



2007 History

Higher – Paper 2

Finalised Marking Instructions

© Scottish Qualifications Authority 2007

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from the Assessment Materials Team, Dalkeith.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's Assessment Materials Team at Dalkeith may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

**2007 History Higher
Paper 2
Marking Instructions**

Introduction

The detailed marking schemes which follow indicate:

- 1 The main points which it is anticipated that candidates will be able to extract from the sources provided.
- 2 Examples of relevant evidence which candidates may provide from their recalled knowledge.

As teachers may select different illustrative detail in preparing candidates, these should not be regarded as prescriptive. Examiners should reward the recall of alternative detail which they regard as equally acceptable.

- 3 Descriptions of typical answers at three levels of performance.

Again, even after discussion at the markers' meeting, you may find examples of work which approach a question in a different, but equally valid, manner. These should be given the credit which, in your opinion, they deserve.

If you are unsure about a candidate's interpretation of a particular question, you should mark it and then refer it to the Principal Assessor in the usual way, with a note of the point of difficulty. This process should only be used in exceptional cases.

OPTION A – MEDIEVAL HISTORY

SPECIAL TOPIC 1: NORMAN CONQUEST AND EXPANSION 1050 – 1153

Question 1: How fully does **Source A** explain the Norman victory at the Battle of Hastings? (6)

The candidate evaluates **Source A** in terms of its description of the Norman victory at Hastings.

From Source: William orders his men to feign a withdrawal in the hope of persuading the Saxon shield wall to give chase. This was successful several times. When the Normans turned and counter attacked, the Saxons found themselves out of position and easy prey to the mounted Norman knights. The Saxon retreat back up the hill was orderly and they made good use of their position to drive off the Norman knights, using javelins and boulders rolled down the hill to counter the threat of the mounted knights. The source points out that this tactic of Normans feigning retreat and Saxons following and then an orderly retreat continued several times, until Harold, dead of an arrow in the brain, was no longer able to keep the Saxons in the field.

From Recall: Background – the contest of the throne of England after the death of Edward the confessor, Harold assumes the throne and immediately has to deal with two invasions. One in the north led by Harddrada. The Saxon army had already defeated this force and were weary after a long march to Hastings. The Saxon army estimated 7-8,000 infantry. Other than the Housecarls the majority of the warriors were not full time fighters. Most armed with leather jerkins, spear and shield. Only the housecarls were better equipped. Harold took up positions on top of the hill, forming a shield wall. The Normans had fewer numbers but were probably better armed, and certainly more rested. The Norman knights and William's retainers were well motivated – had been promised land as spoils for victory. Norman crossbowmen fired ineffectively against the Housecarls that formed the outer ring of the shield wall. William then ordered his knights to charge – repulsed with ease. Towards the end of the day, exhausted and reduced in number thanks to William's tactics, the Saxon shield wall was close to collapse. A final volley of the Norman archers preceded an outright advance by the Norman forces. Common belief that Harold was killed in the final volley by an arrow piercing his eye, mainly due to the interpretation of the Bayeux tapestry. However other accounts tell of him being cut down by Norman knights. Perhaps both events are true. With Harold dead most of the army fled. However his Housecarls remained to defend his body to the last man.

Marks:

1-2	Selects relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points of the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 2: Compare the views in **Sources B** and **C** of William's dealings with his English subjects after the Battle of Hastings in 1066. (5)

The candidate offers a comparison to the views in **Source B** and **C** in terms of:

Overall **Source B** is almost fawning in its praise for William, showing him as a benefactor of England. However **Source C** demonstrates his more violent tendencies.

From Sources:

Source B

William was wise and great.
He was mild to good men who loved God but very severe to those that opposed him.
He was a religious man who founded abbeys such as Battle.
Made the abbey very rich.

He established monasteries across the country and encouraged monks and the monastic orders who followed the Rule of St Benedict.

There is no mention of his actions against the nobility of England.

Source C

William's punishment was so severe that it was long remembered.

His men hunted down people desperate to escape.

He wanted the people north of the Humber to starve as a punishment – houses and crops destroyed.

William's troops killed a lot of people and his reign was far from happy.

Within a decade he had obliterated the higher ranks of the English nobility.

From Recall: Not required but credit may be given for positive use to illustrate the comparison.

- Marks:*
- 1-2 Selects some relevant evidence from one or both sources but with little attempt to make the required comparison.
 - 3-4 Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
 - 5 Selects relevant evidence from both sources thoroughly to inform a developed comparison in terms of the question.

Question 3: How fully do **Sources A, B and C** show the success of the Norman conquest of England? (8)

The candidate should determine to what extent **Sources A, B and C** indicate the success of the Norman Conquest in England:

- From Sources:*
- A** William's tactics are more than a match for the Saxons.
Norman knights overwhelmed the Saxon foot soldiers.
The battle was close and the Saxons did kill many Normans.
After Harold is killed there is no leader among the Saxons and their army falls apart.
 - B** William founded Regular monasteries throughout England.
These monasteries encouraged people to follow a peaceful Christian existence.
Such monasteries encouraged people to support the new monarch.
They were ways in which the land could be brought under the control of the government.
 - C** Opposition to the Normans was severely dealt with.
Hundreds of rebels were hunted down and killed.
The Harrying of the North was severe and acted as a deterrent against future rebellions.
Obliteration of higher ranks of English nobility.

From Recall:

Numerous uprisings were suppressed from 1067-1071 by force.
William was careful to consolidate his gains.
Anglo-Saxon nobility were replaced mainly after 1070.
Set up Norman style household government.
Made feudal grants to Norman lords for knight service.
Lords built castles and they raised revenue, controlled the country and held courts.
They also provided military service.
Sheriffdoms were continued and established.
Marcher lordships protected the borders.
Certain Anglo-Saxon customs were retained, eg Witan, writ, shire-reeve.
Oath of Salisbury and Domesday Book 1086.
Overall security increased as time passed. The military and political stranglehold gave way to a cultural change which was more accepting of the regime.
People liked the peace created.

- Marks:*
- 1-3 Selects some relevant evidence from the sources and/or recalled knowledge but without making the required evaluation.
 - 4-6 Selects relevant evidence from the sources and uses recalled knowledge to inform a basic evaluation in terms of the question.
 - 7-8 Establishes the main points of the sources and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 4: How useful is **Source D** in demonstrating the Normanisation of Scotland by David I?
(5)

The candidate evaluates **Source D** as evidence of Normanisation of Scotland, in terms of:

From Source: Origin: Photograph of a Norman Motte and Bailey castle – shows location of an important medieval site that survives today. Location highlights one area David used feudal landholding to bring under the control of the crown.

Content: The picture clearly shows the Motte of a Norman castle. The Castle is long since gone, made of wood it is unlikely that it would have survived to modern times. Steep slopes of the Motte and the single winding road that leads up to the top – a formidable defensive structure dominating the land around it. The feudal lord given the land would have set up the castle to defend against any possible opposition to his new rule.
Castles such as these were common in lands granted to David's feudal followers. This is typical of a Scottish Motte – no Bailey attached.

From Recall: Castles an important symbol of ownership – reflected the growing wealth of a Feudal Scotland.

Domestic residences for the barons – also, administrative centres – places to hold royal and baronial courts. Sheriffs and local justices worked from these castles dispensing the king's justice – helped to control the surrounding area, in the king's name.

David had wanted to introduce the power of the armed knight to the Common army of Scotland. In order to attract them to the kingdom many were given fiefs of land. Such castles would dominate such land. Such families included the Bruce, Stewarts and de Soules

Many such castles built on land taken from those that rose in rebellion to David. In Moray there were several such rebellions between 1130 and 1150. Castles were built and Burghs were founded to help David establish his authority on this rebellious province.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5	Establishes the main points of the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 5: How typical was the Scottish experience of the wider Norman achievement in Europe in the eleventh and twelfth centuries? (6)

The candidate offers an evaluation of the views in **Source E** in terms of:

From Source: The introduction of Norman Feudalism helped establish Sherifdoms in Scotland that consolidated central royal control.
The Sheriff was the key official in collecting taxes and maintaining royal household and regional government.
David encouraged the monastic church in Scotland, which led to a new phase in spiritual and economic development.

From Recall: Normans had the military power of knights, which David needed, to rule.
Normans did put David into South Scotland in 1113.
David used the loyalty of his Anglo-Norman friends who understood the Norman way of doing things and helped him set feudal land holding, Anglo-Norman style household government, justice, sheriffs, castles etc.
Normans spread feudal land holding for military service, household government, sheriffs and castles across France and England – numerous examples.
Their achievement was also cultural – they established reformed monasticism and introduced Norman style of architecture in their conquests.

Marks:

1-2	Selects some relevant evidence from the sources and/or recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the sources and uses recalled knowledge to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

SPECIAL TOPIC 2: THE CRUSADES 1096 – 1204

Question 1: How fully does **Source A** describe the Roman Church's motives in calling the First Crusade? (6)

The candidate evaluates **Source A** in terms of its description of the motives of the Papacy for calling the First Crusade.

From Source: The Papacy is concerned by the threat posed by Islam. The source clearly states that a horrible and cruel race has devastated everything to the walls of Constantinople. Christians should be filled with grief at the misfortunes of the Great Empire of Byzantium, and it is the duty of these Christians to go to their aid. Christians now saw their religion as needing protection from external threats, such as those posed by Islam. The source says that Christians should be moved to proper compassion by the wounds and blood of their brethren in the East. The Papacy believed that it was God's will that they send people on the Crusade. Messengers should be sent to inform the papacy what God has inspired people to do.

From Recall: The Papacy responded to the call for help from Alexius, the Emperor of Byzantium, when calling a Crusade, following the defeat of the Byzantines by the Seljuk Turks, who then impeded Christian pilgrimages to Jerusalem. Gregory might have called for a Crusade but for the demands of the Investiture contest. The source does not indicate the political motivations of the Church. Popes had been attempting to reunite the Greek Orthodox Church with the main body of the Roman Church. The Emperors of Byzantium had assumed the role of head of the Eastern Church, and had resisted any attempts by the Papacy to reassume leadership. Pope Urban II was a radical Pope, trained at the influential monastery of Cluny, and saw this as an opportunity to accomplish what his predecessors had not been able to do. Pope Urban was attempting to reassert Roman control over the pilgrimage routes to Jerusalem. Pope Urban was continuing the struggle of his predecessor Gregory VII against the monarchy, within the Investiture contest. If the Pope were able to raise an army to fight so far away, then that would indicate to European monarchies the political power of the Papacy and provide an advantage to the Pope in this struggle.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 2: How useful is **Source B** as evidence of the range of people who followed Peter the Hermit during the People's Crusade? (5)

The candidate evaluates **Source B** as evidence of the crusading ideal, in terms of:

From Source:

Provenance: Taken from a 14th century French manuscript depicting the tale of the journey to Outremer. This is an obviously biased document focusing on the religious piety of Peter.

Purpose: Unclear but likely to demonstrate the importance of the pilgrimage to the Holy Land. It is also likely to stress the success and importance of the crusades to the population of Europe.

Content: The manuscript is clearly showing the followers of Peter the Hermit, and that they come from different strata of society. The majority shown in the picture are simple men at arms, foot soldiers, from the common ranks well armed in mail and weapons. There is also a representative from the knightly ranks, unlikely to be of baronial rank but he does have his own coat of arms. Finally there are women and children, symbolising the non-combatants that took part in the People's Crusade. One woman is even carrying a baby.

From Recall:

The People's Crusade was something of an unexpected phenomenon; the Emperor of Byzantium was expecting a group of armed professional knights. However, those that followed Peter came from all levels of society, and have been likened to a mass migration of people rather than a real crusade. Perhaps 100,000 people left their homes to join Peter. The majority were common peasants who were inspired to leave their homes for either religious reasons or a desire for adventure. They tended to bring their families. Finally they were joined by mercenaries searching for riches inspired by tales of the riches of the east. Some significant figures travelled with Peter, including Walter Sans-Avar and Fulcher of Chartres, both representing the knightly orders. The People's Crusade was split into French and German contingents, both were rather suspicious of each other. Both contained poor and rich and men and women.

Marks:

1-2 Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.

3-4 Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.

5 Establishes the main points of the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 3: Compare the reasons given in **Sources C** and **D** for the defeat of the Muslim army at the battle of Antioch. (5)

The candidate offers a comparison to the views in **Source C** and **D** in terms such as:

Overall **Source C** implies that it was with the aid of Christ and the saints that the Crusaders achieved victory. However, **Source D** maintains that it was the fighting skills of the Christian knights and the divisions of the Muslims that led to a Christian victory.

Source C

The nobles had lined their forces up for battle, with the leaders of the crusade leading the way. Even the Bishop of LePuy has taken the field with the Holy Lance.

The Turks start the battle by shooting and killing many of the Crusaders.

An army of saints led by Christ ride down from the mountains and begin to aid the Crusaders.

The Turks were terrified and forced to flee.

Source D

The knights were still an impressive sight, and their appearance on the battle field encouraged Kerbogha to ask for a truce.

The Crusaders ignored the firestorm of Turkish arrows and pressed forward the attack.

The Muslim army was split by petty divisions. Many of the leaders were afraid of the potential power of Kerbogha should he prove victorious. Therefore many decided not to take part in the battle.

Many Turks decided to flee the battle and leave Kerbogha to his fate.

From Recall: Not required but credit should be given for positive use to illustrate the comparison.

Marks:

1-2	Selects some relevant evidence from one or both sources but with little attempt to make the required comparison.
3-4	Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
5	Selects relevant evidence from both sources thoroughly to inform a developed comparison in terms of the question.

Question 4: Why was the First Crusade such a success for the Crusaders? (8)

The candidate should determine to what extent **Sources A, C and D** indicate the reasons for the Crusaders' victory during the First Crusade, in terms of:

- From Source:*
- A** The source shows the religious motivations of the crusaders. Religion played an important role in the victory.
The crusading armies were working not for any earthly authority, but for God. The Pope had authorised this war and had given plenty of incentives to inspire the knights and foot soldiers.
The Pope urges the people of Europe that it is their duty to go on this crusade, and this sense of duty keeps them going through countless hardships.
 - C** This source firstly shows the military power of the knights during the First Crusade. Essentially this was the greatest force of knights ever assembled.
The sheer power of the knightly charge was a tactic that the Muslim generals were not used to and had no way to counter with their traditional hit and run tactics. Added to the armour quality of many knights the shock value of their forces carried them through many encounters.
The source also shows the religious fervour that prevailed in the First Crusade. Here God is given credit for the victory, and shows the importance of religion to the crusaders.
The source also mentions the Holy Lance carried by Adhemar of LePuy. This offered a morale boost to the tired and hungry crusaders.
 - D** The divisions among the Muslim forces during the First Crusade are probably the most significant factor in the victory of the crusaders.
Kerbogha assembled the Muslim emirs, but his attitude turned many against him. Many of them sought personal gain.
The Muslims underestimated the crusaders and did not really understand their long-term intentions.

From Recall: Aid from Byzantium – The First Crusade was the only crusade to get any significant aid from the Emperor of Byzantium. Alexius provided advice, guides and supplies – his forces tied up Muslim armies in the north.
Europeans were able to engage successfully in numerous sieges, making use of modern siege equipment, such as catapults and siege towers.
Crusaders were able to win the important battles, thus keeping a momentum on their march to Jerusalem. Victories at Dorylaeum, Antioch and Jerusalem did much to increase the reputation of the knights. As word of their fighting prowess spread so did the desire for Muslims to avoid combat.
The brutal reputation of the crusaders and the wanton excesses of some fanatics helped spread fear among the Muslim forces. Events such as at Ma'arrat where Christians engaged in cannibalism and the massacre of the inhabitants of Antioch helped convince their opponents to avoid combat or surrender.
The potential inability of the crusaders to work together was countered by the fact that the Muslims did not understand the crusaders' idea of a holy war. For them it was a simple conflict over acquisition of land. Had they understood the ideology of the crusade then their opposition might have been more unified.

- Marks:*
- 1-3 Selects some relevant evidence from the sources and/or recalled knowledge but without making the required evaluation.
 - 4-6 Selects relevant evidence from the sources and uses recalled knowledge to inform a basic evaluation in terms of the question.
 - 7-8 Establishes the main points of the sources and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 5: How accurately does **Source E** illustrate the decline of the crusading ideal by 1204?

(6)

The candidate offers an evaluation of the views in **Source E** in terms of:

From Source: Richard offered Saladin Jerusalem as a Muslim state, ruled by Henry of Champagne. This is not the crusading ideal in action, as Jerusalem was not saved from Muslim rule.

Richard treated Saladin as an equal, negotiating in the same way that he would a European king. A treaty was signed between Richard and Saladin.

Richard and Saladin both showed haste in putting an end to the fighting; Richard was concerned with saving face.

The French contingent led by the Duke of Burgundy were appalled at this breach of faith and the willingness to cast aside the goals of the crusade.

From Recall: Evidence of the decline of the Crusading ideal from the Third Crusade.

Richard often cited as the hero of the crusade – gets the credit for victory, a sharp contrast to the First Crusade where God is often cited as the important factor in victory.

Richard's willingness to meet with the Muslims on equal terms, both in his friendship with Al-Adil and the negotiations with Saladin – in opposition to ideal.

Problems of the Fourth Crusade show that by 1204 the crusading ideal was in marked decline – no Muslims died as a result of the Fourth Crusade; the end result was destruction of the Byzantine Empire.

Mass appeal for people to go on a fourth crusade – the fourth crusade drew similar numbers of people as the third led by Richard.

The crusaders forced to pay for their own costs during the fighting.

The Doge of Venice, convinced them to order three times the amount of supplies they needed; the crusaders were heavily in debt to the Venetians. To pay off their debt, the Doge urged the crusaders to fight against the enemies of Venice. This led to attacks against the king of Hungary and an invasion of Constantinople.

After the fall of Constantinople the crusader leaders decided to stay and split the Byzantine Empire among them rather than go on to Egypt.

Possible conspiracy theory involving the Doge of Venice. Egypt was a good trading partner with Venice – reluctance to get involved in crusade against Egypt. This may have been an attempt to divert the energies of the crusade away from their intended target.

Pope Innocent III was understandably unhappy – called for the crusade to return to its original ideals. His appeals went unheard.

- Marks:*
- | | |
|-----|--|
| 1-2 | Selects some relevant evidence from the sources and/or recalled knowledge but without making the required evaluation. |
| 3-4 | Selects relevant evidence from the sources and uses recalled knowledge to inform a basic evaluation in terms of the question. |
| 5-6 | Establishes the main points in terms of the sources and uses recalled knowledge to inform a developed evaluation in terms of the question. |

OPTION B – EARLY MODERN HISTORY

SPECIAL TOPIC 3: SCOTLAND 1689 – 1715

Question 1: How important were the issues raised in **Source A** in causing poor relations between Scotland and England between 1701 and 1705? (6)

The candidate makes a judgement as to the extent to which the issues raised in **Source A**, caused poor relations in terms of:

From Source: There were problems regarding the succession, when Queen Anne's last surviving child died.
England passed the Act of Settlement – Hanoverian succession – assumption that Scotland was included – Scottish views were ignored – angered the Scots.
England wanted this issue resolved.
French backed the exiled Stuarts.

From Recall: Scots angered at the interference of English ministers eg Godolphin in their affairs.
Scots retaliation to the Act of Settlement was the Act of Security. Scots would only agree to the Hanoverian succession with conditions. Might otherwise choose a different monarch.
Act Anent Peace & War – Scots parliament would make all future decisions regarding Scotland's involvement in wars (they had been dragged into the war of the Spanish Succession).
Wine Act – Scots would continue trade with France despite the war – angered England.
Alien Act of 1705 – English attempt at economic sanctions – threat would hit most merchants and the nobility.
April 1705 – Worcester incident – Captain Green and two crewmen were hanged despite protests from the Queen – strong anti-English feeling.
Massacre of Glencoe.
Failure of Darien scheme.

Marks:

1-2	Selects relevant evidence from the source and/recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses recalled knowledge to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 2: How useful is **Source B** as evidence of the reasons for setting up the Darien scheme? (5)

The candidate evaluates **Source B** as evidence of reasons for setting up the Darien scheme.

From Source: Provenance – written just before the Darien scheme was launched.
Patterson founded the Company of Scotland.
The purpose of the source is to tell of the advantages of having a Scottish colony.
Content shows how it will develop trade and create wealth and employment.

From Recall: Scotland was excluded from trade with English colonies – Darien was seen as means of creating wealth.
The Company of Scotland was established to try to improve the Scottish economy.
Scotland had suffered in the 1690's from a succession of poor harvests, even famine – country facing serious economic problems.
It originally hoped to have several projects but Darien only one, due to lack of investment from outwith Scotland.
Darien's situation – Isthmus of Panama – trade routes from Atlantic and Pacific oceans – regarded as an ideal place for a trading colony.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 3: How fully does **Source C** explain why England wanted an incorporating Union? (6)

The candidate makes a judgement on how fully **Source C** explains why England wanted an incorporating Union in terms of:

From Source: England wanted a resolution of the succession issue.
English were concerned at time it was taking to resolve this matter.
English concern that the Scots might restore the exiled Stuart dynasty.
English feared the threat to their northern border.
England was prepared to use economic threats to achieve their aims (Alien Act).
England involved in the war of the Spanish Succession at this time, which makes matters of security even more acute.

From Recall: England's enemy France backed the exiled Stuart Dynasty.
There was substantial support in Scotland for the Jacobites.
If Scotland went its own way, it could return to the days of the Auld Alliance with France – this would weaken England's strategic position and create a major threat to English security.
Need to safeguard England's northern border.
English believed that only an incorporating union would be strong enough to ensure security.

Marks:

1-2	Selects relevant evidence from the source and/recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses recalled knowledge to inform a basic evaluation.
5-6	Establishes the main points of the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 4: Compare the attitudes towards Union revealed in **Sources D** and **E**. (5)

The candidate compares the attitudes in **Sources D** and **E** on the union in terms of:

Source D

Source E

Is in favour of the Union.

It is against the Union.

Sees the advantages of trade with England –improve Scotland’s product.

It makes no mention of trade.

It believes that union will provide good government.

It suggests that the English will dominate parliament and that Scotland will become just another part of England.

It will secure Liberty, Property and Religion. This will be achieved through having one monarch and one parliament.

Rather than produce liberty it says it will overturn our constitution destroy our monarchy and parliament.

It will benefit the whole island.

Destroy our church government.

From Recall: Not required but credit should be given for positive use to illustrate the comparison.

- Marks:*
- 1-2 Selects some relevant evidence from one or both sources but with little attempt to make the required comparison.
 - 3-4 Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
 - 5 Selects relevant evidence from both sources thoroughly to inform a developed comparison in terms of the question.

Question 5: How far do **Sources A, C and D** explain the reasons why the Scottish Parliament passed the Act of Union? (8)

The candidate makes a judgement as to the extent to which **Sources A, C and D** explain why the Scottish parliament passed the Union in terms of:

- From Source:*
- A** Source gives examples of tensions between Scotland and England, which it was hoped the Union would resolve.
For example, the Act of Settlement had ignored Scottish views – seen as an example of English arrogance.
William’s death made settlement of the succession urgent.

 - C** Hanoverian Succession still not secured.
Threat of the Alien Act – Scottish trade with England banned – Scots would be treated as aliens in England.
Threat of an English invasion with military force.
Concern at possible Jacobite restoration to Scottish throne.
Need to resolve the instability of Scottish affairs.

 - D** Union will give access to English markets.
Union will improve the economy and increase production.
Secure Liberty, Property, Religion.
Union will produce the same monarchy in England as in Scotland.

From Recall:

English placed troops on the border.
Some Scots felt that it was better to accept this union rather than one imposed upon them.
Bribery/payment of arrears of salaries encouraged some to vote for union.
Promise of compensation for the shareholders of the Company of Scotland (Darien); this would come from the payment to compensate Scotland for taking on the share of the English national debt. Squadrone Volante voted for union as a result of this.
Benefits of trade with the English colonies attracted some.
Scottish peers would have the same privileges as English – this included no imprisonment for debt.
Secured land owned by Scots in England – this had been threatened by the Alien Act.

- Marks:*
- 1-3 Selects some relevant evidence from the sources and/or recalled knowledge but without making the required evaluation.
 - 4-6 Selects relevant evidence from the sources and uses recalled knowledge to inform a basic evaluation in terms of the question.
 - 7-8 Establishes the main points in the sources and uses recalled knowledge to inform a developed evaluation in terms of the question.

SPECIAL TOPIC 4: THE ATLANTIC SLAVE TRADE

Question 1: How accurately does **Source A** reflect the attitude of British governments to the slave trade in the eighteenth century? (6)

The candidate makes a judgement on the accuracy of **Source A's** identification of British governments' attitude to the slave trade in terms of:

From Source: Shows government support for the slave trade.
Britain gaining great wealth from the trade.
Increased production of manufactured goods.
Sugar planters and slave traders investing in industry.
Lord North's opinion that abolition was an impossibility.
Slave trade necessary to every nation in Europe.

From Recall: Changing attitude to the monopoly of the Royal African Company.
Later bills to regulate the slave trade such as the *Dolben Act 1788*, *Pitt's Act of 1792*.
Government attempts to collect evidence on the trade such as the Select Committee of 1789-90.
Continuing support for the economic role of slave trade.

Marks:

1-2	Selects some evidence from the source and/or recalled knowledge, but without making the required evaluation.
3-4	Selects relevant information from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 2: How useful is **Source B** as evidence of the slave experience on board ship? (5)

The candidate evaluates **Source B** as evidence of the slave experience on board ship in terms of:

From Source: Provenance: primary, eyewitness evidence – Equiano describing his own experience.
Purpose: possible propaganda for abolitionist movement.
Content shows slaves' life of misery; slaves chained together; got through nettings, and jumped overboard and two drowned; slaves flogged for attempting to escape.

From Recall: Further detail of conditions on board ship:
Slaves densely packed – conditions of dirt and squalor – foul smells with slaves chained below decks.
Inadequate/unfamiliar diet added to health problems.
Separation of sexes.
High incidence of sickness and disease.
High death rate of slaves on the Middle Passage.
Reference to diagrams and models of slave ships – the “Brookes”.
Forced physical exercise of slaves to improve appearance – increased chance of good prices at auction.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge, but without making the required evaluation.
3-4	Selects relevant information from the source and uses limited recall to inform a basic evaluation in terms of the question.
5	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 3: How fully does **Source C** identify the methods used by the abolitionists to promote their cause? (6)

The candidate makes a judgement on the extent to which **Source C** identifies the methods used by the abolitionists in terms of:

From Source: Work of Thomas Clarkson.
Obtained witnesses for the Parliamentary investigations of the slave trade.
Provided Wilberforce with convincing evidence for his speeches – Wilberforce’s speeches graphic and appealing.
Spread propaganda all over the country.
Clarkson most effective in presenting truth about slave trade.

From Recall: Books and pamphlets published – eyewitness accounts – from former slaves such as Equiano.
Role of John Newton – former slave ship captain.
Campaign to boycott goods produced by slaves in the West Indies – sugar and rum.
Petitions – subscription lists.
Public meetings – lecture tours.
Artefacts and illustrations – Wedgwood pottery.
Lobbying of Parliament.

Marks:

1-2	Selects some evidence from the source and/or recalled knowledge, but without making the required evaluation.
3-4	Selects relevant information from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 4: To what extent does the evidence in **Source D** support **Source C's** assessment of Clarkson's contribution to the abolition of the slave trade? (5)

The candidate offers a comparison of **Sources C** and **D** in terms of:

Source C

Praises Clarkson's contribution to abolitionist campaign. Spread propaganda from one end of the country to the other. No task too great. Obtained witnesses for parliamentary investigations.

Provided Wilberforce with convincing evidence for his speeches.

Value of Clarkson's service inestimable; more instrumental than anyone else in discovering and presenting the true picture of the slave trade.

Source D

Critical of Clarkson. Abolition movement connected with desire for revolution. Clarkson adding to the fear. Clarkson declares he is a friend to French Revolution.

Wilberforce encouraged to stop Clarkson linking revolution with the abolitionist campaign.

Cause will be severely injured if he continues.

From Recall: Not required but credit should be given for positive use to illustrate the comparison.

- Marks:*
- | | |
|-----|---|
| 1-2 | Selects some relevant evidence from one or both sources but with little attempt to make the required comparison. |
| 3-4 | Selects relevant evidence from both sources and makes a basic comparison in terms of the question. |
| 5 | Selects relevant evidence from both sources thoroughly to inform a developed comparison in terms of the question. |

Question 5: How fully do **Sources A, D** and **E** illustrate the difficulties faced by the abolitionists in their campaign? (8)

The candidate makes a judgement on the extent to which **Sources A, D** and **E** illustrate the difficulties faced by the abolitionists in terms of:

- From Sources:*
- A** Attitude of British Government.
Lord North claimed abolition is impossible.
Importance of slave trade to British economy – generated finance.
Sugar planters and slave traders invested in industry.
 - D** Effect of French Revolution.
Fear that abolitionist cause is being associated with revolution.
Clarkson openly supporting French Revolution – risk of abolitionist cause being damaged.
 - E** Opposition to abolition from Members of Parliament for Liverpool.
Gascoyne suggesting more wealth to be gained from the Slave Trade.
Lord Penrhyn claims that seventy million pounds worth of property would be destroyed.
It would ruin the colonies.
It would destroy an essential nursery of seamen – Britain would lose control of the sea.
Africans would suffer if slave trade was abolished – butchered and executed at home.

- From Recall:*
- Other arguments used by supporters of Slave Trade:
Slaves treated better in West Indies than the working classes in Britain.
Taxes would be raised.
France would gain if slave trade abolished.
Opposition from merchants in Liverpool and Bristol.
Slave rebellion in Santo Domingo – symbol of violence – abolition associated with this; fear of slave revolts.
Vested interests of MPs – easier to gain support of the public than of MPs.
Entrenched racism among members of the ruling class.

- Marks:*
- 1-3 Selects some relevant evidence from the sources and/or recalled knowledge but without making the required evaluation.
 - 4-6 Selects relevant evidence from the sources and uses recalled knowledge to inform a basic evaluation in terms of the question.
 - 7-8 Establishes the main points in the sources and uses recalled knowledge to inform a developed evaluation in terms of the question.

SPECIAL TOPIC 5: THE AMERICAN REVOLUTION

Question 1: How fully does **Source A** identify the reasons for the colonial challenge to British control of America by 1774? (7)

The candidate makes a judgement on the extent to which **Source A** identifies the reasons for the colonial challenge to British control in terms of:

From Source: Suppression of the Colonies by a military force.
Money taken out of colonists pockets – taxation.
British people being misled that colonists' are in rebellion.
Stoppage of the port of Boston – punishment for disobeying Parliament.
People of Massachusetts Bay suffering in common cause.

From Recall: Explanation of points made in source:
Coercive Acts, especially quartering of soldiers in Boston – General Gage's authority.
Question of taxation – Stamp Act and repeal; Townshend's Duties.
'No taxation without representation'.
Tea Act leading to Boston Tea Party.
Other factors:
Effects of seven Years' War on Britain – need to raise more revenue.
Question of defence – colonial reluctance to pay for defence they did not want.
Proclamation Line, restricting settlement.
Political dispute – Declaratory Act.
Regulation of trade – Navigation Acts, Sugar Act; British attempts to control colonial smuggling.
Quebec Act – settlement of Scottish Protestants in Ohio Valley, partly occupied by French Catholics.

Marks:

1-3	Selects some relevant evidence from the source and/or recalled knowledge, but without making the required evaluation.
4-5	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
6-7	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 2: Compare the views expressed in **Sources A** and **B** on colonial actions after the passing of the Coercive Acts in 1774. (5)

The candidate offers a comparison of **Sources A** and **B** in terms of:

Source A

Source B

Belief that military action was unnecessary.

Agrees that colonies rejected military action and introduced a boycott of trade.

Britain dependent on the Colonies for supplies.

Colonies had challenged Britain.

Non-importation and non-exportation would offer effective and peaceful resistance.

Belief that the colonies misunderstood the British position – Britain called the colonial bluff.

This would certainly be successful if colonies make a general agreement on this.

Trade boycott not successful – Britain would not yield as they had before. This political miscalculation caused the colonies to blunder into a war.

From Recall: Not required but credit should be given for positive use to illustrate the comparison.

- Marks:*
- 1-2 Selects some evidence from one or both sources but with little attempt to make the required comparison.
 - 3-4 Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
 - 5 Selects relevant evidence from both sources thoroughly to inform a developed comparison in terms of the question.

Question 3: How fully do Sources **A**, **B** and **C** illustrate the issues that led the Americans to declare independence from Britain in 1776? (8)

The candidate makes a judgement of the extent to which **Sources A**, **B** and **C** illustrate the issues that led to the American declaration of independence in terms of:

- From Sources:*
- A** Coercion of colonists by military force.
Issue of taxation.
Punishment of Boston – Boston Port Act – people of Massachusetts Bay are suffering in common cause.
Union of Colonies in support of Massachusetts.
Non-importation and non-exportation.
 - B** Colonial challenge to British authority by First Continental Congress – misunderstood British opinion.
Britain called the colonial bluff and did not yield as in 1766 and 1770.
Hostilities accidentally commenced – Lexington; Congress had blundered into military conflict.
 - C** Delegates at Continental Congress 1776 began to consider independence.
Some colonies did not support independence.
Effect of the publication of Thomas Paine’s *Common Sense* – efforts at reconciliation were useless – urged the creation of an independent continental republic.
Paine’s book had major influence on American opinion.

- From Recall:* Further detail of British actions:
Coercive Acts and appointment of General Gage in Boston.
Decisions made by colonists at First Continental Congress.
Issue of no taxation without representation.
Attitude of George III and Ministers – no sympathy for the attitudes of the colonists.
Colonies in state of rebellion.
Rejection of Olive Branch Petition.
Lexington – Bunker Hill – siege of Boston.
Appointment of Washington – creation of Continental Army.
Weaknesses of American forces – strength of British – need for French help.
Hiring of German mercenaries – also, colonial irritation at British underestimation of colonial forces.

- Marks:*
- 1-3 Selects some relevant evidence from the sources and/or recalled knowledge but without making the required evaluation.
 - 4-6 Selects relevant evidence from the sources and uses recalled knowledge to inform a basic evaluation in terms of the question.
 - 7-8 Establishes the main points in the sources and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 4: How valuable is **Source D** to an understanding of Washington's difficulties in fighting the war against Britain? (5)

The candidate evaluates **Source D** as evidence of Washington's difficulties in fighting the war in terms of:

From Source: Provenance: written by supporter of Washington – possible bias and exaggeration eg 'savage monster Howe'.
Content: Expresses worry about conditions facing Washington and army.
Conditions at Valley Forge: living in woods – lack of accommodation; lack of suitable clothing; cold weather – shortage of fuel.
Loyalists protected by Howe.
Friends in Philadelphia need fuel and other necessities.

From Recall: Washington's defeat by Howe at Brandywine and Germantown – impact on morale of troops.
Problems in Continental Army: recruitment; lack of discipline; lack of training; desertions; disease etc.
Problems with morale.
Difficulties with Congress – Washington was kept short of supplies and resources.

Marks:

1-2	Selects some evidence from the source and/or recalled knowledge, but without making the required evaluation.
3-4	Selects relevant information from the source and uses limited recall to inform a basic evaluation in terms of the question.
5	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 5: How important was foreign intervention in the outcome of the war? (5)

The candidate uses **Source E** to make a judgement about the importance of foreign intervention to the outcome of the war in terms of:

From Source: Treaty of alliance with the French:
Details: guarantees independence and all possessions of USA; no monopoly of trade sought.
Colonies to be liberally assisted with all kinds of supplies.

From Recall: Detail of help given to Colonists by the French.
Lafayette, Rochambeau, De Grasse – military and naval forces.
Spain and Holland declared war on Britain.
Armed Neutrality of the North.
Problems faced by Britain now fighting a world war.
Yorktown campaign – French fleet in Chesapeake Bay – vital in defeat and surrender of Cornwallis.
British loss of control of sea at a crucial time.
French help turned a temporary colonial victory (Saratoga) into a permanent one.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge, but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

OPTION C – LATER MODERN HISTORY

SPECIAL TOPIC 6: PATTERNS OF MIGRATION: SCOTLAND 1830s – 1930s

Question 1: How accurate is the explanation in **Source A** for anti-Irish attitudes in nineteenth century Scotland? (6)

The candidate makes a judgment on the accuracy of **Source A's** identification of the reasons for the anti-Irish attitudes in nineteenth century Scotland in terms of:

From Source: Immigrants did not cause racism but met it.
Hostility already existed in Scotland towards large-scale Irish immigration – focussed for hostility.
General contempt for poor reinforced by racial stereotypes.
Irish blamed for causing squalor through drunkenness.
Irish communities criminalised – excessive police attention given to them.
Irish despised rather than actively feared.

From Recall: Sheer volume of Irish immigrants.
Lack of assimilation by Catholic immigrants.
Hostility towards Catholic religion.
Blamed for 'sponging' off state through Poor Relief.
Lowered property values in vicinity.
Immigrants acted as strike-breakers.
Immigrants responsible for lowering wages.
Irish living habits (with animals) despised.
Irish brought disease with them – eg cholera.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge, but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 2. To what extent does the evidence in **Source B** support the views expressed in **Source A**?
(5)

The candidate makes a comparison of the views in **Sources A** and **B** in terms of:

From Sources:

Source A

Source B

More positive view portrayed of Irish.

Negative view portrayed throughout.

More sinned against than sinning?
Irish met with racism – did not cause it.

Irish immigrants have an adverse effect on
Scots people generally.

Irish blamed for society's evils.

Negative influence on young Scots is
alarming.

Persecuted by Scottish society.

Scots mixing with immigrants will have a
detrimental effect on the young in later life.

Irish not so much feared as despised.

Hopes that Irish economic situation will
improve, solely to halt the 'plague of
immigrants' swamping Scotland.
Religion and education are the means to deal
with the 'evil.'

From Recall: Not required but credit should be given for positive use to illustrate the comparison.

- Marks:*
- | | |
|-----|---|
| 1-2 | Selects some relevant evidence from one or both sources but with little attempt to make the required comparison. |
| 3-4 | Selects relevant evidence from both sources and makes a basic comparison in terms of the question. |
| 5 | Selects relevant evidence from both sources thoroughly to inform a developed comparison in terms of the question. |

Question 3. How useful is **Source C** as evidence of the success of Scottish emigrants in their new lands? (5)

The candidate evaluates **Source C** as evidence of the success of Scots emigrants in terms of:

From Source: Provenance: Letter from a Scottish emigrant to his homeland; primary source: eye witness
Possible purpose: inform relatives/friends of his success in adopted land.
Content: hard to begin with but now finds life easier, has done well, better than he could have done if he had stayed on Skye for his life.
Emigrant has a good piece of land and good quality livestock.
Excellent wool clips.
Very positive experience for the emigrant.

From Recall: Areas of Scottish emigration eg Australasia, Canada, USA, South Africa.
Influence of Scots in adopted lands considered.
Fields of success eg banking, religion, farming, medicine.
Examples of Scots 'made good' eg Carnegie.
Negative side considered – some Scots returned to Scotland very disillusioned with their lot.
'Re-emigration' by some Scots.
Some emigrants remained poor and destitute in their new land.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge, but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 4. How typical are the views expressed in **Source D** of the attitudes towards Scots in the lands to which they emigrated in the nineteenth century? (6)

The candidate makes a judgment on the extent to which **Source D** was typical of the attitudes displayed towards Scots in their adopted lands in terms of:

From Source: Totally negative attitude towards emigrant Scots.
Believes Scots are unsuited to wants and needs of Victoria, Australia.
Ignorance of English language makes it hard to find jobs for the Scots.
Scots are lazy and filthy – bad impression created.
Best to restrict immigration as Scots have little of worth to offer the colony.
Scots having an adverse effect on the inhabitants of the colony.

From Recall: Generally Scots emigrants were welcomed.
Scots had marketable skills in their adopted lands.
Scots usually arrived with a little capital as a preparation for their new life.
Scots had a great influence in developing their adopted lands, eg in agriculture and settlement.
Scots had an adverse effect on some societies eg Australian Aborigines, Native Americans and Maori people of New Zealand – killing and land theft.
Some Scots became disheartened and resorted to drink in their new land.
However, general impressions were of an industrious, honest group of emigrants.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge, but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 5. How fully do **Sources C, D** and **E** illustrate the experiences of Scots emigrants between the 1830s and 1930s? (8)

The candidate makes a judgment on the extent to which **Sources C, D** and **E** illustrate the experiences of Scots emigrants in terms of:

- From Sources:*
- C** Life was hard to begin with but now easier.
Very positive experience.
Achieved more than he could ever have hoped if he had remained on Skye.
Owns a good piece of land and excellent beasts.
Good stock for breeding bought – an investment.
Very pleased with wool yield – expects an even better yield in future.
 - D** Scots unsuited to needs of adopted land.
Difficult to find work – language difficulties.
Lazy and filthy – create a bad impression.
Have little to offer society.
Very unwelcome and have an adverse effect.
 - E** Individual experiences differed but all wanted to maintain their Scottish identity.
To assimilate did not mean to lose their identity.
More assimilation created more strong identity.
Growth of Scottish societies.
Promotion of Highland music, dancing.
Highland Games promoted.
Activities impacted on host society.

From Recall:

Impact of Scots emigrants on host lands.
Scots emigrants often did well and enjoyed prosperity.
Success in agriculture, industry and trade – examples such as Andrew Carnegie.
Some examples of political success, eg in Canada.
Preservation of identity eg language, clubs, such as Burns Clubs, Caledonian Societies set up.
Tartan Days, ceilidhs, churches set up.
Bagpipe music competitions – Highland Games.

- Marks:*
- 1-3 Selects some relevant evidence from the sources and/or recalled knowledge but without making the required evaluation.
 - 4-6 Selects relevant evidence from the sources and uses recalled knowledge to inform a basic evaluation in terms of the question.
 - 7-8 Establishes the main points in the sources and uses recalled knowledge to inform a developed evaluation in terms of the question.

SPECIAL TOPIC 7: APPEASEMENT AND THE ROAD TO WAR, TO 1939

Question 1. To what extent does **Source A** explain why Britain did not take strong action against Germany immediately after the remilitarisation of the Rhineland? (6)

The candidate makes a judgement on the extent to which **Source A** explains why Britain did not take strong action against Germany immediately after the remilitarisation of the Rhineland, in terms of:

From source: Germany claimed the remilitarisation was justified.
Germany blamed the Franco/Soviet treaty for provoking Germany.
Germany claimed that France had violated the Locarno agreement.
Germany offered new agreements designed to deflect or calm negative reaction.
These included:
Non aggression pacts with European neighbours, a demilitarised zone on both sides of border, an air force agreement.
Germany rejoining the League of Nations.
British public opinion largely supportive of Germany and opposed to risk of war.
British military weakness.
No desire for conflict with Germany.

From recall: Britain and France had already met to discuss the possibility of remilitarisation and had decided on no action.
France had only a static defence policy based on the Maginot line and would be unlikely to assist any attempt to oust Germany from the Rhineland.
The status of the Rhineland established by the Versailles treaty, now increasingly discredited.

The following could develop points made in the source:
British public opinion felt Germany was not aggressive; “only going into their own back garden.”
Strong anti-war sentiment in Britain – for example support for Peace Pledge Union, white poppy campaign started 1933, also Fulham by-election, Oxford Union debate.
Fear that a new war would mean bombing of civilian targets and cities as shown in 1936 film “Things to Come”.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge, but without making the required evaluation.
3-4	Selects relevant information from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 2: How fully does **Source B** illustrate British opinion towards the Anschluss? (6)

The candidate makes a judgement on how fully **Source B** illustrates British opinion towards the Anschluss, and German military strength at the time of the Anschluss, in terms of:

From Source: Douglas Reed is expressing serious alarm at the Anschluss and its implications. Britain is facing military defeat – it is already too late. He has seen the power of German forces in Austria – it is terrifying, and worse than he has imagined. Nazis' aim is to destroy Britain.

From Recall: Majority public opinion in Britain was not hostile to or concerned about the Anschluss. Separation of Austria from Germany was part of Treaty of Versailles – which was now increasingly discredited. Lack of public concern – Austria was German-speaking, and had subsequently supported the Anschluss in a plebiscite. Most people did not regard Germany as a threat to Britain. Government opinion did not see Anschluss as major cause for alarm. Large sections of press took similar views. Minority opinions showed serious concern – part of wider scheme of expansion and aggression by Hitler – opinions of some Conservatives such as Churchill, and other anti-appeasers, eg, Low.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge, but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 3. How valuable is **Source C** as evidence of British attitudes towards the crisis over Czechoslovakia in 1938? (5)

The candidate evaluates **Source C** as evidence of British attitudes towards the crisis over Czechoslovakia in 1938 in terms of:

From Source: Origin: low a well-known anti-appeaser – time is during Czech crisis, prior to first of Chamberlain’s visits to Germany. Low expressing a minority opinion.
Purpose: cartoon indicates serious concerns over German power and aggression – could be alerting public to dangers.
Content: caption indicates German claim of peaceful intentions – cartoon indicates otherwise:
Germany shown as a tiger, licking its lips – symbol of power and aggression – displaying militant anti-democracy – claiming German nationality – figure of tiger is supported by soldier, reference to military power.
Czechoslovakia – shown as lamb – young and vulnerable democracy.
Figure of Henlein in soldier’s pocket – suggests that Sudeten Nazi leader is controlled by Germany, and being used for Hitler’s own ends.

From Recall: British attitudes over Czech crisis.

Majority opinion is strongly supportive of appeasement policies being followed.
Evidence of sympathy for Czechoslovakia, but also of widespread fear of risk of war and of Nazi aggression.

Strong support for Chamberlain’s policies – his visits to Germany and attempts to resolve the crisis.

Chamberlain regarded as working hard to preserve peace.

Strong political support from great majority of Conservative MPs – also, from large sections of the press.

Minority views much closer to view expressed in Low cartoon:

Serious concern at German aggression and expansion – supportive of Czechoslovakia.

Labour and Liberal parties very critical of government policies – also, some dissident Conservatives such as Churchill, Cooper.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge, but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 4. Compare the views expressed in **Sources D** and **E** on the Munich agreement. (5)

The candidate compares the views contained in **Sources D** and **E** in terms of:

Overall – The sources show contrasting views of the Munich agreement. Chamberlain believes that it was a positive step, and avoided war. Attlee, while expressing relief that war has been avoided, sees the settlement as defeat for democracy.

Source D

Source E

There was a serious risk of conflict, which could have brought about catastrophe.

Relief that war has not come.

Essential to reach a conclusion quickly, so that painful and difficult transfers could be carried out as soon as possible.

Peace not established – peace is only temporary an “armistice”.

We should avoid describing Munich as a personal or national triumph for anyone; real triumph was that four great powers could agree on how to carry out a difficult operation without resorting to force.

Victory for brute force – force set time limits for proceedings.
Terms not negotiated, but set down as ultimata.

Catastrophe averted – could have ended civilisation as we have known it.

Terrible defeat for democracy, the cause of civilisation and humanity.

Relief at escape from great peril of war is mingled with profound feeling of sympathy.

Democratic people betrayed and handed to ruthless dictatorship.

Chamberlain has nothing to be ashamed of.

We are in a tragedy – we have been humiliated.

From Recall: Not required but credit should be given for positive use to illustrate the comparison.

- Marks:*
- 1-2 Selects some relevant evidence from one or both sources but with little attempt to make the required comparison.
 - 3-4 Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
 - 5 Selects relevant evidence from both sources thoroughly to inform a developed comparison in terms of the question.

Question 5. To what extent was the British policy of appeasement justified in view of the issues facing Britain in the 1930s? (8)

The candidate makes a judgement, with reference to **Sources B, C and D** and recall, on the extent to which the British policy of appeasement was justified in view of the issues facing Britain in the 1930s.

From sources: **B** Already too late.

Britain is facing military defeat.
German military strength is terrifying – worse than imagined.
Germany intent on destroying Britain.
Has already written articles warning about dangers.

C Democracy being threatened by fascism.

Source is emphasising Nazi power and aggression – symbol of tiger.
Threats to weaker states, like Czechoslovakia – symbol of lamb.
Czechoslovakia under threat from Nazi Germany which wants the Sudetenland to have ‘full liberty to claim German nationality’, thereby breaking up Czechoslovakia.
Czechoslovakia shown to be weak and vulnerable.
Nazis shown to have Henlein, leader of the Sudeten German Party, in their pocket. Thus Nazi policy subverting the democratic workings of Czechoslovakia.

D Appeasement prevented war.

Appeasement reached a resolution between “extremists on both sides”.
Tension in Sudetenland could have blown up if speedy settlement not reached.
Catastrophe avoided.
Discussion rather than force of arms has been shown to work.
Civilisation saved.
Sympathy for Czechoslovakia but a necessary settlement for the greater good.

From recall: **Justifications** for appeasement could be:

Repeated failures of the League of Nations to achieve peace.
Saving money in the ‘butter before guns’ discussions – concerns at the state of the British economy.
Protecting the Empire and imperial trade routes especially in Red Sea, Suez Canal and Far East.
Avoidance of war – this could be developed as avoiding risk of air bombing and a refusal to return to trauma of Great War slaughter.
No allies – USA isolationist, France unstable and unreliable.
Fear of communist influence spreading – serious suspicion of Russia.
Britain’s military weakness – time needed to rearm – spread of radar network, fighter aircraft building, although in same time period German forces expanded also.
Chiefs of Staff had warned Chamberlain in 1934 that Britain could not face a three front war against Japan, Italy and Germany.
Britain had no formal commitment to Czechoslovakia or other central European countries before 1939.
Appeasement was the resolution of tensions and maintenance of stability, not maintaining by force the post war settlement.

Candidates may also argue that appeasement was **not justified**:

Dictators encouraged.

Democracies/independent states betrayed – for example Czechoslovakia, Austria, Spain, Abyssinia.

League of Nations weakened by British policy of self-interest.

Post war settlement undermined by bilateral revisionism eg Anglo-German Naval Agreement.

Change in Europe was enforced by military power, either real or implied, and was therefore not the result of fair negotiation.

Britain was a main pillar of the League of Nations and should have led by example.

Czechoslovakia was a relatively strong power with air bases that could be used to strike into Germany.

Support for Czechoslovakia might have stopped the drift to war.

Marks:

- | | |
|-----|---|
| 1-3 | Selects some relevant evidence from the sources and/or recalled knowledge but without making the required evaluation. |
| 4-6 | Selects relevant evidence from the sources and uses recalled knowledge to inform a basic evaluation in terms of the question. |
| 7-8 | Establishes the main points in the sources and uses recalled knowledge to inform a developed evaluation in terms of the question. |

SPECIAL TOPIC 8: THE ORIGINS AND DEVELOPMENT OF THE COLD WAR 1945 – 1985

Question 1: How useful is **Source A** as evidence of East Germany's attitude towards West Berlin in 1961? (5)

The candidate evaluates **Source A** as an explanation of East Germany's attitude in terms of:

From source: Provenance – Resolution of East German Council of Ministers – government of GDR.
Possible purpose – to justify action being taken over situation in Berlin.
West Germany motivated by revenge – territorial claims against GDR.
West Germany – rearming – acquiring nuclear weapons.
Making preparations for civil war.
West Germany using espionage against East German citizens – smuggling human beings.
GDR taking steps to secure peace and protection – border controls at borders of country and West Berlin – borders to be well-guarded to prevent subversion by West.

From recall: Closing of crossings between East and West Berlin – construction of Berlin Wall.
Loss of population by East Germany – young, skilled workers attracted by economic boom taking place in West Germany – higher wages, consumer goods, better housing, democratic government and freedoms – over 3 million moved to West Germany since early 1950s.
Lower standards of living in GDR – people disliked unpopular, repressive government.
Potential collapse of GDR if population loss was allowed to continue – image of Communism as a successful system at risk.
Potential for repercussions in other satellite states.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge, but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 2: Compare the attitudes towards the Berlin Crisis of 1961 expressed in **Sources A** and **B**.
(5)

The candidate compares the evidence in **Source A** and **B** in terms of:

Source A

Source B

GDR Council of Ministers – hostile to West, particularly towards West Germany.

Lyndon Johnson – supportive of West Germany and West Berlin – critical of GDR.

West Germany wants revenge – territorial claims against GDR – rearming and acquiring nuclear weapons.

Crisis due to massive historical fact – success of West Germany. Economic success of FDR widely recognised – also, successful development of democracy – participation in European unity and in world affairs.

Adenauer’s government preparing for civil war against GDR – espionage puts GDR citizens under pressure – smuggling of human beings.

East Germany a failure – has used force and propaganda, but failure to create a successful life for people and their children.

Council of Ministers decision to protect GDR – border controls – controls at West Berlin Borders – prevent subversion by West.

Russians understand this failure – using military power against the forces of history.

From Recall: Not required but credit should be given for positive use to illustrate the comparison.

- Marks:*
- 1-2 Selects some relevant evidence from one or both sources but with little attempt to make the required comparison.
 - 3-4 Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
 - 5 Selects relevant evidence from both sources thoroughly to inform a developed comparison in terms of the question.

Question 3: How accurate is the assessment in **Source C** of the risks of conflict during the Cuban Missile Crisis of 1962? (6)

The candidate evaluates the explanation given in **Source C** of the risks of conflict during the Cuban Missile Crisis in terms of:

From Source: Risk during Cuban Missile Crisis, reasons for running them – probably overstated. Neither leader likely to have ordered a major nuclear strike – benefits of this more apparent than real. Real risks – local commanders seizing initiative – drag superiors into conflict – examples of this: US navy clashed with Soviets – American U2 shot down over Cuba – US Strategic Air Command placed on DEFCON 2, without consulting White House. Flaws in decision-making and in command chain – risk of nuclear clash due to levels of brinkmanship, despite politicians’ desire to avoid conflict.

From Recall: Origin of crisis – Soviet missiles (Medium range) to be sited in Cuba – potential to target most of USA. USA considers options – bomb missile sites, invade Cuba – both carry clear risk of war – President Kennedy decides on blockade of Cuba by US Navy – to intercept the Russian ships carrying missiles. Very clear potential for a clash with USSR – but, allowed time for a diplomatic solution to be reached – USA making clear signal to USSR that clash would be delayed until Soviet ships attempted to cross blockade line.

Candidates may refer to specific details, such as:
American aircraft accidentally entered Soviet air space in the Arctic – a navigation error, but potentially very serious – could have been misunderstood by Russians.
Soviet responses during the crisis – telegrams from Khrushchev apparently showing a hardening of Soviet position.
Actual presence of Soviet tactical/battlefield nuclear missiles in Cuba – to defend against potential US invasion.
Delays in communication between Superpowers – no direct link.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge, but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 4: To what extent does **Source D** explain the aims of the reform movement in Czechoslovakia in 1968? (6)

The candidate makes a judgment on the extent to which **Source D** explains the aims of the reform movement in terms of:

From Source: Action Programme of Czechoslovakian Communist Party:

No change to basic beliefs – aim is to develop an advanced socialist society – economically, technically, and socially – society will be nationally just and democratically organised.

Aim to build up democratic model of socialism related to Czechoslovak conditions.

Own experience and Marxism shows that this cannot be achieved by following old paths.

Want to set new socialist forces in motion – make a more effective social system, to demonstrate the advantages of socialism.

From Recall: Strong desire to end repressive government in Czechoslovakia – but definitely not an attempt to end Communism.

Aim to create a more democratic system within the Communist Party, to make it more responsive to the views of ordinary members – position of Alexander Dubcek, as First Secretary – concept of Communism with a “human face” – end system of repression and controls.

Pressure for greater freedom of expression – major reduction in censorship of mass media – acceptance of dissenting views – greater readiness to debate issues and problems – would help the country to make progress.

Need for greater degree of economic freedom – acceptance of some measure of private enterprise, in order to overcome poor economic progress being made – improve production of food and consumer goods.

Even acceptance of the possibility of some degree of organised, non-communist “groups”, although dominant role of CP would continue.

Improve relations and trade with the West.

- Marks:*
- | | |
|-----|--|
| 1-2 | Selects some relevant evidence from the source and/or recalled knowledge, but without making the required evaluation. |
| 3-4 | Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question. |
| 5-6 | Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question. |

Question 5: How fully did differences in ideology explain the reasons for tension between the Superpowers during the Cold War? (8)

The candidate makes a judgment on the issues using **Sources A, C and E**, in terms of:

- From Sources:*
- A** Addresses issue in ideological terms.
Council of Ministers of GDR – West attempting to undermine socialist system of GDR – territorial claims, rearmament, nuclear weapons – West Germany preparing for civil war – using espionage to put GDR citizens at risk – smuggling human beings.
GDR taking measures to secure peace and protect itself – border controls at frontiers and with West Berlin – guarded and controlled to prevent subversion.
 - C** No reference to ideological differences: key issue is risk of nuclear war.
Risks during Cuban Missile Crisis overstated – neither side ready to risk major nuclear strike.
However, real dangers existed – initiatives taken by local commanders risked serious conflict – examples given: US navy clashed with USSR, U2 shot down over Cuba, US air power placed on high alert without consulting White House.
Serious risk of war due to flaws in decision-making and chain of command.
 - E** Source actually plays down ideological issue – key factor was cohesion of Soviet control of Eastern Europe.
Action Programme of Czechoslovak CP might have been acceptable to USSR. However, “Prague Spring” revealed and increased cracks within Soviet domination of E Europe. Hard-line regimes (Poland, East Germany) feared internal destabilisation – strong criticism of Czechoslovakia. USSR – decision to use force to overthrow Prague regime.
Soviet bloc survived for further 20 years – but only because of threat of Soviet force. Even CP leaderships were losing belief in what they were doing.

From Recall: Ideological differences – a major factor in tensions between the Superpowers from the outset of the Cold War (and probably earlier).
United States – key beliefs – democracy, capitalism, private enterprise, freedom.
Soviet Union – socialism/communism – equality, Marxism, common ownership of wealth, state controls.

Key episodes of tension between Superpowers – ideology clearly a central factor in many of these.

Soviet control of E.Europe after 1945 – creation of satellite states – imposition of socialist systems (One-party states, censorship, secret police, Soviet domination).

West's concern – fear of Communism spreading westwards – Greece, Italy at risk. USA – policy of Containment – check advance of Communism.

Berlin Crisis 1948/49 – led to formation of Nato.

Korean War, 1950 – 1953 – USA and UN intervened to check N.Korea – fear of Communist advance.

Hungarian Revolution 1956 – rejection of Soviet system; ideological issue was strong support for democracy from Hungarian people – USSR used force to restore control, although claimed to be supporting socialism. No intervention by West; fear of nuclear war.

Berlin Crisis, 1961 – socialist system in E.Germany very unpopular – over 3 million left via W.Berlin – showing a clear preference for the west's ideology! USSR and E Germany took action – Berlin Wall built to end exodus – claimed an ideological basis for action (need to protect socialism).

Cuban Missile Crisis, 1962 – potentially disastrous clash between Superpowers – initial US dispute with Cuba clearly ideological: USA hostile to Castro's socialist policies. Issue rapidly became a strategic one; Soviet missiles were seen as direct threat to USA.

Vietnam War – 1965 onwards: ideology key issue for USA – Domino Theory/fear of Communism spreading across S.E.Asia. Massive US intervention to support S.Vietnam, to prevent this from happening – large ground forces, extensive bombing of N.Vietnam.

Czechoslovakia, 1968 – strong pressures for more democratic society. Czech reformers, led by Dubcek, introduced democratic reforms. USSR hostile – feared weakening of authority in E.Europe; armed intervention, again claiming to restore socialism.

Other factors contributing to tension between the Superpowers;

Nuclear Arms Race – both sides attempted to gain and retain superiority – development of nuclear technology and delivery systems from late 1940s – long range bombers, ICBMs, submarine-launched systems, Anti-Ballistic Missiles, etc.

Espionage – both sides made use of spies to gather information.

Links with countries in Asia and Africa – both Superpowers developed aid programmes to extend influence.

Propaganda – attempts to extend influence – Voice of America, Radio Moscow.

<i>Marks:</i>	1-3	Selects some relevant evidence from the sources and/or recalled knowledge but without making the required evaluation.
	4-6	Selects relevant evidence from the sources and uses recalled knowledge to inform a basic evaluation in terms of the question.
	7-8	Establishes the main points in the sources and uses recalled knowledge to inform a developed evaluation in terms of the question.

SPECIAL TOPIC 9: IRELAND 1900 – 1985: A DIVIDED IDENTITY

Question 1: How useful is **Source A** as evidence of Irish attitudes towards the policy of Home Rule at the time? (5)

The candidate evaluates **Source A** as evidence of Irish attitudes towards the Home Rule policy in terms of:

From Source: Provenance – John Dillon – leading member of Nationalist Party – speaking in debate on Home Rule.
Possible purpose – to declare support for Bill – strengthen support in southern Ireland; to reassure Ulster Protestants.
Content: Support for Home Rule Bill – hope, enthusiasm.
Ireland will become self-supporting – share burdens of British Empire. Contribute to financial burdens – and the support from the bravery of young Irishmen.
Urges Ulstermen and Irish Protestants to join them – trust their own countrymen – happiest day in Irish history if they do.

From Recall: Home Rule Bill received strong support in Parliament from Nationalist Party led by John Redmond – broad support from majority of Irish opinion, in Southern Ireland.
Minority nationalist views are more critical, with demands for an Irish Republic – Sinn Fein critical, but a small minority at this time.
Similar criticisms from Pearce.
James Connolly – Irish socialist opinion hostile, but also a small minority.
Ulster: massive opposition from Protestant opinion – fear of Catholic domination under Home Rule; readiness to resist Home Rule, by force if necessary – Carson, Craig – formation of Ulster Volunteers.
Curragh Mutiny.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge, but without making the required evaluation.
3-4	Selects relevant information from the source and uses limited recall to inform a basic evaluation in terms of the question.
5	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 2: Compare the views on the Home Rule Bill of 1912 expressed in **Sources A and B**. (5)

The candidate makes a comparison on the views on Home Rule expressed in the sources, in terms of:

Source A

Source B

Dillon supports Home Rule, with hope and enthusiasm.

Moore strongly opposed to Home Rule.

Ireland will become self-supporting – take its share in burdens of British Empire, as a partner. Contribute towards financial burdens of Empire; also, contribute with bravery of young Irishmen.

Defines policy – Ulstermen will do their best to make impossible government of Ulster by the Nationalist Party – will do their best to do this – pledged this policy in Belfast.

Urges Ulster Protestants to join them – trust own countrymen – happiest day in Irish history.

Home Rule cannot be achieved until Ulstermen’s opposition wiped out – blood on government’s hands.

If transferred to new constitution without consent – if sold into political slavery – then cannot be seen as rebellion if he resists – he will do this.

From Recall: Not required but credit should be given for positive use to illustrate the comparison.

- Marks:*
- 1-2 Selects some relevant evidence from one or both sources but with little attempt to make the required comparison.
 - 3-4 Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
 - 5 Selects relevant evidence from both sources thoroughly to inform a developed comparison in terms of the question.

Question 3: How fully does **Source C** explain the reasons for the growth in support for Sinn Fein in the election of 1918? (6)

The candidate makes a judgment on how fully **Source C** explains the reasons for the growth of support for Sinn Fein in terms of:

From Source: Sinn Fein mobilised support against threat of military service – used this passion and determination in 1918 election.
Sinn Fein candidates in jail – manifesto censored – but, these actions by government helped Sinn Fein.
Sinn Fein restated republican ideal in four point policy; withdraw from Westminster; use any means available to weaken British military control over Ireland; establishment of constituent assembly as supreme authority; appeal to Versailles Conference to establish Irish independence.
This programme irresistible.

From Recall: Nationalist Party losing support – seen as too close to Britain.
Redmond's death meant change of leadership – British government had not accorded high status to Redmond, unlike Carson (in Cabinet).
Nationalists had difficulty finding candidates in over 20 constituencies.
Major change in Irish opinion following Easter Rising – execution of leaders aroused widespread sympathy, and greater hostility towards the British – Sinn Fein gained from this.
British attempt to extend conscription into Ireland in 1917 – aroused strong opposition, led by Sinn Fein – gave Sinn Fein opportunity to increase its support.
British policy of arrests and internments helped spread support for SF among younger activists.
Postponement of Home Rule Bill.
Irregularities of 1918 election – some soldiers unable to vote.
Effective Sinn Fein leadership – De Valera, Collins.
Impact of funeral of Thomas Ashe.
By-election successes for Sinn Fein in 1917.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge, but without making the required evaluation.
3-4	Selects relevant information from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 4: To what extent did the views expressed in **Source D** reflect Irish opinion towards the Peace Treaty with Britain? (6)

The candidate evaluates Irish opinion on the Peace Treaty as expressed in **Source D** in terms of:

From Source: Plunkett urging rejection of Anglo-Irish Treaty – goes against conscience of Irish people.

Told that national liberties will be secured by handing them to British authority.

British rule rejected by this and previous generations of fighting men.

Must swear oath of allegiance to English king – only means of achieving liberty.

Plunkett not going to abandon cause – not an enemy of peace but will never sacrifice independence to stop the fighting.

Have taken oath of loyalty to Republic – should they take false oath to English king?

From Recall: Peace Treaty caused major divisions in Irish opinion.

Details of Treaty – dominion status, creation of Irish Free State, partition and separate status for Northern Ireland – republic not acceptable to Great Britain

Splits within Sinn Fein and IRA – extensive debates in Dail Eireann – eventual majority for acceptance of treaty.

Pro-Treaty Sinn Fein – Arthur Griffith, Michael Collins – Treaty was best that could be achieved at the time – had achieved a high level of Irish autonomy – armed struggle had gone as far as it could – difficult to resume violence after truce had been declared – opposition to continued violence for the ideal of a republic.

Anti-Treaty Sinn Fein – De Valera, Plunkett, Liam Lynch – Republic had been first declared at Easter 1916, and reaffirmed after Sinn Fein triumph in 1918 election – totally wrong to abandon the republic – Treaty seen as a betrayal – rejection of Free State and partition of Ulster – armed struggle should be continued.

Candidates may mention reaction in Ulster – Protestant opinion supportive of Treaty – recognition of status of Ulster.

Harsh treatment of Catholic minority in Ireland.

Disagreements over location of Ulster border.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge, but without making the required evaluation.
3-4	Selects relevant information from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 5: To what extent do **Sources B, C and E** illustrate the difficulties in achieving peace in Ireland between 1912 and 1922? (8)

The candidate makes a judgment of the issue in terms of:

- From Sources:*
- B** William Moore MP – very hostile to Home Rule Bill.
Ulstermen will make impossible government of Ulster by Nationalist Party – have pledged their lives to this in Belfast.
Home Rule can only be established by wiping out Unionists – blood will be on government’s hands.
If transferred to a new constitution without consent, and sold into political slavery, then it is not rebellion to resist.
 - C** Sinn Fein had built up campaign against threat of military service – same passion in 1918 election.
Some candidates in jail – manifesto censored – but this only helped Sinn Fein.
Sinn Fein restated republican ideal – withdraw from Westminster, weaken British military control over Ireland, establish constituent assembly, appeal to Versailles Peace Conference.
Sinn Fein’s programme irresistible.
 - E** Civil War revealed gap between political reality and desires among nationalists – war fought over Treaty’s definition of relations between new Irish state and Britain.
Republicans saw Treaty as betrayal of commitment to republic – Ireland a dominion, but with significant self-government.
Pro-Treaty side – settlement was best offer available – Collins’ view that Treaty was not the ultimate freedom, but the freedom to achieve it
Partition not an issue during Civil War.

From Recall: Unionist opposition to Home Rule Bill, 1912-14 – Ulster Covenant – formation of Ulster Volunteers – military training and distribution of arms and ammunition – Ulster’s fear of Protestant culture being submerged in a Home Rule Ireland with a Catholic majority – concerns for Ulster’s relative economic prosperity being threatened. Ulster prepared to use force to resist Home Rule.

Easter Rising, 1916 – action by an unrepresentative, small minority group which had little support – initially met with hostility from public. Change in opinion due to severity of British repression – led to massive swing in support away from Nationalists, and towards Sinn Fein.

Sinn Fein election victory in 1918 – campaign for republic – totally rejected by Britain.

Anglo-Irish War – serious levels of violence by both sides – IRA attacks on symbols of British power – RUC, and army – British intelligence services.

Government’s response – extensive use of troops – and of additional forces, the Auxiliaries, and “Black and Tans” – violence often indiscriminate and directed at civilians.

Very difficult to achieve a peaceful settlement.

Irish Civil War – major divisions over Treaty – pro-and anti-Treaty forces.
Higher levels of violence than in Anglo-Irish War.

- Marks:*
- 1-3 Selects some relevant evidence from the sources and/or recalled knowledge but without making the required evaluation.
 - 4-6 Selects relevant evidence from the sources and uses recalled knowledge to inform a basic evaluation in terms of the question.
 - 7-8 Establishes the main points in the sources and uses recalled knowledge to inform a developed evaluation in terms of the question.

[END OF MARKING INSTRUCTIONS]