



X837/75/11

History

Duration — 2 hours 20 minutes

Total marks — 80

SECTION 1 — SCOTTISH CONTEXTS — 29 marks

Attempt ONE part.

SECTION 2 — BRITISH CONTEXTS — 26 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.



* X 8 3 7 7 5 1 1 *

SECTION 1 — SCOTTISH CONTEXTS

PARTS

- A. The Wars of Independence, 1286–1328 *pages 04–05*
- 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*

SECTION 2 — BRITISH CONTEXTS

PARTS

- A. The Creation of the Medieval Kingdoms, 1066–1406 *pages 14–15*
- B. War of the Three Kingdoms, 1603–1651 *pages 16–17*
- C. The Atlantic Slave Trade, 1770–1807 *pages 18–19*
- D. Changing Britain, 1760–1914 *pages 20–21*
- E. The Making of Modern Britain, 1880–1951 *pages 22–23*

SECTION 3 — EUROPEAN AND WORLD CONTEXTS

PARTS

- A. The Cross and the Crescent: the Crusades, 1071–1192 *page 24–25*
- B. ‘Tea and Freedom’: the American Revolution, 1774–1783 *page 26–27*
- C. USA, 1850–1880 *page 28–29*
- D. Hitler and Nazi Germany, 1919–1939 *page 30–31*
- E. Red Flag: Lenin and the Russian Revolution, 1894–1921 *page 32–33*
- F. Mussolini and Fascist Italy, 1919–1939 *page 34–35*
- G. Free at Last? Civil Rights in the USA, 1918–1968 *page 36–37*
- H. Appeasement and the Road to War, 1918–1939 *page 38–39*
- I. World War II, 1939–1945 *page 40–41*
- J. The Cold War, 1945–1989 *page 42–43*

[BLANK PAGE]

DO NOT WRITE ON THIS PAGE

SECTION 1 — SCOTTISH CONTEXTS — 29 marks

Part A — The Wars of Independence, 1286–1328

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

1. To what extent was the death of Alexander III the main reason for the succession problem in Scotland from 1286–1292?

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 Franco-Scottish Treaty.

Source A

In 1294, King John Balliol was asked to send a Scottish army to France to fight for Edward I. The Scots were opposed to this idea because they had trading links with France, so they refused Edward's demands. Instead they agreed to help the French against the English. This treaty was called the Franco-Scottish Alliance. It helped Scotland to be allied to an important European power.

Source B

When Edward I was preparing for war with France in 1294, he asked his lords, including King John Balliol, to send soldiers to help him. The Scots were unhappy with Edward's demands and refused to send an army to help Edward. The Scots then formed a new council of 12 Guardians. Scotland signed a treaty with France, which stated that if France was attacked Scotland would invade England to help them.

2. Compare the views of **Sources A** and **B** about the Franco-Scottish Treaty.
(Compare the sources overall and/or in detail.)
3. Describe the ways in which Edward I took control of Scotland in 1296.

4

4

Source C describes the capture and death of William Wallace.

Source C

In August 1305, Wallace was betrayed to the English by Sir John Menteith, when he was hiding in a barn at Robroyston near Glasgow. Sir John Menteith would later fight alongside Robert Bruce against the English. Wallace was taken to London by boat, to make a rescue attempt more difficult. He was then led through the streets to Westminster, where he was declared an outlaw and a traitor. Without a proper trial, Wallace was found guilty of treason and was executed.

4. How fully does **Source C** describe the capture and death of William Wallace?
(Use the source and recall to reach a judgement.) 6
5. Explain the reasons why Robert Bruce was able to win independence for Scotland by 1328. 6

[Now go to SECTION 2 starting on page 14]

SECTION 1 — SCOTTISH CONTEXTS — 29 marks

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

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

Sources A and B are about the ‘Rough Wooing’ between England and Scotland.

Source A

In December 1543 Scotland rejected the Treaty of Greenwich. In May 1544, Henry VIII ordered an invasion of Scotland to force the Scots to change their minds. This was not the first time that there had been issues about succession to the Scottish throne. Important towns, such as Edinburgh and Berwick, were attacked and burned. The French provided military support by getting Scotland to sign the Treaty of Haddington — which promised Mary would marry Francis, who was the heir to the French throne.

Source B

The ‘Rough Wooing’ was a war between England and Scotland lasting 7 years. The conflict resulted in many Scottish towns being attacked by the English. Henry VIII ordered these attacks to make Scots accept the Treaty of Greenwich. He was angry that Mary was no longer going to marry his son Edward. In return for Mary’s marriage to the French Dauphin, military support arrived from France and Mary was sent to live there in 1548.

- | | |
|---|---|
| 6. Compare the views of Sources A and B about the ‘Rough Wooing’ between England and Scotland.
(Compare the sources overall and/or in detail.) | 4 |
| 7. Explain the reasons why there was a rebellion against Mary of Guise. | 6 |
| 8. Describe the murder of Riccio in 1566. | 4 |

Source C describes the Battle of Langside in 1568.

Source C

Mary escaped from Lochleven Castle in May 1568 where she had been imprisoned by the Scottish nobles and forced to abdicate. By the time Mary arrived at Langside, she was able to gather over 6,000 supporters. At Langside she was opposed by the army of the Scottish Lords led by Moray and Kirkcaldy of Grange. Mary's troops outnumbered those of Moray's, but his army had good leadership in Morton and Kirkcaldy of Grange. Mary's army was defeated so she fled to Dumfries then to England.

9. How fully does **Source C** describe the Battle of Langside in 1568? 6
(Use the source and recall to reach a judgement.)
10. To what extent was Mary's involvement in Catholic plots the main reason why she was executed by Elizabeth I in 1587? 9
(Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

[Now go to SECTION 2 starting on page 14]

SECTION 1 — SCOTTISH CONTEXTS — 29 marks

Part C — The Treaty of Union, 1689–1715

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

Sources A and B are about the Worcester incident.

Source A

By 1705 relations between Scotland and England were bad. Matters were made worse by the Worcester incident. An English ship, the Worcester, was seized at Leith, outside Edinburgh. Captain Green and two of his crew were charged with piracy. This was a ridiculous charge, but the sailors were hanged on Leith Sands on 11 April 1705, in front of a crowd of 80,000 angry people.

Source B

In 1701 the English Parliament had passed the Act of Settlement. In 1703 the Scottish Parliament had passed the Wool Act. In 1705 an English merchant ship called the Worcester was captured by the Scots. Three sailors were accused of being pirates. The Scottish court showed no mercy and the three sailors were executed. It was now difficult to see how the two countries could join in Union.

- | | | |
|-----|---|---|
| 11. | Compare the views of Sources A and B about the Worcester incident.
(Compare the sources overall and/or in detail.) | 4 |
| 12. | Explain the reasons why many Scots supported the Union with England. | 6 |
| 13. | Describe the arguments used by Scots who were against the Union with England. | 4 |
| 14. | To what extent was corruption the most important reason for the passing of the Treaty of Union by the Scottish Parliament?

(Use recalled knowledge to introduce then present a balanced assessment of the influence of different factors and come to a reasoned conclusion .) | 9 |

Source C describes the effects of the Union on Scotland up to 1715.

Source C

The Treaty of Union came into effect in 1707. In the aftermath of the Union the Parliament in London discussed many changes. The Yule Vacance Act of 1711 recognised Christmas as a holiday in the Scottish law courts. The Toleration Act of 1712 allowed freedom of worship for Episcopalians. The Patronage Act of 1711 prevented Kirk congregations from selecting their own ministers. In addition, in 1712 the House of Lords became the court of appeal for all Scottish legal cases.

15. How fully does **Source C** describe the effects of the Union on Scotland up to 1715?
(Use the source and recall to reach a judgement.)

6

[Now go to SECTION 2 starting on page 14]

SECTION 1 — SCOTTISH CONTEXTS — 29 marks

Part D — Migration and Empire, 1830–1939

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

Source A describes the impact that the Empire had on Scotland.

Source A

England was not the only country to see significant growth as a result of the Empire. In the mid-nineteenth century Dundee became the jute capital of Europe, producing great quantities of yarn which was woven into sacks, carpets and linoleum. The harbour at the mouth of the River Tay was crammed with sailing ships from Calcutta. In the 1860s about half of the town's workers were employed in the jute mills. Huge fortunes were made by a relatively few 'Jute Barons' from families such as the Baxters, Bonars and Grimmonds.

16. How fully does **Source A** describe the impact that the Empire had on Scotland?
(Use the source and recall to reach a judgement.)

6

Sources B and C are about the jobs done by Irish immigrants.

Source B

By 1841, 5% of the population of Scotland were Irish born, concentrated mostly in Glasgow, Edinburgh and Dundee. These Irish provided a hardworking source of unskilled labour. Gangs of Irish navvies did great service in all sorts of construction projects. In addition, the Irish provided a supply of seasonal harvest workers. They also acted as cut-price labour in the mines where they were frequently employed to break strikes.

Source C

The Irish made a substantial contribution to the development of the Scottish economy. In the mining districts the Irish gained a bad reputation as strike-breakers, hired by employers to weaken the Trade Unions. In the long run however, they were willing to take on the unskilled jobs that were not always attractive to Scots. Young Irishmen formed a great mobile army of navvies moving across the country building railways, canals and bridges.

- | | |
|---|---|
| 17. Compare the views of Sources B and C about the jobs done by Irish immigrants in Scotland.
(Compare the sources overall and/or in detail.) | 4 |
| 18. Describe the ways in which the Church was important to Irish Catholic immigrants in Scotland. | 4 |
| 19. Explain the reasons why some Scots were forced to emigrate after 1830. | 6 |
| 20. To what extent was education the most important role of Scots in the development of the New World?
(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 2 starting on page 14]

SECTION 1 — SCOTTISH CONTEXTS — 29 marks

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

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

21. Describe the methods used to recruit Scottish soldiers in the Great War. 4

Source A describes the experience of Scottish soldiers in the trenches.

Source A

The failure of the Schlieffen Plan led to the development of the trench system on the Western Front. As a result, warfare changed significantly for Scottish troops. The threat of death kept soldiers on edge. Poor living conditions and a lack of sleep wore away at men's health and stamina. Random shelling, earth-shattering mortar bombs and deadly rifle shots from snipers broke the boredom of trench life. The enemy remained hidden from view and soldiers often felt powerless against sudden death.

22. How fully does **Source A** describe the experience of Scottish soldiers in the trenches? (Use the source and recall to reach a judgement.) 6

Sources B and C are about rationing in Scotland during the Great War.

Source B

Compulsory rationing was introduced in stages between December 1917 and April 1918. Ration cards were issued and everyone had to register with a local butcher and grocer. One of the first items to be rationed was sugar in February 1918. However by the end of April, meat, butter, cheese and margarine were added to the list. Rationing benefited the health of the country, decreasing the average calorie intake only slightly.

Source C

People began to fear that the country was running out of food. Panic buying led to shortages. In February 1918, one of the first items the Ministry of Food decided to ration was sugar. This was later followed by butchers' meat and dairy products. The idea of rationing food was to guarantee supplies, not to reduce consumption. This kept the Scottish people healthy as the intake of calories almost kept up to the pre-war level.

- | | |
|--|---|
| 23. Compare the views of Sources B and C about rationing in Scotland during the Great War.
(Compare the sources overall and/or in detail.) | 4 |
| 24. Explain the reasons why there was a decline in heavy industry in Scotland after the Great War. | 6 |
| 25. To what extent were the peaceful methods of Suffragists in Scotland the main reason for the extension of the right to vote in 1918?
(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 2 starting on page 14]

SECTION 2 — BRITISH CONTEXTS — 26 marks

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

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

26. Explain the reasons why William I was able to consolidate power in England after 1066. 6
27. To what extent was the growing authority of the Church Henry II's greatest problem when he became king in 1154? 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 from a chronicle written by a monk in St Albans in 1260.

Source A

A man came to St Albans with a cross of wood that was made from the same cross on which Christ was crucified. It was a miserably poor church, but the monks saw this relic as the path to a richer church glorying in the name of God. Miracles began in the monastery, the dead were raised to life and the blind had their sight. People came to the church to pray to the relic for forgiveness.

28. Evaluate the usefulness of **Source A** as evidence of the reasons many went on religious pilgrimages during 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.)

Source B describes the Peasants' Revolt in 1381.

Source B

The Revolt was centred in the south-eastern counties and East Anglia, with minor disturbances in other areas. There had been many causes but the final straw had been the Poll Tax of 1381. The government of the young Richard II was surprised by the start of the Revolt in Essex. Around 30,000 peasants marched from Essex, Norfolk, Suffolk and Kent, and converged on London. During this attack on London, Wat Tyler was chosen as one of the leaders and met the King at Smithfield.

29. How fully does **Source B** describe the Peasants' Revolt in 1381?
(Use the source and recall to reach a judgement.)

6

[Now go to SECTION 3 starting on *page 24*]

SECTION 2 — BRITISH CONTEXTS — 26 marks

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

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

30. Explain the reasons why James VI and I and Parliament argued over revenue and religion.

6

Source A is from a record of parliamentary business written by an official record keeper in 1625.

Source A

At the start of October, 80 English ships set sail from Plymouth for Spain. The expedition began in failure when the fleet encountered a storm which caused around 40 ships to go missing for 7 days. Eventually the fleet came together at the Bay of Cádiz. When the army landed, they found a good store of wine and were soon drunk. The plan to take Cádiz had to be abandoned and the fleet returned home to England with dishonour.

31. Evaluate the usefulness of **Source A** as evidence of foreign policy failures during the early years of the reign of Charles I, 1625–1629.

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.)

32. To what extent were religious tensions the main reason for challenges to royal authority in Scotland and England during the reign of Charles I?

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 describes the Battle of Marston Moor in July 1644.

Source B

Marston Moor was a very significant battle in the Civil War. The battle saw the two armies equally matched in cavalry, but the Royalists were outnumbered in infantry due to the Scots who had joined the Parliamentarians. The battle lasted around 2 hours. The Parliamentarian forces lost around 2,000 men and the Royalists over 4,000. In terms of numbers, the battle is thought to be one of the largest fought on English soil. Two weeks after the battle, the city of York surrendered to the Parliamentarians.

33. How fully does **Source B** describe the Battle of Marston Moor in July 1644?
(Use the source and recall to reach a judgement.)

6

[Now go to SECTION 3 starting on page 24]

SECTION 2 — BRITISH CONTEXTS — 26 marks

Part C — The Atlantic Slave Trade, 1770–1807

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

Source A is an extract from a diary written by a visitor to an African slave factory in 1801.

Source A

In Africa there were several tribes which captured people for the international slave trade. The first slave factory I visited was a large area, protected by a tall fence with sharp points on the top. Under some trees, were the huge pots in which the beans and rice were cooked for the slaves. Many of the slaves were ones I had seen before on my travels. Some seemed filled with dread over their future as they believed that Europeans bought Africans to eat them.

34. Evaluate the usefulness of **Source A** as evidence of African slave factories. 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.)
35. Explain the reasons why the Atlantic slave trade was so important to the British economy. 6

Source B describes the living and working conditions of slaves on the plantations.

Source B

Approximately 12 million Africans were taken to the Caribbean to work on the plantations. Slaves were forced to work 12 hour days, at harvest time this could be much more. If slaves did not work hard enough they would be whipped by the overseers. Many slaves struggled to work these long hours. The food that was given to them was cheap and of poor quality, rarely including meat. Slaves were often made to build their own shacks by the overseers.

36. How fully does **Source B** describe the living and working conditions of slaves on the plantations? 6
(Use the source and recall to reach a judgement.)
37. How important were economic circumstances to the eventual success of the abolition campaign? 9
(Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

[Now go to SECTION 3 starting on page 24]

SECTION 2 — BRITISH CONTEXTS — 26 marks

Part D — Changing Britain, 1760–1914

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

Source A describes the poor housing conditions that existed in British cities in the nineteenth century.

Source A

People were attracted to the towns by the hope of higher wages and regular employment. The workers found themselves living in rows of overcrowded houses which were often built back-to-back. This was to save on building costs. Houses were usually put up by factory owners so they were close to the mills, which meant they were close to the belching smoke and fumes from the factory chimneys. The houses were often without running water which made life difficult. Privies (toilets) were shared by several families.

38. How fully does **Source A** describe the poor housing conditions in British cities in the nineteenth century?

6

(Use the source and recall to reach a judgement.)

Source B is from the Factory Act passed by the Government in 1833.

Source B

It is important that the working hours of children and young persons employed in factories should be controlled, as there are a great number of children now employed in factories. No person under the age of 18 shall be employed for more than 12 hours in one day. It will be unlawful to employ in any factory any child who is not over 9 years old. The Inspectors shall have power to enforce the attendance at school of children employed in factories.

39. Evaluate the usefulness of **Source B** as evidence of the improvements to working conditions in the nineteenth century.

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.)

40. To what extent were social changes the most important impact of the railways in Britain?

9

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

41. Explain the reasons why there was pressure for democratic reform before 1832.

6

[Now go to SECTION 3 starting on page 24]

SECTION 2 — BRITISH CONTEXTS — 26 marks

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

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

Source A is from the book *‘Life and Labour of the People in London’* by Charles Booth, published in 1889.

Source A

The problem of poverty has grown too large for the government to ignore. Evidence of this can be seen in the overcrowded workhouses of London. A very close connection, it is often remarked, can often be established between irregular employment and poverty in Britain. This has been the case for a number of years. Many men over the age of 50 are always out of work. A major reason for working people living in poverty is low wages.

42. Evaluate the usefulness of **Source A** as evidence of the causes of poverty in the late 1800s. 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.)
43. How successful were the reforms of the Liberal Government of 1906–1914 in helping groups at risk in Britain? 9
- (Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)
44. Explain the reasons why the experiences of the Second World War changed attitudes to poverty in Britain. 6

Source B describes changes to education made after 1945.

Source B

After the war was over, it became Labour's job to implement the 1944 Education Act. This meant that for the first time secondary education was free and compulsory for everyone. Over 1,000 new schools were built because of this and also to replace schools that had been destroyed during the war. Some of the new secondary schools were to be technical schools, where pupils would receive a scientific and technical education. For the first time the education system was clearly organised into stages; primary, secondary and further education.

45. How fully does **Source B** describe the changes to education made after 1945?
(Use the source and recall to reach a judgement.)

6

[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.

46. Describe the role of a knight in medieval times. 4

47. Explain the reasons why so many people joined the First Crusade. 6

Source A explains why the First Crusade was a success.

Source A

The Church helped support the Crusade by claiming that they were doing God's work thus motivating the Crusaders to victory. Leadership also helped the First Crusade to succeed as each army followed a clear chain of command. However, the success of the First Crusade was affected by attacks on Jewish people en-route to the Holy Land. A united European front made of large and organised armies of loyal Christians meant that the Crusade had more chance of success. Also, divisions in the Muslim world left them vulnerable.

48. How fully does **Source A** explain the reasons why the First Crusade was such a success? 6

Source B is from a textbook written by a modern historian in 2010.

Source B

The Crusaders could not rely on using the local population in their armies as they were mostly Muslim and had no training anyway. Despite this, the states did well for a number of years and held onto the gains they had made. However, the employment of mercenaries depended on money available which was not always as easy to find for some of the states. The squabbles between kings, knights, and barons made Christian agreements more difficult to achieve.

49. Evaluate the usefulness of **Source B** as evidence of the long-term problems faced by the Crusaders after the First Crusade. 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 Richard I's military successes in the Third Crusade.

Source C

Richard's leadership of the Third Crusade received admiration from Christian and Muslim alike. Richard showed great military tactics in forcing Saladin into signing a peace treaty. Many believe that Richard brought new energy to the Crusades which gained the respect of his soldiers. Also despite not being able to capture Jerusalem, Richard's campaign was considered successful because evidence shows that this was never his main aim.

Source D

Twice Richard led his forces to within a few miles of Jerusalem, but the recapture of the city did not happen. Many Crusaders thought that Richard's leadership of the Third Crusade was a failure as he was unsuccessful in taking Jerusalem. Richard argued with Phillip II of France and Leopold V of Austria who did not like his leadership. Richard had to resort to making peace with Saladin which left many questioning his military skills.

50. Compare the views of Sources C and D about Richard I's military successes in the Third Crusade.

(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.

Source A is from a textbook written by a modern historian in 2017.

Source A

When the ‘Seven Years War’ had ended in 1763, there were many tensions between Britain and her colonies. When Britain was at war with France, America was found to have been continuing to trade with France. As a result of this, British politicians called for tighter controls and restrictions over the Empire as a whole. In order to do this, Britain would need to leave an army behind in America, which created further strain on their relationship.

51. Evaluate the usefulness of **Source A** as evidence of tensions created by the defeat of France in 1763. 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.)
52. Explain the reasons why the conflict between Britain and its American colonies escalated between 1774 and 1776. 6

Sources B and C are about the Battle of Bunker Hill.

Source B

The Battle of Bunker Hill was a great victory for the British forces. The British soldiers were well trained and equipped, meaning that they would not take risks and make errors in judgement. Reports of the battle stated that there were a great deal of casualties with estimates of up to 400 colonists killed compared to 226 British troops. After Bunker Hill the British Army became even more unpopular in the American colonies.

Source C

The American commander was careful not to waste ammunition, ordering his men not to fire too early. Although the British Army was well prepared, they did not always use their training and their bright uniforms were a disadvantage. The colonists suffered less than half of the British casualties. Overall, the events of Bunker Hill were a huge embarrassment for the British Army. The colonists gained a great deal of confidence and were encouraged to continue their fight.

53. Compare the views of **Sources B** and **C** about the Battle of Bunker Hill. 4
(Compare the sources overall and/or in detail.)
54. Describe the nature of the fighting during the American Revolution. 4

Source D explains the reasons why the British were defeated at Saratoga.

Source D

Having captured Fort Ticonderoga with great ease, the British mobilised to strengthen their position. However, Generals Clinton and Howe were too late to make their planned meeting with General Burgoyne who was invading southwards from Canada. Due to the mountainous terrain, the British Army moved onto their next battleground much slower than anticipated. The colonists made the progress even slower by destroying crops and burning food supplies. When Burgoyne's troops reached Saratoga, they were outnumbered by colonists and swiftly defeated.

55. How fully does **Source D** explain the reasons why the British were defeated at Saratoga? 6
(Use the source and recall to reach a judgement.)

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.

56. Explain the reasons why life was difficult for homesteaders in the West. 6

Source A is from a textbook written by a modern historian in 2010.

Source A

The vast majority of plantations were along the Mississippi River in South Carolina, Alabama and Virginia. Some slave owners encouraged ‘marriage’ because they believed it made their slaves more stable. However, most slaves lived in one-roomed cabins that were cold in the winter and hot in the summer. Disease spread very quickly in these conditions. These conditions were similar for most slaves who lived in the South in the years before the American Civil War.

57. Evaluate the usefulness of **Source A** as evidence of the life of slaves on Southern plantations. 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 explains the reasons why the Freedmen’s Bureau was considered successful.

Source B

The Freedmen’s Bureau was set up in 1865 by Congress to help millions of former black slaves and poor Whites in the South in the aftermath of the Civil War. The Freedmen’s Bureau was successful in building hospitals in the South. They also built schools for ex-slaves allowing access to education. They also supported ex-slaves by settling disagreements with employers. Also, the Bureau was praised for its work in reuniting ex-slaves and their families after the end of the war.

58. How fully does **Source B** explain the reasons why the Freedmen’s Bureau was considered successful? 6
- (Use the source and recall to reach a judgement.)

Sources C and D are about the movement of the Native American tribes to the reservations.

Source C

The Whites were always breaking promises. We were told that if we gave up our way of life and moved to the reservations, we would have enough to live. There was never enough to eat. They also promised us medical care, but there was none. On the reservations, many of us died due to starvation and disease. But the Whites didn't care, they just wanted to build their railroad.

Source D

Native Americans had to move to the reservations for their own survival. They would not have survived without the medical care that was available from reservation doctors. Similarly, reservations provided farming land so that Native peoples could grow a plentiful supply of food. White agents did all they could to look after the Native Americans. It is wrong to say that many Native Americans died on the reservations.

59. Compare the views of Sources C and D about the movement of the Native American tribes to the reservations. 4
(Compare the sources overall and/or in detail.)
60. Describe the events of the Sand Creek Massacre in 1864. 4

Part D — Hitler and Nazi Germany, 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 a modern historian in 1999.

Source A

Outside the Beer Hall a shot was fired and in the next instant many shots rang out from both sides. Hitler's meetings were usually very well attended because of his public speaking skills. More shooting started after which 16 Nazis and 3 policemen lay dead or dying on the streets of Munich and many more were wounded. Several Nazis fled the scene, including Hitler. However, the Nazi Party would recover to challenge the authorities again.

- 61.** Evaluate the usefulness of **Source A** as evidence of the events of the Beer Hall Putsch in 1923. **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 explains the reasons why the German people were unhappy with the Weimar Republic.

Source B

The Weimar Republic's Proportional Representation voting system was fair and democratic. However it confused people who were not used to voting in this way. Proportional Representation produced coalitions which meant people never got the party policies they wanted because different parties shared power. Many important Germans remained loyal to 'Old Germany' and did not see why the government should be handed over to people they believed incapable of governing. Many working class Germans did not like the new system that allowed the wealthier classes to keep most of the power.

- 62.** How fully does **Source B** explain the reasons why the German people were unhappy with the Weimar Republic? **6**

(Use the source and recall to reach a judgement.)

- 63.** Describe the events of the Reichstag fire in February 1933. **4**

- 64.** Explain the reasons why there was so little organised opposition to the Nazis between 1933 and 1939. **6**

Sources C and D are about the economic policies of the Nazis.

Source C

By 1939 the number of unemployed dropped from 6 million to almost nothing thanks to Nazi job creation schemes. Under the German Labour Front workers were grateful for regular wages and job security. It was almost impossible to be sacked. German workers had frequent breaks and regular working hours. Workers were contented because they had access to more leisure time than they had previously enjoyed during the Weimar regime.

Source D

By 1939 unemployment in Nazi Germany had fallen due to the sacking of anti-Nazis, Jews and women from the workforce. German workers were unhappy because they were working longer hours so they had little spare time left for hobbies or spending with family. Workers complained that wages did not increase despite the rising costs of living. However there were no recorded strikes in Nazi Germany.

65. Compare the views of Sources C and D about the economic policies of the Nazis.
(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 role of the Russian Church in maintaining the Tsar's power. 4

Sources A and B are about the causes of the 1905 Revolution.

Source A

The 1905 Revolution in Russia shocked the Tsar and his family. It is clear that one of the main causes of the Revolution was the failure of the Russian Army to defeat the Japanese in the 1905 war. The economy also had problems that Russians were unhappy with which led to revolution. The middle class made it clear that they wanted change because they had no direct say in the running of the country.

Source B

It is too simple to say that economic problems, such as low pay, caused the 1905 Revolution. Similarly, revolution did not come about simply because the middle class wanted more say in the government. Officers of the Russian Army claimed that the causes of the 1905 Revolution predated the army's defeat against Japan. The Revolution was brought about by Father Gapon and his unlawful march on the Winter Palace.

67. Compare the views of Sources A and B about the causes of the 1905 Revolution. 4
(Compare the sources overall and/or in detail.)

Source C is from a textbook written by a modern historian in 2017.

Source C

By 1917, the Tsar's regime was experiencing a wide variety of challenges. During the war, Rasputin's reputation got worse as rumours spread that he was having an affair with the Tsarina whilst the Tsar was at the Front Line. Rasputin was known to take bribes to help people get jobs in the government, which the Tsar did nothing about. Some people in the Duma believed Rasputin was influencing foreign policy decisions. However, the Tsar and Tsarina were distraught when they were told of his assassination.

- 68.** Evaluate the usefulness of **Source C** as evidence of the reasons why the Tsar's regime was unpopular.

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.)

- 69.** Explain the reasons why the Provisional Government failed in 1917.

6

Source D explains the reasons why the October Revolution of 1917 was successful.

Source D

The October Revolution created the first Communist state in Russia. The main reason for the success of the October Revolution was the Bolsheviks' promise to end Russian involvement in the First World War. Some members of the army turned to the Bolsheviks due to this promise. The Provisional Government made the mistake of giving weapons to the Bolsheviks to help fight the Kornilov Revolt which they refused to give back. Some Russian peasants wanted the October Revolution to succeed so that the land problem could be solved. Many Russians also supported the Bolsheviks because they believed in Lenin's promises.

- 70.** How fully does **Source D** explain the reasons why the October Revolution of 1917 was successful?

6

(Use the source and recall to reach a judgement.)

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.

71. Explain the reasons why Mussolini was able to seize power by 1925. 6

Sources A and B are about the role of the King in Fascist Italy.

Source A

People often forget that Italy remained a monarchy during the entire Fascist era. Victor Emmanuel III was King from 1900 to 1946. As King, he supported the aggressive Abyssinian and Albanian wars. Since he signed Benito Mussolini's anti-Semitic decrees, it has to be concluded that he was an anti-Semite. Much of the Italian public thought that the King agreed with the aims of Mussolini's government.

Source B

As soon as Mussolini came to power in 1922, he made major policy changes. The King had serious concerns about Fascist aggressive foreign policy, which he expressed to Mussolini in private. He did his best to discourage discrimination against Italy's Jewish population. His failure to provide stronger opposition to Mussolini's leadership can be explained by his lack of confidence. Victor Emmanuel died on 28 December 1947, aged 78.

72. Compare the views of Sources A and B about the role of the King in Fascist Italy. 4
(Compare the sources overall and/or in detail.)
73. Describe Fascist economic policies. 4

Source C is from a textbook written by a modern historian in 2009.

Source C

The Spanish Civil War began in 1936. In July 1936 Mussolini responded to a request from the right-wing rebels fighting against the left-wing Spanish Republican government. He was keen to aid the fight against democracy and socialism. Initially he sent 12 planes, which together with German aircraft proved crucial in allowing General Franco to transport his Army of Morocco to Spain. The Soviet Union provided support to the Republican government in the hope of preventing its defeat.

74. Evaluate the usefulness of **Source C** as evidence of Italy's involvement in the Spanish Civil 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.)

Source D explains the reasons why the Fascists were able to crush opposition.

Source D

Opposition did exist in Fascist Italy from groups such as the Communists and Socialists. The government was able to deal easily with opposition groups because they failed to unite against the Fascists. A lack of courage helps explain the failure of some opposition groups. Mussolini cleverly used the Lateran Treaty to stop potential opposition from the Catholic Church. The opposition received little publicity as loyal journalists received extra pay in the form of government grants. Many of Mussolini's opponents lived to see the end of the regime and his death.

75. How fully does **Source D** explain the reasons why the Fascists were able to crush opposition?

6

(Use the source and recall to reach a judgement.)

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. Explain the reasons why immigrants were attracted to the USA.

6

Sources A and B are about the experience of black American migrants in the Northern cities before 1945.

Source A

Here we live in peace, free from the racism we suffered in the Southern states. I have to work long hours in the factory but I am rewarded with good wages. At the end of my working day I am most thankful to return to my family in a home which is spacious and warm. A bright new future awaits you here in the North.

Source B

It is nearly a year since we moved from the South. Like other black Americans who live here, my whole family share a single, damp room. There are plenty of jobs in the nearby factory but my pay is just a dollar a day which is barely enough to buy the essentials. There may be no lynchings here but I still get called 'boy' and other names by white Americans.

77. Compare the views of **Sources A** and **B** about the experience of black American migrants in the Northern cities before 1941.

4

(Compare the sources overall and/or in detail.)

Source C is from a textbook written by a modern historian in 2006.

Source C

Although World War Two began in 1939, the United States did not enter the war until after the Japanese bombed the American fleet in Pearl Harbour in December 1941. More than 1 million black Americans served in the armed forces during the war. The availability of work in defence industries encouraged millions of Southern black Americans to migrate to Northern cities. In crowded wartime cities the unusually close proximity in which black and white Americans lived led to violence between the races.

- 78.** Evaluate the usefulness of **Source C** as evidence of the experience of black Americans during World War Two.

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.)

- 79.** Describe the non-violent protests of the Civil Rights Movement in the 1950s and 1960s.

4

Source D explains the reasons why race riots broke out in the Northern ghettos in the 1960s.

Source D

In the 1960s, hundreds of riots broke out in Northern ghettos. Riots were often sparked by acts of police discrimination and brutality against black Americans. Rioters were also angered by the poor housing conditions which they were forced to endure in the ghetto. Others felt encouraged to turn to violence by the Black Panthers. The Kerner Commission found that 40% of black Americans lived in poverty and argued that this was the main cause of the race riots in the Northern ghettos.

- 80.** How fully does **Source D** explain the reasons why race riots broke out in the Northern ghettos in the 1960s?

6

(Use the source and recall to reach a judgement.)

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.

Source A explains the reasons why the League of Nations was weak.

Source A

The League first met in January 1920. The Assembly had to be unanimous and member states often could not agree, meaning it was difficult for the League to make decisions. Even when agreement was reached, a further problem was that the League did not have its own army to back up its decisions. Britain and France were reluctant to commit troops to fight for the League. Member countries were worried about damaging their own economy, so would argue against the League imposing economic sanctions.

81. How fully does **Source A** explain the reasons why the League of Nations was weak? 6
(Use the source and recall to reach a judgement.)
82. Describe the responses of Britain and France to Germany's foreign policy actions. 4

Sources B and C are about Germany's re-occupation of the Rhineland.

Source B

German soldiers in the Rhineland are a serious menace to the security of Holland, Belgium and France. Furthermore, the recent entry of German troops into the Rhineland breaks the terms of the Treaty of Versailles and cannot be defended. The world will be watching to see how the great nations respond. Britain and France must take this opportunity to take decisive military action against Hitler.

Source C

Three battalions of the German Army have crossed the Rhine. In sending soldiers into the Rhineland, Germany has rightly ignored the unfair terms of the Treaty of Versailles. It would be a mistake for Britain and France to listen to those who are calling upon them to take military action against Germany. The existence of these German soldiers on German soil is of no threat to any of the nations of Europe.

83. Compare the views of **Sources B** and **C** about Germany's re-occupation of the Rhineland.

4

(Compare the sources overall and/or in detail.)

Source D is from a textbook written by a modern historian in 2000.

Source D

Neville Chamberlain concluded the Munich Agreement with Adolf Hitler at 1:30 am on the 30 September, 1938. On his return to Britain, Chamberlain was greeted by cheering crowds on the tarmac of the runway at Heston Airport. Over 5,000 supporters sang and danced in Downing Street as they waited to greet their returning hero. There was a widespread sense of public gratitude and relief that the Prime Minister's actions at Munich had spared Britain another war.

84. Evaluate the usefulness of **Source D** as evidence of the reaction of the British public to the Munich Agreement.

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.)

85. Explain the reasons why Hitler declared war on Poland in 1939.

6

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. Describe the Nazi-Soviet Pact of 1939.

4

Sources A and B are about the events at Dunkirk in 1940.

Source A

A significant part of the story of Dunkirk is the thousands of small boats and fishing vessels that rescued the remaining British troops. The soldiers had been retreating to the beaches due to the German Blitzkrieg attack through France. Over 338,000 British and French soldiers were saved and Britain lived to fight another day. Churchill publicly described the rescue as a ‘miracle of deliverance’ and many people at home were relieved.

Source B

Events in Dunkirk were described by Churchill privately as a ‘colossal military disaster’. Britain could not possibly continue fighting due to leaving behind thousands of tons of ammunition, vehicles and weapons. The British media exaggerated the events in order to raise morale. Only 861 small boats transported the soldiers back home which was a small proportion of the total, however, this was better than anticipated.

87. Compare the views of **Sources A and B** about the events at Dunkirk in 1940.
(Compare the sources overall and/or in detail.)

4

Source C is from a textbook written by a modern historian in 2017.

Source C

There were more than 140,000 prisoners in camps which were situated in Japan, Taiwan, Singapore, and other Japanese occupied countries. One in three of these prisoners died as a result of the dreadful conditions in the camps. Prisoners suffered as Red Cross parcels were not given out. The terms of the Geneva Convention stated that prisoners should be treated fairly. However, camp commandants made up their own rules and inflicted harsh punishments for even minor rule breaking.

- 88.** Evaluate the usefulness of **Source C** as evidence of the experience of prisoners of war by the Japanese during World War II.

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.)

- 89.** Explain the reasons why life was difficult for ordinary citizens in Nazi occupied Europe.

6

Source D explains the reasons for the surrender of Japan on 15 August 1945.

Source D

There is much debate among historians about the reasons for Japan's surrender on 15 August 1945. Some believe the surrender was the result of the atomic bombs dropped on Hiroshima and Nagasaki. Many politicians in Japan were also discouraged by Germany's surrender. In February 1945, the Japanese military conducted a survey that concluded that Japan could not win the war. More than 60 Japanese cities were subjected to extensive firebombing in 1945, displacing, injuring and killing several hundred thousand civilians.

- 90.** How fully does **Source D** explain the reasons for the surrender of Japan on 15 August 1945?

6

(Use the source and recall to reach a judgement.)

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.

Sources A and B are about the success of American tactics in the Korean War.

Source A

In June 1950 North Korea attacked South Korea. The Americans were able to react quickly in 1950 and a brilliant sea borne attack on Inchon led to the recovery of Seoul. President Truman was correct in deciding not to use weapons of mass destruction as it would have escalated the war. The defensive strategy adopted from 1951 was the correct decision as the United States lacked the numbers to go on the attack.

Source B

The slow start by the USA in 1950 allowed North Korean forces to push far into South Korea. Had the United States adopted more aggressive tactics in late 1951 they could have retaken large amounts of North Korean territory. They should have used nuclear weapons as the Chinese didn't have their own nuclear weapons to respond with. The armistice of 1953 left North and South Korea divided at the 38th Parallel.

91. Compare the views of Sources A and B about the success of American tactics in the Korean War. 4
(Compare the sources overall and/or in detail.)
92. Describe the demands of the protestors in Hungary in 1956. 4

Source C explains the reasons why President Kennedy demanded the withdrawal of nuclear missiles from Cuba.

Source C

President Kennedy felt he must defend the Monroe Doctrine, which stated that the United States would not allow any European country to interfere in the American hemisphere. Kennedy demanded the removal of Soviet missiles as he knew that if he instead reacted by invading Cuba this could lead to war. He had to take this strong response in order to keep the support of the American public. Kennedy also felt he needed to recover from the Vienna Summit, where Khrushchev had got the better of him. Kennedy died in 1963.

93. How fully does **Source C** explain the reasons why President Kennedy demanded the withdrawal of nuclear missiles from Cuba? 6
(Use the source and recall to reach a judgement.)
94. Explain the reasons why the United States lost the war in Vietnam. 6

Source D is from a textbook written by a modern historian in 2003.

Source D

The 1960s and 1970s saw various attempts by the two great superpowers to reduce tension. This became known as the era of détente. In 1963 the USA and USSR signed a nuclear test ban treaty, which banned most nuclear testing. In the 1968 Non-Proliferation Treaty the nuclear powers agreed not to give any other countries nuclear technology. An important 1971 treaty saw both countries commit to not placing nuclear weapons on the seabed.

95. Evaluate the usefulness of **Source D** as evidence of attempts at détente. 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.)

[END OF QUESTION PAPER]

[BLANK PAGE]

DO NOT WRITE ON THIS PAGE