



National
Qualifications
2026

X837/75/11

History

THURSDAY, 14 MAY

1:00 PM – 3:20 PM

Total marks — 80

SECTION 1 — SCOTTISH CONTEXTS — 29 marks

Attempt ONE part.

SECTION 2 — BRITISH CONTEXTS — 25 marks

Attempt ONE part.

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 26 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.

You must leave your answer booklet on your desk; if you do not, you could lose all the marks for this paper.



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SECTION 1 — SCOTTISH CONTEXTS

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- B. Mary Queen of Scots, and the 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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SECTION 3 — EUROPEAN AND WORLD CONTEXTS

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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. Explain the reasons why Scotland faced problems following the death of Alexander III, 1286–1290.

6

Sources A and B are about the claims of Bruce and Balliol to the throne of Scotland.

Source A

Balliol said he should be king because his grandmother was the eldest daughter of David, the earl of Huntingdon. Bruce also had a royal connection through the Earl but from a younger part of the royal family. In addition, Bruce had the support of many important Scottish nobles. King Edward I of England was invited to judge the different claims to the throne and set up a court of 104 auditors to decide.

Source B

King Edward I demanded that all the competitors accept him as their overlord when they met at Berwick castle. Robert Bruce's claim came from a younger member of the royal family through Earl David's daughter. Bruce had strong backing from key members of the Scottish nobility. John Balliol's claim to the throne was based on being the grandson of Devorgilla, the Earl of Huntingdon's eldest daughter.

2. Compare the views of **Sources A and B** about the claims of Bruce and Balliol to the throne of Scotland.
(Compare the sources overall and/or in detail.)

4

Source C describes Edward's subjugation of Scotland up to 1296.

Source C

In 1296, King Edward I crossed the River Tweed and ransacked the town of Berwick, killing thousands of people. Edward I had previously been friendly to Scotland and had been asked by Scottish nobles to help them choose a king. After Berwick, the Earl of Surrey was sent by Edward I to Dunbar to take the castle. Many Guardians and Scottish leaders were captured at the Battle of Dunbar. Edward continued to march his army up through Scotland, seizing towns such as Haddington and Lauder.

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| 3. | How fully does Source C describe Edward's subjugation of Scotland up to 1296?
(Use the source and recall to reach a judgement.) | 6 |
| 4. | To what extent were English military strengths the main reason why the Scots lost the Battle of Falkirk?
(Use recalled knowledge to introduce then present a balanced assessment of the influence of different factors and come to a reasoned conclusion .) | 9 |
| 5. | Describe Robert Bruce's conflict with and victory over his Scottish opponents before 1314. | 4 |

[Now go to SECTION 2 starting on *page 14*]

SECTION 1 — SCOTTISH CONTEXTS — 29 marks

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

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

6. Explain the reasons why attempts to reform the Catholic Church failed.

6

Sources A and B are about Mary's claim to the English throne.

Source A

Mary Queen of Scots was Elizabeth I's main competitor for the English throne. The Scottish queen claimed a right to rule England because she was the great granddaughter of Henry VII. Following the deaths of Edward VI and Mary I, Elizabeth was the last of Henry VIII's children, despite his numerous marriages. Some Catholics believed Mary had a better right to the throne than Elizabeth.

Source B

When Elizabeth I took the throne in 1558, Mary Queen of Scots, was a serious rival for the Crown. Many Catholics rejected Elizabeth's claim to the throne in favour of Mary. Elizabeth was viewed as illegitimate due to the disputed marriage between Henry VIII and Anne Boleyn. Mary was a direct descendent of Henry VII, giving her a convincing claim to the English Crown. This dispute over their rights to the throne fuelled ongoing tensions.

7. Compare the views of **Sources A** and **B** about Mary's claim to the English throne. (Compare the sources overall and/or in detail.)

4

Source C describes the growth of Protestantism in Scotland.

Source C

Scotland, like many countries, faced significant religious change during the mid-1500s. Reformers like John Knox attracted many supporters across the country who liked his Bible-based worship. More people in Scotland were following the teachings of European Protestant leaders, such as Martin Luther and John Calvin. At this time, the monarch, was a Roman Catholic. However, a growing number of Scottish nobles supported Protestantism, hoping to increase their own power. By 1560, Protestantism had become the dominant religion in Scotland, replacing Catholicism.

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| 8. | How fully does Source C describe the growth of Protestantism in Scotland?
(Use the source and recall to reach a judgement.) | 6 |
| 9. | To what extent was marriage the main problem facing Mary in ruling Scotland before 1567?
(Use recalled knowledge to introduce then present a balanced assessment of the influence of different factors and come to a reasoned conclusion .) | 9 |
| 10. | Describe what happened during Mary's trial and execution. | 4 |

[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.

11. Explain the reasons why Scotland faced economic problems, 1689–1707.

6

Sources A and B are about the causes of tension between Scotland and England, 1689–1707.

Source A

On 5 November 1688, William of Orange landed at Brixham and marched his army towards London where he was crowned king. However, many Scots remained loyal to the Stuart cause following the Glorious Revolution. Scots were angered by the Act of Settlement, which declared that only Protestants could inherit the English throne. The Scottish Parliament passed the Act of Security asserting its right to choose a monarch independently of England.

Source B

After the Glorious Revolution, many Scots still wanted the old king, James Stuart, instead of William of Orange to rule. However, after his defeat at the Battle of the Boyne, James returned to France in exile. The Scottish Parliament passed a law declaring it could select its own king without asking England. Some Scots were unhappy that the English Parliament would only accept a Protestant king.

12. Compare the views of **Sources A and B** about the causes of tension between Scotland and England, 1689–1707.

4

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

Source C describes the attitudes of the Scottish clergy to the Union.

Source C

Catholics opposed Union, as it secured the Hanoverian succession and they were loyal to the Stuart monarchy. Scottish Episcopalians were concerned that Presbyterianism would continue their dominance as Scotland's Church after Union. Presbyterian leaders convened to discuss matters in the 1706 General Assembly of the Church of Scotland. Presbyterians were worried that Union would overturn their position as Scotland's state religion. The Presbyterian Church believed that Union may force a hierarchical structure, such as imposing bishops and royal control over the Church.

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| 13. | How fully does Source C describe the attitudes of the Scottish clergy to the Union?
(Use the source and recall to reach a judgement.) | 6 |
| 14. | To what extent was corruption the most important reason why the Scots passed the Treaty of Union?
(Use recalled knowledge to introduce then present a balanced assessment of the influence of different factors and come to a reasoned conclusion .) | 9 |
| 15. | Describe the economic effects of the Union on Scotland up to 1715. | 4 |

[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.

16. Explain the reasons why many Irish immigrants came to Scotland, 1830–1939.

6

Sources A and B are about the impact of the Empire on Scotland.

Source A

Some Scots, like the Tennant family, made huge fortunes by selling their chemicals to other countries in the Empire. Locomotives built in Scotland were exported to the Empire, which helped the industry boom. By 1922, the Empire ruled over around 458 million people across the globe and included around 58 countries and territories. However, Scotland's economy became too reliant on exports as a result of trade with the Empire.

Source B

Scotland's success had a downside to the economy, as the country depended too much on its export trade to the Empire. However, there were many benefits. Locomotives were sent to different parts of the Empire, which caused the industry to grow. Scottish families, such as the Tennants, made a lot of money by trading chemicals throughout the Empire. Their chemical manufacturing plant was one of the largest in Europe.

17. Compare the views of **Sources A and B** about the impact of the Empire on Scotland. (Compare the sources overall and/or in detail.)

4

Source C describes the employment of immigrants in Scotland, 1830–1939.

Source C

Jewish immigrants settled mainly in Glasgow, but there was also a sizeable number in other Scottish cities by the late 1930s. Jewish immigrants were involved in the tobacco industry with many becoming relatively wealthy. Jewish immigrants also tended to set up businesses such as tailors and jewellers. Italians often set up their own businesses, such as the ice cream parlour Valvona and Crolla in Edinburgh. Italian immigrants also worked in fish and chip shops, for example, Castelveccchi's, in Paisley. This was very popular with the local Scottish population.

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| 18. | How fully does Source C describe the employment of immigrants in Scotland, 1830-1939?
(Use the source and recall to reach a judgement.) | 6 |
| 19. | To what extent were government schemes the main reason why Scots emigrated?
(Use recalled knowledge to introduce then present a balanced assessment of the influence of different factors and come to a reasoned conclusion .) | 9 |
| 20. | Describe the impact of individual Scots on their new countries. | 4 |

[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. Explain the reasons why Scots volunteered to fight on the Western Front.

6

Sources A and B are about the use of aircraft in the Great War.

Source A

Aircraft were only developed as technology shortly before the outbreak of the First World War. They were first used to spot enemy positions and troop movements. Despite their use, aircraft often had to return to base because of engine and fuel trouble. By the end of the War, both sides had introduced fighter planes that tried to shoot down opposing aircraft. This was just part of the wartime technological revolution.

Source B

Aircraft could be unreliable owing to issues with engines and fuel supply. Roughly half of all casualties in the British Airforce were due to accidents. Aircraft were used to scout and find out where enemy soldiers and guns were deployed. Fighter aircraft were introduced that would hunt and destroy enemy planes. The Germans even started designing huge, long-range Zeppelin aircraft, that were able to bomb cities like Edinburgh.

22. Compare the views of **Sources A and B** about the use of aircraft in the Great War. (Compare the sources overall and/or in detail.)

4

Source C describes the changing role of women in society during the Great War.

Source C

After the outbreak of war, more women took on employment in heavy industries like shipbuilding on the Clyde. Women also took on new roles such as serving in the police at Gretna. With many men volunteering to fight, more women were forced to take full responsibility for their family and work. In some cases, there was an increase in financial freedom, with women being free to choose how to spend their money. However, many of these changes did not continue after the War ended.

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| 23. | How fully does Source C describe the changing role of women in society during the Great War? | 6 |
| | (Use the source and recall to reach a judgement.) | |
| 24. | To what extent was foreign competition the main reason why heavy industry declined after 1918? | 9 |
| | (Use recalled knowledge to introduce then present a balanced assessment of the influence of different factors and come to a reasoned conclusion .) | |
| 25. | Describe what happened during the rent strikes. | 4 |

[Now go to SECTION 2 starting on *page 14*]

SECTION 2 — BRITISH CONTEXTS — 25 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.

Source A explains the reasons why William was able to consolidate his power after 1066.

Source A

After the Battle of Hastings, William the Conqueror took steps to extend his power throughout England. William had Norman administrators take over important positions, which meant he had complete control over the government. William introduced a high level of taxation, which gave him more money to extend his power. The northern border was secured when King Malcolm of Scotland recognised William as King of England at a meeting in 1072. The construction of Motte and Bailey castles secured towns and allowed William to impose his authority over the people.

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| 26. | How fully does Source A explain the reasons why William was able to consolidate his power after 1066?
(Use the source and recall to reach a judgement.) | 6 |
| 27. | Explain the reasons why there were quarrels between Archbishop Thomas Becket and Henry II. | 6 |
| 28. | Describe the life and duties of priests and monks. | 4 |

Sources B and C are about the importance of the Church in society including the feudal system.

Source B

Hierarchy and land ownership were important parts of the feudal structure, which dominated medieval Europe. The feudal system ensured that the Church were consistently loyal to the monarch as it secured their position. The Church embraced their military obligations and bishops were enthusiastic in inviting knights to their lands. Lords and barons supported the Church's role in the feudal system and the vast estates which the Church controlled.

Source C

The feudal system had many flaws and there were many examples of resistance to it throughout the medieval period. The nobility often resented the Church's wealth and influence gained as a result of their status as large landowners. Despite this, many in the Church resented the feudal system as it could undermine their authority in favour of the monarch. Church leaders were frustrated at having to give away their land to knights.

29. Compare the views of **Sources B** and **C** about the importance of the Church in society including the feudal system.

4

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

Source D is from a textbook written by a modern historian in 2016.

Source D

The Peasants' Revolt in 1381 was a violent rejection of the feudal system and was sparked by the introduction of the poll tax in 1377. When a tax collector arrived in a village in Essex the peasants refused to pay their poll tax. This opposition spread to surrounding villages in Kent and peasants started their march towards London. The group of peasants was led by a man named Wat Tyler. The Peasants' Revolt was a serious threat to the power of the monarchy.

30. Evaluate the usefulness of **Source D** as evidence of what happened during the Peasants' Revolt in 1381.

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 3 starting on page 24]

SECTION 2 — BRITISH CONTEXTS — 25 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.

Source A explains the reasons why there were arguments over revenue and religion between King James VI and I and Parliament.

Source A

The desire of King James VI and I to spend money without interference clashed with Parliament's need for control over finances. Parliament did not want to give James money because they felt he was spending too much on treating his favourites. James wanted to keep the peace with Spain so pursued a Spanish marriage for his son. The marriage policy with Spain provoked opposition in Parliament, which feared a revival of Catholic influence. Also, James' money-raising methods, such as selling titles, led to further disputes with Parliament over revenue.

31. How fully does **Source A** explain the reasons why there were arguments over revenue and religion between King James VI and I and Parliament? 6
(Use the source and recall to reach a judgement.)
32. Explain the reasons why the policies of Charles I caused problems, 1625–1629. 6
33. Describe what happened during the Scots' invasion of England in 1640. 4

Sources B and C are about attitudes towards the death of Buckingham.

Source B

During his life and time in power, Buckingham's presence angered both Parliament and the public. Buckingham was stabbed to death in the Greyhound Inn in Portsmouth while trying to raise funds for another campaign. Buckingham's death was celebrated by the public who thought he was incompetent. To many in Parliament who were opposed to Buckingham, his assassination was welcomed. Some believed his death would free the King from Buckingham's damaging influence.

Source C

When Buckingham died, it was widely believed by the people that his death was a major blow to the country. Even though his military efforts had failed, such as the Cádiz expedition, his intention was to strengthen England. Nevertheless, some thought Buckingham's death had served to further weaken king and country. Overall, some MPs in Parliament were saddened by his assassination.

34. Compare the views of **Sources B** and **C** about attitudes towards the death of Buckingham.

4

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

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

Source D

The Irish Rebellion, in October 1641, was a significant uprising caused by several reasons. The rebellion began when the Catholic gentry gathered an army from the poorer Catholic population. Prior to this, frustration had been building at the perceived discrimination under English rule. The rebels began attacking Protestant settlers in Ulster and this resulted in widespread violence on both sides. Many of the Ulster settlers were murdered, and some others were driven off the land.

35. Evaluate the usefulness of **Source D** as evidence of what happened during the Irish Rebellion.

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 3 starting on page 24]

SECTION 2 — BRITISH CONTEXTS — 25 marks

Part C — The Trade in Enslaved African People, 1770–1807

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

Source A explains the reasons why the trade in enslaved Africans had a negative effect on African societies.

Source A

Demand for the labour of enslaved people grew significantly in the 17th century. However, the trade really expanded with Britain in the 18th century. Many argue that Europeans trading weapons led to more warfare in West Africa. Some African states, such as Ashanti and Dahomey, grew richer as a result. However, other cultures were lost as they were taken over by their rivals. Many Africans were killed during conflicts over enslavement. In addition, millions of people's homes were destroyed during these wars.

36. How fully does **Source A** explain the reasons why the trade in enslaved Africans had a negative effect on African societies?
(Use the source and recall to reach a judgement.) 6
37. Explain the reasons why the Caribbean trade had an impact on Britain's economy. 6
38. Describe the working conditions on the plantations for enslaved Africans. 4

Sources B and C are about enslaved Africans' attempts to gain their freedom.

Source B

Enslaved Africans were angry at being taken from their homelands. They wanted to change their lives. For many, the risk of punishment for escaping was worthwhile if they had the chance of winning freedom. Families would try to flee together as staying united gave them a better chance of surviving. Some Africans who did escape managed to live the rest of their lives free from the plantations.

Source C

In recent years, more work has been done to research the different ways that enslaved Africans fought back against their owners. Many families chose to split up and escape individually to increase their chances of success. Many enslaved Africans were too scared to run away in case they faced harsh punishment. Although some enslaved people ran away, they often did not manage to stay free because they were captured and returned to the plantations.

39. Compare the views of **Sources B** and **C** about enslaved Africans' attempts to gain their freedom.

4

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

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

Source D

William Wilberforce was born in Hull in 1759. In his younger years, he was not very religious, but over time became a strong believer in Christianity. This led to him hearing about opposition to enslavement. Wilberforce spoke at different public meetings, protesting against the treatment of Africans. He also helped publicise petitions against enslavement. As a result of this, he often faced threats of violence. However, Wilberforce was not intimidated and he continued to work with members of 'anti-slavery' campaign groups.

40. Evaluate the usefulness of **Source D** as evidence of the role of William Wilberforce in the abolitionist campaigns.

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 3 starting on page 24]

SECTION 2 — BRITISH CONTEXTS — 25 marks

Part D — Changing Britain, 1760–1914

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

Source A explains the reasons why there was poor quality housing in Britain before 1900.

Source A

Living standards were slowly improving by the second half of the 19th century, but for most of the British public, they remained very low. Housing was usually built privately, so there was a lack of planning. Houses were crammed full of occupants, all paying high prices for poor quality slums. Whole families would often live in one room, spreading diseases such as typhus, tuberculosis and cholera. Many had moved to the cities from the countryside in search of a better way of life, which put further pressure on housing availability.

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| 41. | How fully does Source A explain the reasons why there was poor quality housing in Britain before 1900?
(Use the source and recall to reach a judgement.) | 6 |
| 42. | Explain the reasons why working conditions improved in textile factories by 1914. | 6 |
| 43. | Describe the development of the railway network in Britain. | 4 |

Sources B and C are about the impact of the railways on society and the economy.

Source B

The growth of the railways meant more families could afford day trips and holidays to the seaside. It was not only leisure time that was improved by the railways. Many landowners benefited as land that they owned near the railways became more desirable and so was worth more money. Farmers were also able to sell their produce for better profits as fresh food could be transported more quickly.

Source C

Despite their advantages, the railways did not benefit everyone in Britain. Landlords claimed that their beautiful estates were damaged by the railways, which meant that their land was less valuable. Families found that the cost of railway travel was still very expensive, and they could not afford holidays. Also, when trains did not run on time, farmers' profits were reduced because fresh fruit and vegetables went rotten.

44. Compare the views of **Sources B** and **C** about the impact of the railways on society and the economy.

4

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

Source D is from a textbook written by a modern historian in 2015.

Source D

The 1832 Reform Act had given the vote to more middle-class men than ever before. However, a group known as the Chartists wanted the vote to be extended to more of the working class. The Chartists believed that securing the vote would be the only way to improve the working and living conditions of the working classes. The Chartists put forward 'The Six Points of the People's Charter' to Parliament and demanded a more democratic system of voting.

45. Evaluate the usefulness of **Source D** as evidence of Chartism.

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 3 starting on page 24]

SECTION 2 — BRITISH CONTEXTS — 25 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.

Source A explains the reasons why attitudes changed towards poverty in Britain.

Source A

Laissez-faire opinions were challenged as the investigations of Booth and Rowntree highlighted that poverty was widespread across Britain. Reports into the Poor Law and unemployment also highlighted the extent of poverty, which further shocked some politicians. The 'New Liberals' also helped encourage support for state intervention as more help was needed to provide for the poor. This contrasted with the views of Samuel Smiles whose ideas around self-help were popular with many. Work published by authors like Charles Dickens also fuelled middle-class guilt over the conditions of poverty.

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| 46. How fully does Source A explain the reasons why attitudes changed towards poverty in Britain?

(Use the source and recall to reach a judgement.) | 6 |
| 47. Explain the reasons why some Liberal Reforms of 1906–1914 were successful in meeting the needs of the British public. | 6 |
| 48. Describe the 'Five Giants' identified in the Beveridge Report of 1942. | 4 |

Sources B and C are about the effects of wartime experiences on attitudes to poverty.

Source B

World War II brought together soldiers from all backgrounds, which helped create a better understanding of poverty back home. Similar interactions also happened back home. Air raids forced people from different social classes to shelter together, increasing awareness of poverty. Rationing also had a levelling effect on society. Rich or poor, everyone had the same access to food, which established more common ground and increased understanding of those in need.

Source C

The wealthy often had their own air raid shelters, so were often unaware of the problems of the poor. Access to food also created further divisions as the rich could sometimes buy additional items for their families and were not restricted by rationing. Differences could even be seen between soldiers on the Front Line. Officers, often from privileged backgrounds, rarely mixed with working-class recruits, which limited shared experiences and understanding of poverty.

49. Compare the views of **Sources B** and **C** about the effects of wartime experiences on attitudes to poverty.

4

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

Source D is from a textbook written by a modern historian in 2008.

Source D

During World War II, the issue of unemployment had virtually disappeared because the war needed all available adult labour. After the war, a priority for the Labour Government became the nationalisation of key industries, which meant that they were brought under the control of the government. Company owners and shareholders were paid compensation for their losses. Over time, tax money was used to support these industries, which helped the government maintain greater control over the economy and employment.

50. Evaluate the usefulness of **Source D** as evidence of the Labour Reforms on nationalisation and employment, 1945–1951.

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 3 starting on page 24]

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

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

51. Explain the reasons why castles were important in medieval times. 6
52. To what extent were the strengths of the Crusaders the main reason for the success of the First Crusade? 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 Christian in 1187.

Source A

Now I shall tell you about King Guy de Lusignan and his host. The Christians were attacked by the Muslims as they left to help with the relief of Tiberias. As soon as the Crusader army no longer had access to water, Saladin ordered his archers to attack them from morning to midday. Saladin set fires so that the Christians could not go on to reach water. Soon after the battle, the Kingdom of Jerusalem fell.

53. Evaluate the usefulness of **Source A** as evidence of what happened during the Battle of Hattin. 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 Richard I's military successes.

Source B

When Richard arrived at the siege of Acre, he was greeted with even more rejoicing than had welcomed Philip. Pipes blared, wine was poured, and songs sung. Richard had brought 25 galleys and set up a tight naval blockade, starving the city. Richard's ships captured Muslim money and equipment that he used to strengthen his army. He quickly got the Crusaders to build siege weapons to bring down the walls of Acre. Richard went on to personally lead the attack which eventually defeated the Muslims at the Battle of Arsuf.

54. How fully does **Source B** describe Richard I's military successes? 6
- (Use the source and recall to reach a judgement).

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

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

55. Explain the reasons why American colonists were unhappy with the laws introduced by the British government.

6

56. To what extent were the arguments of Tom Paine the main reason why some British people sympathised with America during the War of Independence?

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 letter written by an American officer in 1776.

Source A

As to the state of our army, it is very hard to tell. Some of the men lack discipline, which has caused many injuries as a result of the careless use of guns. It is not so healthy in the camp; many are unfit for duty by reason of severe colds. Great numbers of the militia have deserted their posts leaving us below strength. We are expecting to receive our orders tonight and will move out tomorrow.

57. Evaluate the usefulness of **Source A** as evidence of the difficulties experienced by American soldiers during the War of Independence.

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 what happened during the Battle of Yorktown.

Source B

Cornwallis headed north towards Virginia and, in August 1781, began to construct a base at Yorktown. Washington's joint force of 16,000 French and American men arrived in September and laid siege to the town. Washington had planned the operation perfectly. Cornwallis and his men were trapped on the Yorktown peninsula. French ships arrived and fought off the British fleet, giving them vital control of Chesapeake Bay. After a three-week siege, Cornwallis surrendered to Washington. Yorktown turned the tide of the war for the Americans.

58. How fully does **Source B** describe what happened during the Battle of Yorktown?
(Use the source and recall to reach a judgement.)

6

Part C — USA, 1850–1880

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

59. Explain the reasons why travelling West was difficult for settlers. 6

60. To what extent was the election of Abraham Lincoln the main reason for the outbreak of the Civil 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 is from a newspaper article written by a Northern journalist in 1869.

Source A

Reconstruction was the period of 1865–1877 following the Civil War. During this time, the former Confederate states were controlled by the federal government. This caused resentment among some Southerners, who formed groups like the Ku Klux Klan that threatened to murder Republican politicians who supported Reconstruction. They openly attacked or even killed Black people who tried to vote or enjoy their new freedoms in public. Many white Southerners complained publicly that Reconstruction was humiliating for them.

61. Evaluate the usefulness of **Source A** as evidence of the reaction to Reconstruction. 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 what happened during the Sand Creek Massacre.

Source B

The search for gold and silver led to many miners and their families going through Indigenous American lands, disrupting their lives. Some tribal chiefs proclaimed friendship with the white territorial government and were offered the protection of nearby forts. Around 500 Indigenous Americans camped in Sand Creek and flew US flags, believing they were under the protection of US troops. On the morning of 29 November 1864, ignoring the promise of protection, around 700 US soldiers attacked the camp. An estimated 220 Indigenous Americans were killed.

62. How fully does **Source B** describe what happened during the Sand Creek Massacre? 6

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

Part D — Hitler and Nazi Germany, 1919–1939

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

63. Explain the reasons why many German people were opposed to the Treaty of Versailles. 6
64. To what extent was intimidation the main reason why Nazis were able to consolidate power in Germany, 1933–1934? 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 an official document written by an SS officer in 1938.

Source A

This information is being sent following the attack on a German government official in Paris. Police chiefs are to immediately inform local Nazi leaders of these instructions. Synagogues are to be burned down, only if there is no danger of the fire affecting other buildings. Healthy male Jews are to be arrested and sent to concentration camps. However, foreign citizens must not be harassed or attacked as part of these actions. Jewish houses may also be destroyed.

65. Evaluate the usefulness of **Source A** as evidence of the treatment of Jewish people in Nazi Germany. 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 role of women in Nazi Germany.

Source B

During the 1920s, women's lives and rights had changed across Europe, including in Germany. However, many Nazis wanted to see an end to this. Loans were made available to encourage young women to find a husband. It also became more difficult to go to university, with only 10% of spaces available for women. Females were banned from working in roles such as judges and lawyers. However, by the end of the 1930s, there were more women who were in work because Germany had a labour shortage.

66. How fully does **Source B** describe the role of women in Nazi Germany? 6
- (Use the source and recall to reach a judgement.)

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 26 marks

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

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

67. Explain the reasons why peasants and industrial workers were unhappy in Russia before 1905. 6
68. To what extent was the Tsar's unpopularity the main reason for the 1905 Revolution? 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 diary written by a foreign visitor to Russia in 1917.

Source A

The Provisional Government has been set up after the abdication of the Tsar. They are making good progress towards democracy setting up an assembly and giving the right to free speech. However, it is very hard to find bread in the cities and the price is very high. Rich families are resentful at having to sell their most precious items to survive. There is widespread discontent at the failure to respond to the people's demands, especially in giving land to the peasants.

69. Evaluate the usefulness of **Source A** 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**.)

Source B describes Lenin's return and the April Theses.

Source B

Prior to Lenin's return, he had been living in Zurich, in Switzerland. The Bolshevik leadership had arranged a welcome at the Finland station in Petrograd. In April 1917, Lenin arrived in Petrograd and workers, soldiers and sailors all came to meet him. A lot of the crowd were holding up red banners and flags. Lenin called out to the crowd 'Long live the Socialist world revolution'. The subsequent October Revolution led to a civil war in Russia in which many died.

70. How fully does **Source B** describe Lenin's return and the April Theses? 6
(Use the source and recall to reach a judgement.)

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 26 marks

Part F — Mussolini and Fascist Italy, 1919–1939

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

71. Explain the reasons why the Fascists were able to appeal to many Italians up to 1925. 6

72. How successful were Mussolini's economic policies? 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 speech given by Abyssinian Emperor Haile Selassie in 1936.

Source A

No head of state has ever spoken to this assembly of the League of Nations before, but I feel I must do so now to inform you of these events. In October, Italy attacked us with troops moved from Eritrea and Somaliland. At the beginning of their attack Italian aircraft dropped bombs of tear gas on my armies. The Italians have also tried to use mustard gas but fortunately this tactic was not very effective. I ask that the world acts to stop this aggression.

73. Evaluate the usefulness of **Source A** as evidence of what happened during the Italian invasion of Abyssinia. 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 use of fear and intimidation in the Fascist state.

Source B

Mussolini's aim was to secure complete Fascist control over Italian life. Squads of Blackshirts beat up the political rivals of the Fascists. The Blackshirts forced their enemies to drink castor oil mixed with petrol, which could cause serious illness or death. The Fascists arrested dozens of suspected mobsters in Sicily. Italians were encouraged to denounce their fellow citizens and so people were always cautious about what they said. Fascist tactics had much in common with those used in Nazi Germany.

74. How fully does **Source B** describe the use of fear and intimidation in the Fascist state? 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 **four** questions using recalled knowledge and information from the sources where appropriate.

75. Explain the reasons why there were changing attitudes towards immigrants to the USA up to 1928. 6
76. To what extent were the 'Jim Crow' laws the main reason why Black Americans migrated to the North before 1945? 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 speech given by Martin Luther King Jr. in 1955.

Source A

Last Thursday, Rosa Parks was taken to jail because she refused to give up her seat on the bus to a white person. Mrs Rosa Parks is a fine person, nobody can doubt her character or her Christian commitment. So, in a show of unity, we will refuse to ride the city buses in Montgomery until they are desegregated. We have arranged for taxi services to be available for all protestors struggling for transport to their jobs.

77. Evaluate the usefulness of **Source A** as evidence of what happened during the Montgomery Bus Boycott. 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 views of Malcolm X.

Source B

Malcolm X was critical of the non-violent protests as he believed they did not improve the lives of Black Americans living in Northern ghettos. Newspapers, radio and television were used by Malcolm X to reach audiences with his skilful speeches. He believed that Black Americans should be willing to use violence to win their freedom. Malcolm X also preached that Black Americans should spend their money in Black-owned businesses to gain more economic power. In addition, he wanted Black Americans to organise community groups to improve their own lives.

78. How fully does **Source B** describe the views of Malcolm X? 6
- (Use the source and recall to reach a judgement.)

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 26 marks

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

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

79. Explain the reasons why the League of Nations failed to achieve some of its aims up to 1933. 6
80. How successful was Nazi foreign policy between 1935 and 1938? 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 speech given by the British Prime Minister Neville Chamberlain in 1937.

Source A

It was true, as the Chiefs of Staff had pointed out, that we were not financially ready for war with Germany alone. France was our most important friend. However, the French air force is far from satisfactory, and a long time may elapse before they can give us much help. The power that has the greatest strength is the United States of America. Yet, the Americans have shown no desire to become involved in European affairs.

81. Evaluate the usefulness of **Source A** as evidence of the reasons for Chamberlain's adoption of the 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**.)

Source B describes the Pact of Steel, 1939.

Source B

The Pact of Steel was initially a defensive alliance. The final version was a military and political agreement that formalised the alliance between Rome and Berlin. The signing of the Pact escalated tensions with Britain and France, which contributed to them abandoning the policy of appeasement. The Pact was part of Hitler's plan to prepare for conflict with the Allies. Mussolini's wider foreign policy aims were mainly concerned with expanding Italy's territory and enhancing his personal reputation. Other countries in Europe also made alliances during this time.

82. How fully does **Source B** describe the Pact of Steel, 1939? 6
(Use the source and recall to reach a judgement.)

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 26 marks

Part I — World War II, 1939–1945

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

83. Explain the reasons why the German strategy of Blitzkrieg was successful, 1939–1943. 6

84. To what extent was gaining a military advantage the main reason why Japan attacked Pearl Harbour? 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 letter written by a former concentration camp prisoner in 1945.

Source A

In 1941, we were removed by police from my home. My family and I were put on a train and then made to walk to get to the camp. When we got to the camp I was forced to have my head shaved. There were people in the camps from many countries across Europe. During the day, I had different jobs, including in factories and quarries. At night, we were very cold as we had only small blankets to cover us.

85. Evaluate the usefulness of **Source A** as evidence of prisoners' experiences in concentration camps. 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 USA's atomic attacks on Japan in 1945.

Source B

The surrender of the Nazis in May 1945 ended World War II in Europe, but fighting continued elsewhere. In July 1945, the USA successfully tested an atomic bomb. America decided to attack two Japanese cities which had significant military facilities. On 6 August 1945, America used this new type of bomb on Hiroshima, a coastal city in Japan. The first bomb was dropped by the US military plane, Enola Gay. As a result of these attacks, fires spread quickly all around the city.

86. How fully does **Source B** describe the USA's atomic attacks on Japan in 1945? 6

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

Part J — The Cold War, 1945–1989

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

87. Explain the reasons why there was a conflict in Korea, 1950–1953. 6
88. To what extent were domestic pressures on Khrushchev the main reason for the Cuban Missile Crisis? 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 speech given by President Johnson in 1967.

Source A

I come here to speak to you about Vietnam. There are patriotic Americans who no longer support the commitment of half a million young men to the war in Vietnam. Our allies, the South Vietnamese, have fought bravely but are struggling to cope with the invasion from the North. The Vietcong use guerilla tactics and avoid large scale attacks because they would not be successful in those battles. Braver men have never lived than those who carry our colours in Vietnam at this very hour.

89. Evaluate the usefulness of **Source A** as evidence of the reasons why the USA failed to defeat the Vietcong. 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 economic cost of the arms race.

Source B

While it helped advance technology, the Cold War was a burden for many countries. Throughout the arms race the Soviet Union spent over 20% of its national budget on its military. Nuclear weapons were built by both sides at great cost but keeping them secure required an additional cost. These projects, and many more like them, diverted money from food production and welfare programmes. President Johnson was unable to fully implement the Great Society as a result of the cost of the arms race.

90. How fully does **Source B** describe the economic cost of the arms race? 6
- (Use the source and recall to reach a judgement.)

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