



National  
Qualifications  
2019

**X837/75/11**

**History**

MONDAY, 13 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.

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.



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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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- E. The Making of Modern Britain, 1880–1951 *pages 22–23*

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS

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- B. ‘Tea and Freedom’: the American Revolution, 1774–1783 *page 25*
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**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 the Maid of Norway the main reason for the succession problem facing Scotland between 1286 and 1292?

**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** explains why Balliol and the Scots were angered by the actions of Edward I by 1296.

**Source A**

After Balliol was crowned, Edward insulted him by treating him like one of his barons and not as his equal. He annoyed the Scots by ordering Balliol to attend ceremonies at his court in England, which emphasised that Edward was superior. However, Edward had made the competitors for the Scottish throne agree that he was the overlord of Scotland. The Scots were furious that Edward interfered in Scottish legal judgements. The Treaty of Birgham agreed that Scotland would keep its own laws and so Edward was not respecting Scotland's concerns.

2. How fully does **Source A** explain the reasons why Balliol and the Scots were angered by the actions of Edward I by 1296?

**6**

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

3. Explain the reasons why Wallace lost the support of many Scottish nobles between 1297 and 1305.

**6**

Sources B and C are about the relationship between Bruce and the church in Scotland.

#### Source B

Bruce murdered Comyn in church but Bishop Wishart did not punish him for this act of sacrilege. Instead Wishart helped Bruce to become king, giving him robes for his coronation and a banner which had belonged to the last king of Scots. Wishart took timber Edward had given him to repair the cathedral roof and used it to make weapons to attack castles held by the English. Edward later imprisoned him for eight years.

#### Source C

Bruce was aided throughout by Scottish churchmen. Bishop Lamberton had agreed to support him in a secret pact. Bishop Wishart pardoned him after the murder of Comyn. Three bishops attended his coronation at Scone where he was dressed in royal robes supplied by Wishart. Wishart was active for Bruce against Edward, even seizing the castle at Cupar like a man of war. The English called him the 'bad bishop'.

4. Compare the views of **Sources B** and **C** about the relationship between Bruce and the church in Scotland. 4  
(Compare the sources overall and/or in detail.)
  
5. Describe the events leading to the signing of the Treaty of Edinburgh – Northampton between Scotland and England, 1314 to 1328. 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. To what extent was the ‘Rough Wooing’ the main reason for the tensions between Scotland and England by 1559?   | 9 |
| (Use recalled knowledge to <b>introduce</b> then present a <b>balanced assessment</b> of the influence of different factors and come to a <b>reasoned conclusion</b> .) |   |
| 7. Describe events leading to the Treaty of Edinburgh, 1559 to 1560.  | 4 |
| 8. Explain the reasons why Mary faced difficulties on her return to Scotland from France in 1561.   | 6 |

**Source A** explains the reasons why Mary, Queen of Scots’ marriage to Darnley caused problems for her.

## Source A

Mary, Queen of Scots and Darnley were married in July 1565. The marriage caused divisions among the Scottish lords who rebelled against Mary resulting in the Chaseabout Raid. Although Mary successfully restored order in Scotland she lost the support of important nobles involved in the rebellion such as Moray and Argyll. The marriage then deteriorated quickly when Darnley demanded the Crown Matrimonial and Mary refused. This caused tension between Mary and Darnley and led to more Scottish nobles disliking Darnley as Mary’s choice of husband.

- |  |   |
|--|---|
| 9. How fully does <b>Source A</b> explain the reasons why Mary, Queen of Scots’ marriage to Darnley caused problems for her? | 6 |
| (Use the source and recall to reach a judgement.)  |   |

Sources B and C are about why Elizabeth I kept Mary, Queen of Scots a prisoner.

**Source B**

Mary was held captive by Elizabeth I for almost 19 years. During this time she was implicated in plots to overthrow Elizabeth and put herself on the throne. Elizabeth therefore could not allow her rival to be set free. One possible solution would be to kill Mary, but this would cause international outcry. It could cause further problems for Elizabeth if she were to give the idea that queens could be executed.

**Source C**

Whilst Mary, Queen of Scots was imprisoned by Elizabeth I she was thought to be involved in secret plans to replace her. So Elizabeth had to keep her cousin locked up. Mary could not be executed because it would not look good for Elizabeth if she was to allow another queen to be killed. If Mary was to be executed there would be strong opposition from France and Spain, which Elizabeth wished to avoid.

10. Compare the views of **Sources B** and **C** about why Elizabeth kept Mary, Queen of Scots prisoner.

4

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

**[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. To what extent was the failure of the Darien Scheme the most important reason for the worsening relations between Scotland and England by 1707? 9  
 (Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)
12. Describe the arguments used by supporters of the Union in Scotland. 4

**Source A** explains the arguments used by many Scots against the Union with England.

## Source A

Strong opinions were expressed on both sides of the Union debate. Opponents claimed that Union would lead to a rise in Scottish taxes. It was argued that, in the aftermath of Union, Scottish businesses would not be able to compete with stronger English businesses. Others expressed fears that Union would create a united British Parliament which would not reflect Scottish views as it would be dominated by English MPs. Some feared that Union would lead to the end of Scotland's identity as an independent nation.

13. How fully does **Source A** explain the reasons why many Scots argued against Union with England? 6  
 (Use the source and recall to reach a judgement.)
14. Explain the reasons why the Treaty of Union was passed by the Scottish Parliament. 6



Sources B and C are about the economic effects of the Union in Scotland.

**Source B**

The Treaty of Union, which came into effect on the 1st of May 1707, was very significant. The Union damaged the Scottish linen industry as it found it was unable to compete with the English linen industry. East coast fishing suffered because of the introduction of a tax on salt. Brewing, paper-making and Dundee candle-making all did badly in the aftermath of the Union.

**Source C**

The Treaty of Union was to result in big political and religious changes for Scotland. It was also to have some major economic effects. Scots linen manufacturers suffered from increased English competition and simply could not match them for quality. The introduction of the salt tax in 1711 caused great anger and did great damage to the fishing industry. Paper manufacturers also lost money after 1707.

15. Compare the views of **Sources B** and **C** on the economic effects of Union in Scotland.  
(Compare the sources overall and/or in detail.)

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. To what extent were better trading opportunities the main impact of the Empire on Scotland? 9

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

17. Describe the contribution of Irish immigrants to Scotland, 1830–1939. 4

**Source A** explains reasons why Scots emigrated from the Highlands.

**Source A**

I am not sure what will become of this miserable population. There has been a total failure of the potato crop and there is not any oatmeal to be had. Most of the tenants have only small plots of land so cannot produce more than they do now. Many families have no land at all to support themselves. Lord MacDonald is one of the better landlords anywhere but he has had to write to between forty and fifty tenants who are behind with their rents. Evictions will surely follow.

18. How fully does **Source A** explain the reasons why Scots emigrated from the Highlands? 6

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

19. Explain the reasons why many Scottish emigrants experienced difficulties in their new lands abroad. 6

Sources B and C are about the activities of Scots in India.

**Source B**

India offered attractive opportunities for ambitious young men from the Scots middle classes, such as Andrew Yule from Stonehaven who set up a tea trading company and later expanded successfully into the jute business. Other Scots felt called to missionary work either through giving medical care or by offering education, even to girls. Scots were also prominent as senior officers in the British army in India. Others sought to convert Indians to European beliefs in Christianity.

**Source C**

General Colin Campbell from Glasgow was one of the most famous army officers to help defeat the 'Indian Mutiny'. Scots were important in 'westernising' India through setting up schools and colleges and banning Hindu customs such as *suttee*, where wives were burned alive on the funeral pyres of their dead husbands. Britain's original involvement with India had been for trade, and Scots continued to play their part in the tea trade and the jute industry.

20. Compare the views of **Sources B** and **C** about the activities of Scots in India.  
(Compare the sources overall and/or in detail.)

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. To what extent was propaganda the most important reason for Scots volunteering to fight on the Western Front in 1914? 9  
(Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)
22. Describe the militant tactics used by the Suffragettes. 4
23. Explain the reasons why rationing was introduced during the Great War. 6

**Source A** explains the reasons why the Great War changed employment opportunities for women.

**Source A**

The war brought employment opportunities which otherwise would not have been available to women. Wartime recruitment among Glasgow tramways staff meant that there were few men left to run the system. Glasgow was the first city in Britain to employ women tram drivers and conductresses. They were a familiar sight in their green uniforms and long green tartan skirts. Women took over a variety of jobs such as postwomen. One particular factory in Bridgeton employed only war widows. However, women lasted only the length of the war in men's jobs.

24. How fully does **Source A** explain the reasons why the Great War changed employment opportunities for women? 6  
(Use the source and recall to reach a judgement.)

Sources B and C are about the post-war decline of Scotland's heavy industries.

**Source B**

After the war there was a slump in international trade. This and the adoption of new production methods combined to worsen the problems of Scottish heavy industries. During the 1920s, employment in Scottish shipbuilding and its associated industries fell. In the face of foreign competition, some of Scotland's shipyards had to close. The coal industry employed one-third fewer people in the 1920s than before the war as other countries could produce coal more cheaply.

**Source C**

Shipbuilding was the most important industry in Scotland and thousands of jobs depended on it. Many shipyards had to close because of foreign competition. Government spending on ships was cut to save money. Jobs were also lost in all of the industries that provided materials for the shipyards — iron, steel and coal. Coalmining declined because other countries could produce coal more efficiently. New sources of energy such as electricity also meant less demand for coal.

25. Compare the views of **Sources B** and **C** about the post-war decline of Scotland's heavy industries.

4

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

[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.

26. Explain the reasons why William, Duke of Normandy, won the Battle of Hastings in 1066.

6

**Source A** is from a textbook written by a modern historian in 1965.

**Source A**

William was crowned King of England at Westminster Abbey on Christmas day in 1066. Almost immediately, he left London and began travelling around England. Firstly William attacked Canterbury and burnt the church there, forcing the priest to flee. Then William sent his men to Exeter where he captured the town and killed many Anglo-Saxons. Everywhere he went, William forced the Anglo-Saxons to hand over their possessions. William was so cruel even the Normans were shocked by his behaviour.

27. Evaluate the usefulness of **Source A** as evidence of the actions taken by William I to conquer England after 1066.

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 Great Rebellion of 1173–1174.

**Source B**

In 1173, Henry II's sons led a rebellion against him by attacking their father's lands in France. Then they seized a number of key towns and castles in England. Henry was devastated by his sons' betrayal but he had to act quickly. In the north, the King of Scotland, William the Lion had attacked Northumbria and claimed it for himself. Elsewhere in Henry's kingdom, many of his supporters had either been captured or killed. Henry's sons were young and inexperienced but he still did not underestimate them.

28. How fully does **Source B** describe what happened during the Great Rebellion of 1173–1174?

6

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

29. Describe the role of the Church in medieval times.

4

Sources C and D are about what happened during the Peasants' Revolt in 1381.

**Source C**

Wat Tyler approached the King and dismounted from his horse. To everyone's amazement, Tyler refused to bow to the King and instead stood his ground. Despite this insult, the King promised Tyler all his wishes would be granted and told him to go home. At that moment, Tyler insulted the Mayor of London who had been standing with the King. The Guard drew his dagger and stabbed Tyler several times. Tyler was killed instantly.

**Source D**

Wat Tyler spoke threateningly to the king from his horse and blocked his path so he could not leave. When the Mayor of London saw this he feared the king might be killed and so attempted to arrest Tyler. Without warning Tyler lunged at the Mayor and cut him. The Mayor quickly got to his feet and clubbed Tyler on the head. Tyler attempted to flee on his horse but collapsed and died much later.

30. Compare the views of **Sources C** and **D** about what happened during the Peasants' Revolt in 1381.

4

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

**[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** is from a textbook written by a modern historian in 2000.

**Source A**

The personality of James VI and I has been the subject of discussions amongst historians because it was to have an important influence on how he ran the state. His tendency to spend extravagantly on himself and his favourites lost him respect amongst many. After the Gunpowder Plot he became very fearful of being assassinated and wore a stab proof jacket at all times. However he was also prone to taking considerable risks whilst out hunting.

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| 31. Evaluate the usefulness of <b>Source A</b> as evidence of the personality of James VI and I.<br>(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.) | 5 |
| 32. Describe the religious policies of Charles I in Scotland between 1625 and 1640.  | 4 |
| 33. Explain the reasons why the Scots rebelled against Charles I in 1639.  | 6 |

**Source B** is about the money-raising methods of Charles I.

**Source B**

Charles I had expensive tastes so pushed his legal rights to the limit. One method of collecting money was to force those who had already built outside the city walls of London to buy a licence for 'committing a nuisance'. Another was the reintroduction of monopolies like the soap monopoly which caused much resentment. Also the City of London was fined for failing to push forward the plantation of Ulster. Customs farmers had to pay the King for the right to collect customs, with the costs passed on to merchants.

- |  |   |
|--|---|
| 34. How fully does <b>Source B</b> describe the money-raising methods of Charles I?<br>(Use the source and recall to reach a judgement.) | 6 |
|--|---|



Sources C and D describe the role of Oliver Cromwell in the Civil War.

**Source C**

Cromwell was a schemer, who was corrupted by power to overthrow the monarchy and became a traitor. He had no military experience prior to the Civil War but went on to win important victories for the Parliamentarians. Success in these battles was linked to 'God's will' rather than his own abilities. His actions in Ireland demonstrate his ruthlessness where he massacred thousands of civilians which left a bloody stain on his reputation.

**Source D**

The role of Cromwell in the success of the Parliamentarians was an important one. He was well known for military planning which was due to his knowledge and skill when organising and equipping the New Model Army. He was considered a sincere man who always looked for compromise rather than using violence. Overall, he was a man with great political vision whose aim was to reform a corrupt monarchy.

35. Compare the views of **Sources C** and **D** about the role of Oliver Cromwell in the Civil War.

4

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

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

## SECTION 2 — BRITISH CONTEXTS — 25 marks

## Part C — The Atlantic Slave Trade, 1770–1807

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

**Source A** describes the experience of slaves during the Middle Passage.

**Source A**

When the slave ships arrived, the slaves were quickly taken on board. The men were put in irons and linked two and two together by their hands and feet. The slaves were so crowded below deck that it was impossible to walk through them without treading on them — they had not so much room as a man in a coffin. Overcrowding meant that any diseases or illnesses spread through the slaves quickly. Some slaves who refused food were force fed.

36. How fully does **Source A** describe the conditions experienced by slaves during the Middle Passage?

6

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

**Source B** is from a textbook written by a modern historian in 2014.

**Source B**

London benefitted greatly from the trading of slaves. A number of Londoners developed their businesses; for example Ambrose Crowley, an iron merchant, produced manacles and irons for shackling slaves on ships. John Angerstein, the merchant who founded Lloyd's of London, made a fortune from his estates in Grenada. The Pett family, master shipbuilders in Deptford, built many of the ships that were involved in the Atlantic trade. Trees from their estates provided timber for their shipbuilding business.

37. Evaluate the usefulness of **Source B** as evidence of the benefits of the slave trade to the British economy.

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.)

38. Explain the reasons why the Caribbean islands suffered as a result of the slave trade.

6

39. Describe the living and working conditions of slaves on the plantations.

4

Sources C and D are about the effect of the French Revolution on the abolition of the slave trade.

**Source C**

The French Revolution had a damaging effect on the abolition of the slave trade. The violence of the execution of King Louis XVI terrified those in power. Britain needed money to pay for the war with France and as a result could not risk the abolition of this wealthy trade. Tactics such as presenting abolition bills to Parliament were now seen to be too unpatriotic, so many abolitionists adopted other tactics.

**Source D**

The abolitionists remained active during the French Revolution. The cause of the French was similar to that of the abolitionists. Some argued that slavery did not contribute as much to paying for the war as other more profitable trades did. Abolitionists such as William Wilberforce continued to introduce bills against the trade in the House of Commons. Therefore, events in France had a positive effect on the abolition of the slave trade.

40. Compare the views of **Sources C** and **D** about the effect of the French Revolution on the abolition of the slave trade.
- (Compare the sources overall and/or in detail.)

4

[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** is from a textbook written by modern historians in 1985.

**Source A**

Cholera had always been a problem in the Far East but in the 19<sup>th</sup> century it came to Britain. Cholera became the disease that people dreaded most of all. This is because a cholera attack is violent and kills suddenly, usually in a day or two. Over half of the people who caught cholera died. Unlike many other diseases, it was not only the poor who caught cholera; the rich caught this disease as well.

41. Evaluate the usefulness of **Source A** as evidence of disease in towns and cities by 1914.

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 improvements to living conditions in towns and cities before 1914.

**Source B**

In 1875, a law gave councils the power to demolish slum housing in Britain's cities. Unfortunately, no more money was provided to build improved housing, which resulted in homelessness for many of the people who had lived in the slums. Fresh drinking water was piped to towns and cities and some homes. Sewers were also built to dispose of human waste safely. By 1900, many cities also had their own fire and police services, making them safer places to live.

42. How fully does **Source B** describe improvements to living conditions in towns and cities by 1914?

6

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

43. Explain the reasons why working conditions in coal mines improved by 1914.

6

44. Describe the development of the railway network in Britain.

4

Sources C and D are about the impact of the Chartists.

**Source C**

The demands of the People's Charter were far too radical to be widely accepted at the time. MPs rejected the Charter on three occasions; in 1839, 1842 and 1848. The splits and squabbles amongst the Chartists gained them negative publicity and discredited their cause. The government and courts took strong action to control Chartism and 79 of the leaders were transported in 1842 which weakened the Chartists.

**Source D**

The Chartists were formed in 1836 to achieve votes and representation for the working classes, which they campaigned for throughout the 1830s and 40s. Millions of people signed petitions in support of the Chartists, clearly demonstrating how reasonable their six points were. Although many Chartist leaders were transported, the movement remained popular until 1848. The positive publicity that the Chartists gained helped win widespread support for their cause.

**45.** Compare the views of **Sources C** and **D** about the impact of the Chartists.

**4**

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

**[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** describes the causes of poverty in the early 1900s.

**Source A**

For many years it had been the common belief that if people were poor it was their own fault. However, by the early 1900s, people were beginning to accept that this was not always the case. The death of a wage earner could plunge a family into poverty. Sickness or injury caused by poor working conditions could also prevent people from earning. Those who earned low wages usually lived below the poverty line. Also, no-one could blame children born into poor families for their own poverty.

- |  |   |
|--|---|
| 46. How fully does <b>Source A</b> describe the causes of poverty in the early 1900s?<br>(Use the source and recall to reach a judgement.) | 6 |
| 47. Describe the surveys and findings of Charles Booth and Seebohm Rowntree.   | 4 |
| 48. Explain the reasons why the Liberal reforms of 1906–1914 led to improvements in the lives of the young and the old.                    | 6 |

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

**Source B**

The first experience of war for many families was the evacuation of their children. Sending working-class children from cities to middle-class families in the countryside showed the true poverty that still affected many British families. The war created a ‘climate of solidarity’ which was a feeling that ‘everyone was in it together’. The bombing had affected rich and poor alike. The ration book also became a symbol of fair shares and equal sacrifice for all.

- |   |   |
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| 49. Evaluate the usefulness of <b>Source B</b> as evidence of the impact of the Second World War on changing attitudes to poverty in Britain.<br><br>(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.) | 5 |
|---|---|

Sources C and D are about the success of the Labour Reforms of 1945–1951.

**Source C**

The National Health Service was definitely the ‘jewel in the crown’ of the welfare state, and the most successful of the post-war Labour Reforms. Nationalisation kept unemployment very low in the industries which came under government control, such as coal, gas and steel. ‘Prefabs’ were ready-made factory built houses that could be quickly slotted together on-site. These homes provided an effective temporary solution to the post-war housing shortage.

**Source D**

Government control of nationalised industries only protected some jobs, but these industries were very badly run and several eventually had to close down. The success of the NHS was greatly limited in that it was also a very costly reform and the Government had to introduce charges for some items. Bevan resigned in disgust after the introduction of these charges. Prefabs ended up being far more of a long-term housing problem than intended.

50. Compare the views of Sources C and D about the success of the Labour Reforms of 1945–1951.

4

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

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

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 26 marks

## 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 knights were important in medieval times. 6
52. To what extent was Muslim Disunity 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 describes the fall of Jerusalem in 1187.

## Source A

In 1186 Baldwin V died and Guy of Lusignan became King of Jerusalem. After victory at the Battle of Hattin the Muslim army under Saladin was free to target Jerusalem. Due to the significant lesson at Hattin there were few knights left to defend the city. The Muslim army completely surrounded the city. Faced with overwhelming odds the crusading army was forced to surrender.

53. How fully does **Source A** describe the fall of Jerusalem in 1187? 6
- (Use the source and recall to reach a judgement.)

Source B is from a chronicle written by a Muslim in 1192.

## Source B

By 1187 Saladin had recaptured several cities. Instead of slaughtering the Crusaders left inside the cities, Saladin often promised to be merciful. Every Crusader was usually given the chance to buy their freedom and leave without being harmed. When his army complained he had let the enemy go free, Saladin said he would not break his promise and sent his soldiers back to their camp. The Crusaders were amazed at Saladin's generosity, especially when he provided them with food and water for their journey.

54. Evaluate the usefulness of **Source B** as evidence of Saladin's character. 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.)



## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 26 marks

## 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. How important were the policies of the British Parliament as a reason for growing tension between Britain and the American colonists by 1774?

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 pamphlet by Thomas Paine, in 1776.

**Source A**

Some say America has succeeded due to her connection with Britain. Yet they would have flourished much more without European involvement. American corn will fetch its price in any market, and their imported goods will be purchased. Dependence on Britain directly involves them in European wars. As Europe is their market for trade, America should steer clear of these conflicts. Why do they have to depend on a far-away British government to tell them what to do when an answer takes 4 to 5 months?

56. Evaluate the usefulness of **Source A** as evidence of British sympathy with the American cause.

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 nature of the fighting during the American Revolution.

**Source B**

The conflict within the American colony spread quickly after 1775. When the British secured land, the revolutionaries were able to regain this territory as they had the advantage of knowing the land well. The revolutionaries could also use this information to avoid capture. As a result, they could retreat safely and return to fight the next day, making it difficult for the British to reduce their numbers. Such knowledge of the geography of the colony was the main reason why the revolutionaries were victorious at Princeton and Yorktown.

57. How fully does **Source B** describe the nature of the fighting during the American Revolution?

6

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

58. Explain the reasons why Canada decided to remain British.

6

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 26 marks

## Part C — USA, 1850–1880

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

59. To what extent was the discovery of gold the main reason for westward expansion? 9  
(Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)
60. Explain the reasons why many Southerners supported slavery. 6

**Source A** describes the problems facing black Americans during Reconstruction.

**Source A**

After the Civil War, the Southern governments passed laws which limited most opportunities for freed slaves. In some cases, the Black Codes left freedmen not much better off than they had been before the 1863 Emancipation Proclamation. They were kept from giving evidence against white Americans in all court trials. Ex-slaves had to sign agreements with their employers with strict penalties if the terms were breached. Some Northerners believed that the laws were in effect re-establishing slavery. Racism was still rife across the South so black Americans still suffered hardship.

61. How fully does **Source A** describe the problems facing black Americans during Reconstruction? 6  
(Use the source and recall to reach a judgement.)

**Source B** is from an interview with Big Eagle, in 1862.

**Source B**

During the summer there were disagreements amongst the Sioux and also great trouble with the Whites. Many white men often abuse us and treat us badly. The Whites are always trying to make us give up our way of life and live like white men — to work hard at farming and do as they do. We do not know how to do that, and do not want to anyway. If we attempted to make the Whites live like us, the Whites would resist this.

62. Evaluate the usefulness of **Source B** as evidence of the reasons why there was conflict between Native Americans and white settlers. 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.)

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 26 marks

## Part D — Hitler and Nazi Germany, 1919–1939

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

**Source A** is from the diary of a Berliner and was written in 1923.

**Source A**

Lingering at the shop window was a luxury because shopping had to be done immediately. Even an additional minute meant an increase in price. You had to buy quickly because a rabbit, for example, might cost two million marks more by the time it took to walk into the shop. A few million marks meant nothing, really. The money needed to buy the smallest item had long since become too heavy for trouser pockets. People had to cart their money around in wagons and knapsacks.

- 63.** Evaluate the usefulness of **Source A** as evidence of the effects of hyperinflation on 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.)

- 64.** To what extent was the appeal of Nazi promises the main reason for their rise to power by 1933? **9**

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

**Source B** is about the treatment of minority groups in Nazi Germany.

**Source B**

Jehovah's Witnesses believe that they owe allegiance only to God. As a result, it was impossible for those living in Nazi Germany to swear an oath of allegiance to Hitler. Most also refused to serve in the German Army because they were pacifists. The Nazis gave Jehovah's Witnesses the opportunity to convert to mainstream Christianity. Some were tortured to make them sign a declaration renouncing their faith. However, very few did this. Therefore, they were sent to concentration camps. They wore purple triangles and were kept separate from other prisoners.

- 65.** How fully does **Source B** describe how minority groups were treated in Nazi Germany? **6**  
(Use the source and recall to reach a judgement.)

- 66.** Explain the reasons why youth movements were so important to the Nazi State. **6**

## 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 were unhappy with life in Russia up to 1900. 6

68. How important was defeat in the Russo-Japanese War as a 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** describes the effects of the First World War on the Russian people.

## Source A

Throughout much of the war, Russian cities suffered from a shortage of food. This was due to a combination of bad harvests and poor transport arrangements. The loss of large areas of rich farmland to the Germans did not help. The shortages meant that food prices went up. Although workers' wages increased, they did not keep pace with rising inflation. By 1917, urban workers faced terrible starvation. A wave of strikes also broke out in Russia during the war.

69. How fully does **Source A** describe the effects of the First World War on the Russian people? 6

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

**Source B** is from a diary of a resident of Petrograd, written in 1920.

## Source B

The city is almost in ruins, as if a hurricane has swept over it. The streets are dirty and deserted. All life has gone from them. The people walk about like living corpses. It is a heart-breaking sight. There is a shortage of food and fuel. Frost bitten men, women and children all searching for a piece of bread or a stick of wood. It haunts me. The silence is only broken by the occasional shots.

70. Evaluate the usefulness of **Source B** as evidence of how the Russian Civil War affected civilians. 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.)

## 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.

**Source A** is from a speech given by Mussolini in 1920.

**Source A**

There are many reasons why Italy was in such a state of despair after the war. The peace settlement pushed entire populations to the brink of despair. True peace cannot be separated from justice and is insulted by not being given colonies. Italy did not receive the land which we were promised in the Treaty of London and is rightly angry. We were betrayed at the Peace Conference. We were not given colonies which would have awarded us our rightful place in the world.

71. Evaluate the usefulness of **Source A** as evidence of Italian attitudes to the Peace Settlement.

5

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

72. Explain the reasons why many Italians were happy with Mussolini's economic policies.

6

**Source B** describes Fascist foreign policy.

**Source B**

In 1923 an Italian official was killed while trying to resolve a border dispute. In response Italy invaded the Greek island of Corfu. In 1924 the Italians put pressure on Yugoslavia and gained control of the port of Fiume. In 1925 Italy was persuaded to attend the Locarno meeting and join Britain in guaranteeing the Locarno pacts which saw Germany, France and Belgium accept their existing boundaries. In 1926 Mussolini extended Italian influence and declared Albania an Italian protectorate.

73. How fully does **Source B** describe Fascist foreign policy?

6

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

74. To what extent was the use of propaganda the most important factor in explaining the ineffectiveness of opposition in Fascist Italy?

9

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

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 26 marks

## 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.

**Source A** is from a speech by an Alabama Senator in 1921.

**Source A**

As soon as the immigrants step off the decks of their ships our problem has begun — the spread of Communism and anarchy. These ships are filled with crooks who are a menace and danger to us every day. Thousands come here who never take the oath to support our constitution and become citizens of the United States. They pay allegiance to some other country and flag while they live upon the benefits of our own. Something must be done to stem the tide of immigration.

- 75.** Evaluate the usefulness of **Source A** as evidence of the reasons why many Americans were against immigration in the 1920s. **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.)

- 76.** Explain the reasons why many black Americans migrated to the North. **6**

**Source B** describes the non-violent protests of the Civil Rights Movement.

**Source B**

The 1950s marked the start of the Civil Rights Movement. Reverend Brown launched a legal action in the Supreme Court to win the right to send his child to a white school. Nine black students defied the abuse of white protestors and attended a white school in Little Rock, Arkansas. Rosa Parks refused to give up her bus seat to a white person and was arrested. She inspired the Montgomery Bus Boycott, with thousands of black Americans in the city refusing to ride on the buses.

- 77.** How fully does **Source B** describe the non-violent protests of the Civil Rights Movement in the 1950s and 1960s? **6**

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

- 78.** To what extent were the actions of the police the main cause of the race riots that broke out in Northern cities in the 1960s? **9**

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

## 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 faced many difficulties up to 1933. 6

**Source A** is from the diary of Hermann Rauschning, a leading Nazi Party member, and was written in 1934.

**Source A**

The conversation I had with Herr Hitler was most revealing. ‘We need space in the East for our growing population’ he almost shrieked. ‘We must have a sea power equal to that of Britain.’ And his plans did not end there. ‘We need the French coast, Belgium, Holland and above all we need Sweden ... we must rule Europe or fall apart as a nation.’ And it was clear from his manner that he would not rest until he had achieved these goals.

80. Evaluate the usefulness of **Source A** as evidence of the aims of Nazi foreign policy. 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 reaction in Britain to the Munich Agreement in 1938.

**Source B**

On Chamberlain’s route back from the airport, people were shouting themselves hoarse and leaping on the running board of the car wanting to shake his hand. At 10 Downing Street the crowds all sang ‘For he’s a jolly good fellow’. The newspapers were very quick to praise Chamberlain and his achievements at Munich. A four-day debate was held in the House of Commons on the terms of the agreement. Chamberlain received a favourable result in the Commons, with a majority of MPs in support of the Munich Agreement.

81. How fully does **Source B** describe the reaction in Britain to the Munich Agreement in 1938? 6  
(Use the source and recall to reach a judgement.)
82. To what extent was Germany’s invasion of Czechoslovakia in March 1939 the most important reason for Chamberlain abandoning the policy of appeasement? 9  
(Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

## 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 in expanding German territory up to the fall of France in 1940. 6

Source A is from a diary of a US pilot written in 1943.

## Source A

The bomber began rolling down the 470 feet of the aircraft carrier's flight deck. We watched Doolittle's plane like hawks, wondering what the wind would do to him. If he couldn't take off, we couldn't. Our mission to take revenge for Pearl Harbour would end before it began. Doolittle picked up speed, held to his line and, just as the carrier lifted up on top of a wave, Doolittle's plane took off — he had yards to spare. The raid was on.

84. Evaluate the usefulness of **Source A** as evidence of US raids on Japan. 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 nature of Nazi control in occupied Europe.

## Source B

By mid-1940 the Nazis had gained control of most of eastern, western and northern Europe. German rule in Poland was extremely harsh and a campaign of terror was directed towards the Polish people. The Polish population was supplied with very limited rations as most of the country's food was confiscated by Germany for their own people. In western Europe, the general population was treated less harshly than in the east. Holland was targeted to become part of Germany because it was considered a more Germanic country.

85. How fully does **Source B** describe the nature of Nazi control in occupied Europe? 6  
(Use the source and recall to reach a judgement.)
86. To what extent were the efforts of the Russian Army the main reason for Allied victory in Europe in 1945? 9  
(Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)



## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 26 marks

## 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 the Cold War began after 1945.

6

Source A is from a speech by the Commander of Soviet Armed Forces in 1956.

## Source A

Comrade soldiers, officers and generals!

At the end of October an uprising was started by forces in Hungary. Their aim was to destroy democracy and restore the old landowning capitalist rulers. Events have shown these anti-communists have used this military adventure to try to bring back fascism in Hungary. At the request of Hungary, Soviet troops have started carrying out their obligations to our allies. This is being done on the basis of the Warsaw Pact, established between members of the socialist camp.

88. Evaluate the usefulness of **Source A** as evidence of the reasons for Soviet intervention in Hungary in 1956.

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 military tactics of the Vietcong.

## Source B

The Americans made extensive use of new technology in their war in Vietnam. The American Army were faced by the Vietcong, who had to rely on surprise attacks before quickly disappearing. The Vietcong made full use of the Ho Chi Minh trail to supply their armies with weapons. Lots of landmines were laid in front of the advancing American troops. The Vietcong placed their bases in swamps and forests to make it difficult for the American forces to locate them.

89. How fully does **Source B** describe the military tactics of the Vietcong?

6

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

90. How important was the cost of the arms race as a reason why the USA and Soviet Union followed a policy of détente from the late 1960s?

9

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

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