi occupied Europe.

4

Sources C and D describe the Normandy landings in June 1944.

Source C

The 6th of June 1944 saw the start of the largest naval, air and land operation in history. The Normandy landings, which pushed German forces out of north-west Europe, are often remembered as a predominantly American operation. The German forces were defeated in northern France due to the better tactical skills of the Allies. However, despite the Allies becoming bogged down in Normandy, they eventually secured one of history's most memorable victories.

Source D

Despite being led by an American General, D-Day was a huge Allied effort with Britain taking the lead in planning and resourcing it. Although a long and costly campaign, it played a crucial role in ending the war. The rapid Allied advance through France was faster than the German advance through France four years earlier. The German forces were not easy to defeat, nevertheless the Allies prevailed due to their superior resources.

90. Compare the views of Sources C and D about the Normandy landings in June 1944. (Compare the sources overall and/or in detail.)

4

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 25 marks

Part J — The Cold War, 1945–1989

Attempt the following **five** questions using recalled knowledge and information from the sources where appropriate.

91. Explain the reasons why NATO was set up in 1949.

6

Source A is from a textbook written by a modern historian, published in 1997.

Source A

The Soviet Union exploded an atomic bomb in 1949. From this point there was the possibility of nuclear war between the Soviet Union and America. In 1962 Castro agreed to the placing of 64 nuclear missiles on 9 bases in Cuba. In October, 43,000 Soviet servicemen arrived in Cuba, along with hundreds of tanks and anti-aircraft missiles to operate and defend the bases. The equipment was unloaded at night and the servicemen arrived on cruise ships dressed as holidaymakers.

92. Evaluate the usefulness of **Source A** as evidence of the Cuban missile crisis.

5

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

Source B is about American military tactics in Vietnam.

Source B

By the end of 1968 there were more than half a million American troops in Vietnam. Their involvement in this conflict would prove to be very controversial indeed. The Americans used napalm which caused horrific burns on its victims. Anti-personnel bombs exploded in mid-air and spewed out thousands of pellets and needles onto the land below. Helicopters were also used to transport platoons in and out of the jungle very quickly. Operation Flaming Dart was a bombing campaign targeting North Vietnamese bases in 1965.

93. How fully does **Source B** describe American military tactics in Vietnam? (Use the source and recall to reach a judgement.)

6

94. Describe the tactics used by the Vietcong.

4

Sources C and D are about the attitudes towards the strategic arms limitation treaties.

Source C

By the 1970s both the Soviet Union and the United States were willing to make agreements with each other to limit weapons. Both countries believed that these treaties would limit the threat of nuclear destruction. There was a desire in both countries to save money rather than spending it on more weapons. There was a belief that arms reduction could lead to increased cooperation between the two superpowers.

Source D

In 1972 the SALT 1 Treaty limited the number of Anti-Ballistic Missiles and prevented the addition of more long range missiles. Nixon and Brezhnev did not care about how much this would cost. Many were concerned that agreements such as this would not reduce the threat of nuclear war. Both countries continued to view each other with suspicion and were reluctant to cooperate on areas such as joint space missions.

95. Compare the views of Sources C and D on the attitudes towards the strategic arms limitation treaties. (Compare the sources overall and/or in detail.)

4

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