



**2008 History**

**Higher Paper 2**

**Finalised Marking Instructions**

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**2008 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.

## SPECIAL TOPIC 1: NORMAN CONQUEST AND EXPANSION 1050-1153

Question 1: How valuable is **Source A** as evidence of the justice of William's claim to the throne of England? (5)

The candidate evaluates **Source A** as evidence of the justice of William's claim to the throne, in terms of:

*From Source:* Provenance: William of Poitiers; chaplain to William later on; supportive of William and Normans; Norman viewpoint; somewhat untrustworthy re affairs in England.  
Purpose: attempt by Normans to legitimise William's claim/justify invasion; written five years after the battle.  
Archbishop and Lords confirm William's succession; that no one should prevent said succession.  
Harold sent to Normandy to personally swear to William.  
William's claim that Harold did homage and pledged allegiance.

*From Recall:* Continuing debate about why William claimed the throne/invaded.  
William reported that Edward the Confessor had offered crown to William, but no witnesses.  
Edward had no right to name successor anyway.  
Harold sent to Normandy by Edward; arrived a prisoner and is freed eventually – William would not let him return till Harold swore on oath that William was successor.  
Harold's oath given under duress – could be disavowed.  
William's attempts to use relics at Bayeux to confirm his place as successor.  
Confessor recommended Harold as heir on Confessor's death, but William determined to get English throne, with Papal help (excommunication, relics etc)  
Much historical dispute over this – William's version supported by primary writers like William of Poitiers, Bayeux Tapestry and other Norman sources; Norman version challenged by Florence of Worcester and Anglo-Saxon Chronicle.  
Idea that Harold was usurper.  
Norman belief in William's right to throne by trial by battle at Hastings.  
Norman claim that legality of Harold's coronation was dubious because Stigand was excommunicated.  
William had Papal support.

*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 evaluate these and reach an appropriate conclusion.

Question 2: How fully does **Source B** explain the Norman victory at Hastings? (6)

The candidate makes a judgment on the extent to which **Source B** explains the Norman victory in terms of:

*From Source:* Source is written by English 12<sup>th</sup> century Historian – primary source; born late 11<sup>th</sup> century – relatively unbiased source – considered one of the best English historians of his time; an authority of considerable value from 1066 onwards.  
Shape/organisation of Norman army – disposition of cavalry and archers – effective use in combat.  
Norman cunning in feigning flight to break open solid English defences, then sudden about turn to attack;  
Norman adaptability – different elements of forces changed according to change of circumstance.

*From Recall:* Normans used trained, bred horses; horseback fighting with throwing, jabbing lances and cutting swords.  
Operated in squadrons, in concert.  
Normans experts in breaking up and ruthlessly routing a defeated host.  
Normans had cavalry and archers; English did not.  
Shield wall broken up by feigned retreat.  
Anglo-Saxons tired after march from Stamford Bridge.  
Whole Anglo-Saxon army was not present.  
Invasion in the north by Hardrada.

*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 of the source and uses recalled knowledge to evaluate these and reach an appropriate conclusion.

Question 3: Compare the views expressed in **Sources C** and **D** about the development of feudalism in Scotland. (5)

The candidate makes a comparison of the views in **Sources C** and **D** in terms of:

Sources offer contrasting perspectives on the development of feudalism in Scotland.

**Source C**

Extensive area feudalised (S. of Forth etc); even Moray (more northerly).

Family transmission rights of land.

Control of area by burghs for King – privileged, merchant centralisation.

Driven by one man’s determination at the top, with like minded supporters.

**Source D**

Indicates limits of feudalism in Scotland.

Scotland never fully feudalised; not like elsewhere in Christendom.

Regional nature of Scottish lordship – not centralised in the same way.

Local justice more sympathetic than distant state.

*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 and compares them thoroughly to reach an appropriate conclusion.

Question 4: To what extent does **Source E** illustrate William's methods of ruling England? (6)

The candidate makes a judgment on the extent to which **Source E** illustrates William's methods of ruling England in terms of:

*From Source :* First hand account from national Domesday survey.  
The sheer extent and thoroughness of this survey – details of men, houses, land – animals, farm tools.  
The multiple checking of information throughout William's kingdom.  
Produced a permanent written record, kept in treasury.  
Royal taxes a cause of many calamities.

*From Recall:* The use of existing extensive Anglo/Saxon record keeping by the Normans, with some changes.  
The literacy and numeracy of the central core of government on both sides of the Channel.  
Need for William to exercise royal authority in his new kingdom, and its unsettled nature in the North.  
His need for tax revenues – source shows that no-one exempt.  
Domesday survey was climax of 20 years of settlement and reconstruction.  
Earlier Anglo/Saxon records would have been rendered obsolete by violent changes in land settlement of Norman conquest anyway.  
Robert Bishop of Hereford part of the Norman Leon school.  
William was a firm, mostly fair ruler, though heavy handed at times.  
William's successful use of castles to control Anglo-Saxon population.  
Important role of knights in William's method of ruling.  
Development of Norman feudal baronage to help rule Anglo-Saxon population.

*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 of the source and uses recalled knowledge to evaluate these and reach an appropriate conclusion.

Question 5: How successful were the Normans in establishing feudalism in England and Scotland?  
Use **Sources C, D and E**, and recalled knowledge. (8)

The candidate makes a judgment on the extent to which the Normans succeeded in establishing feudalism in England and Scotland in terms of:

- From Sources:*
- C** Shows centralised growth etc in Scotland.  
Extensive area feudalised (S. of Forth etc); even Moray (more northerly area).  
Family transmission rights of land.  
Control of area by burghs for King – privileged, merchant centralisation.  
Driven by one man’s determination at the top, with like minded supporters.
  - D** Indicates some limits on said growth etc.  
Scotland never fully feudalised; not like elsewhere in Christendom.  
Regional nature of Scottish lordship.  
Local justice more sympathetic than distant state.
  - E** Demonstrates extensive/invasive nature of Conquest in England.  
First hand account from national Domesday survey.  
The sheer extent and thoroughness of this survey.  
The multiple checking of information throughout William’s kingdom.  
Produced a permanent written record, kept in treasury.

*From Recall:*

Introduction of feudal government into Scotland – increased power of the crown, with development of sheriffdom and post of Justiciar based on feudal model.  
David grew up in Royal household and knew successful operation of the feudal system.  
The extensive nature of control – territorial and administrative, with development of castles, abbeys and monasteries.  
The assimilation of old/existing with new; peaceful nature.  
Not necessarily a simple social structure where peasants toiled and aristocrats exploited; country society was stratified, and manipulated also.  
No class struggle obvious in Scotland later on, as per English, French Peasants revolts; not necessarily evidence of social harmony though.  
The completeness of records, control; need to enforce security.  
Centralised administration showing effective execution of royal power.  
Domesday Book could be used to calculate taxes, dues to increase the power of the crown.  
Norman rule established slowly region by region, with some English resistance to the Normans.  
Royal power could be consolidated by crushing rival claimants and any uprisings.

- 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 limited recall 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 2: THE CRUSADES 1096-1204

Question 1: How useful is **Source A** as evidence of the significance for the Crusaders of the discovery of the Holy Lance? (5)

The candidate evaluates **Source A** as evidence of the discovery of the Holy Lance, in terms of:

*From Source:* Provenance: an illumination from the 14<sup>th</sup> century manuscript, Les Passage faites Outremer – the artist has drawn a classic gothic style church. However, in Antioch there would have been no churches to match this grandeur.  
Purpose: clearly the image is designed to promote the belief of the existence of the Holy Lance. There is no question from looking at the picture that the lance is real. The manuscript is showing the discovery of the Holy Lance in Antioch. In the picture Bishop Adhemar is showing the newly found lance to the assembled crusaders. In front of the Bishop the tools lie where they have been dropped. At the back Peter Bartholomew kneels down. All the crusaders are kneeling in prayer of thanks for this salvation from God.

*From Recall:* The Crusaders were trapped within the walls of Antioch and their morale was very low. The discovery of such an important religious artefact would certainly have revived their spirits.  
Peter Bartholomew claimed to have had a vision from St Andrew telling him where to find the Holy Lance.  
Many of the Crusading leaders were highly dubious of the legitimacy of the vision; many remembered seeing another Holy Lance in Byzantium.  
Only 12 men and Peter were present when the lance was supposedly found.

*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 evaluate these and reach an appropriate conclusion.

Question 2: Compare the views given in **Sources B** and **C** on the departure of Philip Augustus from the Third Crusade. (5)

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

Overall **Source B** is critical of Philip's actions, while **Source C** is more balanced in its assessment of his reasons.

**Source B**

It is shameful for Philip to return to France, especially when so many men look to him for guidance.

Philip's illness had been the reason for him going on the crusade.

He had been healthy when he took the cross.

It is known that Philip was not faithful to that promise as he attacked Normandy not long after he returned.

**Source C**

Philip felt that he had done enough to let him leave with his honour intact.

Philip did not like or trust Richard, this was his real reason for leaving.

Philip claimed to be ill and requested to be allowed to leave. Richard did not believe this excuse.

Philip is aware of the death of the Count of Flanders and knew he could settle problems with Richard's lands while he was fighting during the crusades.

*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 and compares them thoroughly to reach an appropriate conclusion.

Question 3: To what extent does **Source D** illustrate the view that Richard I was a good soldier but a poor diplomat? (6)

The candidate evaluates the source in terms of Richard's abilities as a diplomat and a soldier.

*From Source:* Richard had captured Ascalon and set about rebuilding the defences. The Duke of Burgundy was de facto leader of the French contingent and was having trouble keeping his men fed. Richard refused to lend him any money to feed his troops. Richard had already lent money to the French; however they could not repay the loan.  
Burgundy left, taking the French knights with him.  
Richard's fighting force was thus reduced.

*From recall:* Evidence as a diplomat  
Richard had shown his ability to make rash decisions before this.  
Richard had angered Philip at Acre and with his refusal to share the spoils of capturing Cyprus.  
Richard had ordered the prisoners negotiations after Acre to be cut short. He angered Saladin by killing the Muslim prisoners and damned Christian prisoners to the same fate.  
Richard had alienated Leopold of Austria causing him to leave the Crusade with the remnants of the German crusaders.  
Richard's support for Guy had alienated Conrad's supporters.  
However, Richard proved a suitable diplomat when he tried to drive a wedge between Al-Adil and Saladin.  
Richard was able to successfully come to terms with Saladin.

Evidence as a soldier

There is ample evidence to suggest that Richard was a much better soldier than a diplomat.  
Richard captured Acre after several years of abortive attempts.  
Richard managed to successfully defeat a much larger force at Arsuf.  
Richard showed near suicidal courage with his victory at Jaffa.

*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 the recalled knowledge to evaluate these and reach an appropriate conclusion.

Question 4: How fully do **Sources B, D** and **E** explain the reasons for the failure of the Third Crusade?  
(8)

The candidate makes a judgement on the extent to which **Sources B, D** and **E** explain the failure of the Third Crusade in terms of:

- From Sources:*
- B** Philip and Richard did not get along, their confrontation was hampering the crusading effort.  
The king of France's return home would lessen the support for the Crusade amongst his supporters.  
Richard was uneasy about Philip's return to France.
  - D** Richard had angered his ally the Duke of Burgundy.  
By leaving his forces they were effectively hamstringing the Crusade.  
Richard proved that he can alienate those he needed to help him achieve victory.
  - E** The Crusaders were arguing amongst themselves.  
Conrad is trying to undermine Richard's efforts by cutting his own deal.

*From Recall:*

Unlike the First Crusade the Muslim forces were united under one leader – Saladin. While they may have complained about his leadership, they were not actively fighting amongst themselves. Religious fervour had been stirred in the Muslim cause and the concept of Jihad inspired them. Divisions within the Crusader ranks were significant, Richard vs. Philip, Conrad vs. Guy, Richard vs. Conrad, Burgundy vs. Richard etc. The decline in the crusading ideal meant a lack of religious zeal, especially with the leaders of the Third Crusade. Lack of significant help from Byzantium; indeed, they actually hindered Barbarossa.

- 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 evaluate these and reach a conclusion.

Question 5: How important was the lack of unity among the leaders described in **Source E** in explaining the decline of the crusading ideal? (6)

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

*From Source:* Conrad made his own negotiations with Saladin; Saladin's council thought it better to make truce with Richard.  
Humphrey of Toron only discovered the negotiations between Conrad and Saladin after seeing Conrad's man hunting with Al-Adil.  
Balian of Ibelin was seen among the advisers of Conrad.

*From Recall:* Many crusaders willing to accept a negotiated settlement by the close of the Third Crusade.  
Richard was in a hurry to return to France, where Philip was contesting his land holdings.  
The king of England was also in a hurry to return to England to deal with an uprising prompted by his brother John.  
Richard had offered his sister in a marriage proposal to Saladin's brother, Al-Adil. Such acceptance of Muslims and a willingness to make deals is in complete contrast to the First Crusade when they were unwilling to negotiate, even when it was to their advantage.  
Conrad had effectively decided to negotiate with Saladin, bypassing the crusade entirely.  
Richard was also courting the rival factions of Muslims, especially the Assassin sect.

However there were still signs of the importance of the crusading ideal.  
The Duke of Burgundy was appalled at the proposed truce and wanted to continue the fight.  
Many normal crusaders were unhappy at coming so close to Jerusalem but not freeing it from the infidel.  
The Church never accepted the Truce and continued to work on another crusade to retake the holy lands.  
Also established through lack of unity in leadership of 4<sup>th</sup> Crusade.

*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 recalled knowledge to inform a basic evaluation in terms of the question.
5-6	Establishes the main points of the source and uses recalled knowledge to evaluate these and reach an appropriate conclusion.

### SPECIAL TOPIC 3: SCOTLAND 1689-1715

Question 1: To what extent does **Source A** show the problems which resulted from Scotland sharing the same monarch with England? (6)

The candidate makes an evaluation of **Source A**, to show the extent to which it illustrates the problems.

*From Source:* Scotland suffered from economic problems.  
Feeling of neglect and discrimination.  
The monarchy had clearly favoured England at Scotland's expense.  
When Scots had attempted to establish a colony at Darien, King William had done everything to sabotage and oppose it.  
Problems with the succession – English Act of Settlement (Hanoverian) passed without consultation.

*From Recall:* Problem sharing a monarch with a larger kingdom.  
Under the Union of the Crowns, Scottish interests were relegated by those of England.  
Impossible for Scots to have their own foreign policy if it opposed that of England.  
At Darien, no help was given by the English in Jamiaca.  
Wars in Europe not in Scotland's interest – bad for trade.  
Scots dragged into War of the Spanish Succession in 1702 – response was the Act Anent Peace and War.  
Scots were denied access to English colonies by the Navigation Acts of the 1660s  
English ministers, eg Godolphin, were allowed to interfere in Scottish affairs.  
Conflict over the succession led to Scottish Act of Security, which stated that Scotland might not choose the same monarch as England.

*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 the recalled knowledge to evaluate these and reach an appropriate conclusion.

Question 2: Compare the attitudes towards the Union expressed in **Sources B** and **C**. (5)

The candidate compares the attitudes expressed in **Sources B** and **C** in terms of:

**Source B:**

Is in favour of the Treaty of Union.

It sees the Union as providing security for the Protestant religion.

It believes that there are economic advantages to be had from the Union.

It thinks that the Union is the best way to maintain peace.

**Source C:**

Is against the idea of Union.  
Fears increased taxation will not be worth free trade.

A threat to Church, law and trade.  
No matter how Scots vote, they will always be outnumbered.

It sees the Union as a trap, by which the Scots will be controlled by England.

Threat of loss of national identity.

*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 and compares them thoroughly to reach an appropriate conclusion.

Question 3: How adequately does **Source D** explain the importance of financial incentives in winning support for the Treaty of Union? (6)

The candidate evaluates **Source D** in explaining the importance of financial incentives in terms of:

*From Source:* The Equivalent was an important factor in gaining support for the Union.  
Money was paid out for salary arrears.  
Queensberry himself gained financially.  
Money was to be given as compensation for the losses of the Company of Scotland.  
The Squadrone was led to believe that it would be in charge of the distribution of this compensation.

*From Recall:* The Equivalent was a payment made to Scotland for taking on a share of England's national debt.  
The votes of the Squadrone in favour of Union were important in getting the Treaty through the Scottish Parliament.  
Most of the Squadrone were shareholders in the Company of Scotland and had lost out in the failed Darien scheme.  
A number of individuals received substantial sums of money.  
Debates among historians on the importance of financial incentives/bribery.

*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 evaluate these and reach an appropriate conclusion.

Question 4: How fully do **Sources A, B and D** explain why a majority of Scots MPs voted for Union?  
(8)

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

- From Sources:*
- A** Scotland had economic problems – felt neglect and discrimination. Monarch clearly favoured English interests when Scots attempted to establish a colony at Darien. King William did everything to sabotage and oppose this scheme. Problems over the succession.
  - B** Union would secure the Protestant religion. It would improve trade. It would provide peace for the whole of Britain.
  - D** Squadrons voted for the Union – thought they would be in charge of the distribution of compensation for Darien. Payments to individuals made some vote for Union.

*From Recall:*

Problems of sharing the same monarch with a larger kingdom – this would be resolved by Union.  
Impossible for Scots to have their own foreign policy if it opposed that of England.  
Union would give Scots access to English colonies – end Navigation Acts.  
Union would settle the issue of the succession in the House of Hanover.  
Seen as a way to improve the economy – access to English markets.  
Threat of war if Union not accepted – better this Treaty than one imposed after defeat.  
English troops on the border.  
Fear of Civil War if Treaty rejected.  
Honours also given to individuals, eg Duke of Hamilton, Duke of Argyll.  
Role of bribery.

- 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 useful is **Source E** as evidence of discontent with the Union after 1707? (5)

The candidate evaluates **Source E** as evidence of discontent with the Union in terms of:

*From Source:* Provenance: contemporary source from a British parliamentary Journal.  
Proposes that Union should be ended and re-establish relations prior to 1707.  
This happens only 6 years after the passing of the Treaty of Union.  
Protests against introduction of the Malt Tax into Scotland which breaks the 14<sup>th</sup> Article of the Treaty.

*From Recall:* Malt Tax caused riots in Scotland.  
Many Scottish industries had suffered from English competition, eg wool and paper industries.  
Economic benefits of Union had failed to materialise.  
Trade with Europe, particularly with Holland, had declined.  
Patronage Act 1712 and Toleration Act were seen as interference in the Church.  
1711 Greenshields case taken to the House of Lords, overruling the Scottish law courts.  
Increased support for the exiled Stuart dynasty – growth of Jacobitism.  
Alien Act would be lifted.

*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 evaluate these and reach an appropriate conclusion.

## **SPECIAL TOPIC 4: THE ATLANTIC SLAVE TRADE**

Question 1: To what extent does **Source A** identify the reasons for the campaign to abolish the Slave Trade? (6)

The candidate makes a judgement on the extent to which **Source A** identifies the reasons for the campaign to abolish the slave trade in terms of:

*From Source:* Slavery under mounting attack by philosophical and religious thinkers.  
Slavery also under attack from slave rebels.  
Movement led by religious idealists – Quakers, Methodists and evangelical Anglicans – religious reasons.  
Industrial middle class identified slavery with outmoded political economy of the old colonial system – economic reasons.  
Abolition of the slave trade seen as first step towards ending slavery.

*From Recall:* Explanation of religious and ethical reasons – slavery a contradiction of the original rights of mankind; slavery contrary to the law of Christian love.  
No right exists to deprive a man of his liberty.  
Humanitarian reasons – abolition of the slave trade would improve living conditions and treatment of slaves already in plantations.  
Slave trade damaging to societies in Africa – perpetuates abuses.  
Economic reasons – slave trade not always profitable.  
Adam Smith – slavery is the most expensive type of labour.

*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 of the source and uses recalled knowledge to evaluate these and reach an appropriate conclusion.

Question 2: How useful is **Source B** as evidence of the activities of the Abolitionists? (5)

The candidate evaluates **Source B** as evidence of the activities of the abolitionists in terms of:

*From Source:* Provenance: from the London Abolition Committee which was responsible for organising activities to promote the cause of abolition.  
Encouraging a boycott of West Indian produce particularly sugar, rum, cotton, coffee, cocoa and chocolate.  
Encouraging the use of East Indian sugar now being imported.

*From Recall:* Other activities carried out by abolitionists.  
Parliamentary campaign led by Wilberforce.  
Public petitions and subscription lists.  
Lecture tours involving those with experience of the slave trade.  
Use of artefacts and illustrations.  
Evidence to Parliamentary commissions.  
Lecture tours by nonconformist ministers.  
Lobbying of Parliament.

*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 evaluate these and reach an appropriate conclusion.

Question 3: To what extent does **Source C** illustrate the arguments used by supporters of the Slave Trade? (6)

The candidate makes a judgement on the extent to which **Source C** illustrates the arguments used by supporters of the Slave Trade in terms of:

*From Source:* Fear for the welfare of the town and port of Liverpool and also for the landed interest.

Abolition would

- damage British manufacturers
- ruin the property of English merchants in West Indies
- diminish public revenue
- impair the maritime strength of Great Britain.

*From Recall:* Need for slaves to sustain the economy of the New World – abolition would destroy West Indian plantations.

Danger also to Bristol's economy.

Other countries would gain maritime dominance.

Britain would lose control of the sea.

Abolition by Britain would not stop the trade as others would fill the gap.

Delivery of native Africans from ignorance and paganism – the primitive nature of their society.

*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 the recalled knowledge to evaluate these and reach an appropriate conclusion.

Question 4: How far do **Sources C** and **D** agree on the likely effects of the abolition of the Slave Trade? (5)

The candidate makes a judgement on the extent to which **Sources C** and **D** agree on the likely effects of the abolition of the Slave Trade in terms of:

*Source C*

Fear for the welfare of the town and port of Liverpool and also for the landed interest.

Abolition would damage British manufacturers.

Ruin the property of English merchants in West Indies.

Diminish public revenue.

Impair the maritime strength of Great Britain.

*Source D*

African and West Indian trade is 3/5ths of Bristol's trade.

Abolition would ruin thousands with the decline of Bristol's trade.

Bakers, drapers, grocers, tailors and other tradesmen would suffer.

West Indian islands would also suffer.

Revenue and commerce of Britain depend on the slave trade.

*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 and compares them thoroughly to reach an appropriate conclusion.

Question 5: How fully do **Sources B, C and E** reflect the issues in the debate over the abolition of the Slave Trade? (8)

The candidate makes a judgement on the extent to which **Sources B, C and E** reflect the issues in the debate over the abolition of the Slave Trade in terms of:

- From Sources:*
- B** Example of the methods used by abolitionists.  
London Abolition Committee encouraging a boycott of West Indian produce.  
Encouraging the use of East Indian sugar now being imported.
  - C** Arguments used by supporters of the slave trade.  
Liverpool would suffer.  
British manufacturers would be damaged.  
The property of English merchants in the West Indies would be ruined.  
Public revenue would diminish.  
The maritime strength of Great Britain would be impaired.
  - E** Example of problems faced by the abolitionists.  
French Revolution.  
Slave uprising in St. Domingue.  
Uprising blamed on the activities of abolitionists.

- From Recall:*
- Further examples and explanation of points raised in the sources.  
  
Other methods used by abolitionists.  
Arguments used by abolitionists – religious, humanitarian and economic.  
Slave labour the most expensive form of labour.  
Slave trade contrary to religion, nature and justice and incompatible with the will of God.
  - Other arguments used by supporters of slave trade.  
Other countries would gain maritime dominance.  
Britain would lose control of the sea.  
Abolition by Britain would not stop the trade as others would fill the gap.  
Delivery of native Africans from ignorance and paganism.
  - Further examples of problems faced by abolitionists.  
Abolitionists identified with radicals in the wake of the French Revolution.  
Attitude of British Government.  
Vested interests of MPs – easier to gain the support of the public than of MPs.  
Entrenched racism among 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 of 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 accurately does **Source A** identify the causes of the conflict between Britain and her American Colonies? (6)

The candidate makes a judgement on the accuracy of **Source A**'s identification of the causes of the conflict between Britain and her American Colonies in terms of:

*From Source:* Claim that Britain is the aggressor, not the Colonies

- forced laws on the colonies
- imposed new taxes
- refused to repeal the trifling duty on Tea.

Colonies are justified in opposing laws imposed against their will.

*From Recall:* Further explanation of points made in the Source.  
Stamp Act – Revenue Acts – Tea Act – Coercive Acts.  
Colonial reaction to these Acts.  
'No taxation without representation'.  
Political challenge to Parliamentary authority by Local Assemblies – claim the right to govern themselves internally.  
Claim made by Britain in the Declaratory Act that the Colonies are subordinate to the Crown and Parliament of Great Britain.

Other causes of the conflict.  
Effects of the Seven Years' War – Britain's need to raise more revenue.  
Question of defence – Proclamation Line – Colonial reluctance to pay for defence they felt they did not need.  
Efforts to stop the smuggling.  
Growing political maturity and economic self-sufficiency of the Colonists.

*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 the recalled knowledge to evaluate these and reach an appropriate conclusion.

Question 2: To what extent does **Source B** agree with the explanation in **Source A** of the actions of the Colonists? (5)

The candidate makes a judgement on the extent to which **Source B** agrees with the explanation of the actions of the colonists given in **Source A** in terms of:

**Source A**

Colonists justified in opposing laws imposed on them against their will.

Refusal to repeal 'trifling' duty on tea – implies that the colonists were justified in destroying the tea.

Forced laws on them for 6 or 7 years.

Britain is at fault – aggressor.

**Source B**

Colonists had no choice but to destroy the tea – justified in opposing Britain.

To do otherwise would be seen as accepting Britain's right to tax them directly.

They have struggled against this for 10 years.

Britain is imposing burdens, indignities, oppression etc. on the Colonists.

*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 and compares them thoroughly to reach a conclusion.

Question 3: How typical is **Source C** of the attitude of the Colonists to Britain by 1776? (6)

The candidate makes a judgement on the extent to which **Source C**'s illustration of the attitude of the Colonists to Britain by 1776 was typical in terms of:

*From Source:* Unhappy about the state of war between Britain and her colonies.  
Want a speedy and happy end to the conflict.  
The colonies do not wish independence.  
They deny the right of taxation in Parliament.  
Proclaim loyalty to the King – but not to Parliament.

*From Recall:* Fairly typical attitude.  
Efforts to conciliate eg Olive Branch Petition.  
Loyalists.  
However radicals like Samuel Adams actively seeking independence.  
Intransigence of Britain – rejection of Olive Branch Petition.  
Attitude of George III.  
Publication of 'Common Sense' by Thomas Paine.  
Growing realisation that the Colonies need help to defeat Britain.  
France will only help if independence is declared.  
Declaration of Independence July 1776.

*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 the recalled knowledge to evaluate these and reach an appropriate conclusion.

Question 4: How useful is **Source D** as evidence of the importance of foreign help to the Colonists in the War of Independence? (5)

The candidate evaluates **Source D** as evidence of the importance of foreign help to the Colonists in the war in terms of:

*From Source:* Provenance: primary evidence written by George Washington, Commander of the Continental army to Lafayette, French soldier.  
Purpose: discussing plan to force the surrender of Cornwallis.  
Anxious about De Grasse and the French fleet in Chesapeake Bay.  
Lafayette to prevent Cornwallis' escape by land should the French fleet be successful.

*From Recall:* Detail of British success in Southern campaign.  
Cornwallis' problems at Yorktown.  
British loss of control of the sea.  
Surrender at Yorktown achieved only with French help – marked the end of the war in America.  
Britain facing a world war after the intervention of foreign powers – France, Spain and Holland.  
Must defend her territories in West Indies and Mediterranean.  
Foreign help turned the temporary victory of the Colonists at 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 the recalled knowledge to evaluate these and reach an appropriate conclusion.

Question 5: How fully do **Sources C, D and E** explain the reasons for Colonial victory in the war? (8)

The candidate makes a judgement on the extent to which **Sources C, D and E** explain the reasons for Colonial victory in the war in terms of:

- From Sources:*
- C** Colonists fighting for a cause – to resist control by the British Parliament ‘Grand and important contest – We are all in arms – every plain is full of armed men’ – illustrates the determination of the Colonists to resist British tyranny.
  - D** Importance of foreign intervention.  
French help in Chesapeake Bay and at Yorktown.
  - E** Advantages of Colonists: fighting on home soil.  
More flexible in military operations.  
Use of guerrilla tactics – harassing the flanks, interrupting communication and supply routes, raiding isolated posts, winter campaigning, night attacks.  
  
Disadvantages for British: fighting a war 3000 miles from home in enemy territory.  
America an enormous country with no vital strategic centre.

- From Recall:*
- Further illustration of points raised in sources:  
Burgoyne at Saratoga – surrender due mainly to guerrilla tactics of Colonists.  
Leadership of Washington.  
Surrender at Yorktown – British loss of control of the sea.  
  
British mistakes:  
Failure to take the war seriously at first.  
Poor leadership – lack of communication between commanders eg Howe at Philadelphia.  
Lack of cooperation between army and navy.  
Failure to use the Loyalists effectively.  
World war against France, Spain and Holland.  
Armed Neutrality of the North.

- 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.

## SPECIAL TOPIC 6: PATTERNS OF MIGRATION: SCOTLAND 1830s-1930s

Question 1: How useful is **Source A** as evidence of the living conditions of Irish immigrants in Scotland in the first half of the nineteenth century? (5)

The candidate evaluates the source as evidence of living conditions of Irish immigrants in terms of:

*From Source:* Provenance: government report, published in 1836.  
Purpose: inform opinion.  
Content: Irish inhabit cheapest dwellings possible.  
Irish are crowded into dampest, dirtiest, ruinous parts of towns.  
Irish take in lodgers.  
Overcrowded dwellings.  
Disease easily spread in such circumstances.

*From Recall:* Details of living conditions in towns/cities in early Victorian Scotland.  
eg overcrowding, in poorest parts of towns and cities.  
high incidence of disease – cholera, TB, etc.  
lack of clean water, poor sanitation.  
low standards of public health.  
pollution from factories.  
badly-built housing – damp, vermin infestation.

*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 the recalled knowledge to evaluate these and reach an appropriate conclusion.

Question 2: How fully does **Source B** describe the importance of the Catholic Church in the lives of Irish immigrants in Scotland? (6)

The candidate makes a judgment on how fully the source describes the importance of the Catholic Church in the lives of Irish immigrants in terms of:

*From Source:* Catholic Church very important in the lives of the immigrants.  
Church provided evening schools for Irish immigrant girls.  
Schools were a good influence in the girls' lives.  
Education provided by the Church provided a means of improvement for immigrant Irish females.  
Priests got to know the pupils very well in terms of their character.  
Church provided other means of improvement for the immigrants.

*From Recall:* Role of the Catholic Church generally – social, educational and recreational.  
Reading rooms established to foster self-improvement among the immigrants.  
Work of Catholic societies – St Vincent de Paul (charitable aspects eg).  
Foundation of Glasgow Celtic Football Club and others – clubs aim to help poor immigrants.  
Role of parish priest – letter-writing, job-finding, house-finding, maintaining the faith of immigrants etc.  
Catholic Church seen as a 'safe port of call for Irish immigrants in unwelcoming waters'.

*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 the recalled knowledge to evaluate these and reach an appropriate conclusion.

Question 3: Why did anti-Irish feeling develop among native Scots during the period 1830s-1930s?  
Use **Sources A, B and C** and recalled knowledge. (8)

The candidate makes a judgment on the reasons for the development of anti-Irish feeling among native Scots, in terms of:

- From Sources:*
- A** Highlights the problem of living conditions among Irish immigrants. Irish inhabited cheapest dwellings. Irish were crowded into dampest, dirtiest, most ruinous parts of towns. Irish took in lodgers. Irish unaware of problems resulting from overcrowding. Living conditions separated the Irish from the Scots more than any other factor.
  - B** Role of Catholic Church is highlighted – religion a cause of friction between Irish immigrants and native Scots. Setting up of schools by the Catholic Church to foster self-improvement in a Protestant country.
  - C** Irish had positive effects on the development of the Scottish economy. Work of the ‘navvies’ mentioned. Economic aspects of Irish immigration are highlighted in the source. Irish acted as cut-price labour in the mines. Acted as strike-breakers. Irish immigrants acted as cheap labour in the already troubled hand-loom weaving trade. Economic rivalry turned to bitter resentment especially in coalfields of Lanarkshire. Scottish seasonal labourers also affected by Irish immigrants taking work from them.

*From Recall:*

Sheer numbers of Irish immigrants a cause of concern.  
Irish accused of driving down wages/stopping wage rises.  
Irish seen as allegedly causing bad living conditions.  
Irish allegedly brought disease – cholera known as the Irish disease.  
Living habits of Irish despised – live with pigs sometimes.  
Irish depress the value of property which they inhabit/live near to – destructive of property they inhabit.  
Irish allegedly fill the gaols – drunk and disorderly conduct.  
Catholic immigrants less than totally loyal to the monarch – influence of the Pope in their lives.  
Alleged Irish lack of desire to assimilate into Scottish society.  
Irish immigrants seen as ‘spongers’ – allegedly taking relief from Scots which ought to have gone to them instead.

- 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 typical of the experiences of emigrant Scots are the views expressed in **Source E**?  
(6)

The candidate makes a judgment of the views expressed in the source in terms of:

*From Source:* The source highlights a negative experience by the Scots emigrants.  
Scots who move lived out a miserable existence.  
Natives had no 'go' in them – common to find this.  
Property prices were very high in Edmonton.  
Scots emigrated to take advantage of the free farming land but hopes were dashed – reality not the same as was promised by the emigration agents.  
Available and cheap homesteads within a short distance of the railway were promised – not the case as land was much further away and even further for good land.  
Overall a very negative experience and not one which could be recommended to others.

*From Recall:* Areas of emigration eg Australasia, South Africa, USA, Canada and England.  
Influence of Scots in the development of their adopted homelands.  
Scots emigrants had marketable skills for their adopted lands.  
Fields of success eg religion, banking, farming, medicine, education, shipbuilding.  
Work of individuals eg Carnegie and Pinkerton – other examples acceptable.  
Emigrant Scots set up Highland Societies, Caledonian Clubs, Burns Clubs, Presbyterian Churches – led to preservation of Scottish identity overseas.  
Not all emigrant Scots were a success in adopted lands.  
Some Scots returned penniless and resentful.  
Some returned and tried to make their fortune by emigrating to other lands.

*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 the recalled knowledge to evaluate these and reach an appropriate conclusion.

Question 5: To what extent does the evidence in **Source D** support the views in **Source E** on the experiences of Scottish emigrants overseas? (5)

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

**Source D**

Scots attracted overseas for a variety of reasons – economic, social, cultural.

Attraction of free land was a powerful attraction/ 'pull' factor for those Scots who had suffered from changes in farming in Scotland – Agricultural Revolution.

Emigrants from Scotland were attracted by expected neighbourliness, cooperation and familiarity of a Scottish enclave in adopted land – an attraction just as strong for many as material gain and freedom from oppressive landlords.

Most significant 'pull' factor was a letter from an emigrant reporting satisfaction with their adopted country.

Work of emigration agents also an important factor in influencing prospective emigrants.

**Source E**

The source highlights a negative experience of Scottish emigrants. Author lives out a miserable existence, overseas.

Available land too far from railway/ communication system – not what was promised.

Emigrants from Scotland found a lack of drive in native communities and experienced high property prices.

Author suggests false promises of emigration agents made in their pamphlets.

Overall a very gloomy and negative view towards adopted land made by the author.

*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 and compares them thoroughly to reach an appropriate conclusion.

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

Question 1: How useful is **Source A** as evidence of British concern following Germany's remilitarisation of the Rhineland in 1936? (5)

The candidate evaluates **Source A** as evidence of British concern following Germany's remilitarisation of the Rhineland in 1936 in terms of:

*From Source:* Provenance: Chiefs of Staff – Informed, possessing overview of British military position.  
Purpose: to advise government on appropriate course of conduct.  
Military backwardness places Britain in weak position.  
Policy should be to reach understanding with Germany – postpone danger of German aggression.  
French weakness – possibility of understanding between Germany, Italy and Japan.  
Danger to empire if Britain was attacked directly.

*From Recall:* Britain and France had already met to discuss the possibility of remilitarisation and had decided on no action.  
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 movie “Things to Come”.  
Worries about Italy and the Abyssinian issue still rumbled on.  
Hitler perhaps provoked by France and its treaty with Russia.  
If Hitler was overthrown would that open the door to communism spreading across Europe? “Better Hitlerism than Communism”.  
Economic concerns of early 1930s – reduced military spending.  
Serious concerns at risk of conflict with Germany, Italy and Japan.  
Treaty of Versailles seen as too harsh.

*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: How adequately does **Source B** explain the dangers facing Britain after the Anschluss?  
(6)

The candidate makes a judgement on how adequately **Source B** explains the dangers facing Britain after Anschluss: (Note that some candidates may view the dangers in hindsight. Others may choose to assess the dangers as they appeared in 1938.)

*From Source:* Europe faced a programme of calculated and sustained aggression.  
Britain and other countries faced a choice – could either submit, like Austria – or, take effective measures to head off danger.  
If Britain delayed, then resources available for security and peace would be lost; lose friends and allies.  
German army would be larger than French army.  
Smaller nations may leave League of Nations and make terms with Nazi system.

*From Recall:* Majority opinion did not see Anschluss as dangerous.  
Versailles was considered too harsh – argument that revision should be allowed.  
Argument that it was inevitable that two “German” states should get together.  
Austria was far away and not our problem.  
Some did feel that Anschluss put Czechoslovakia in a more vulnerable position.  
The Balance of Power had tilted far in Germany’s favour. German expansion increased supplies of men and resources.  
Public opinion would not have supported taking action against Germany over the issue of Anschluss.  
German rearmament – expansion of army and Luftwaffe.  
British rearmament behind that of Germany.  
League of Nations powerless to help – failures in Manchuria and Abyssinia.  
German intervention in Spain – use of airpower.

*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: Compare the views on the Anschluss expressed in **Sources B** and **C**. (5)

The candidate compares the views in **Sources B** and **C** in terms of:

**Source B**

Anschluss dangerous and a threat to British interests.

Europe faced with a programme of aggression.

Austria has had to submit to Hitler – likely to lead to greater danger.

Austria a possible ally lost.

Anschluss a threat to peace and security.

Small nations will now look towards Nazi power – make terms.

*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 and compares them thoroughly to reach an appropriate conclusion.

**Source C**

Positive benefits for Europe from Anschluss – not seen as a dangerous event.

If Anschluss had not taken place, then risk of violence and bloodshed in Austria.

Austrian people welcome Anschluss – prove strong desire of the two peoples to unite.

Austria no longer a source of conflict – tension will be eased.

Anschluss will benefit Austria and Europe.

Anschluss will assist in appeasement.

Question 4: To what extent do the views expressed in **Source D** reflect British reaction to the Munich Agreement? (6)

The candidate makes a judgment on the extent to which the views expressed in **Source D** reflect British reaction to Munich, in terms of:

*From Source:* Determination of British Prime Minister had saved Europe from war – from millions of deaths, cities destroyed, and countries impoverished.  
We should be grateful to statesmen who have saved Europe from this calamity.  
Leaders of Western democracies and the two leading Fascist states met at time of risk of war.  
Reason for hope after Munich.  
German behaviour caused distrust – violent methods – suspect ambitions.  
Trust needed to remove fear and suspicion from international relations and establish a lasting peace.  
Chamberlain’s approach only way to make progress – no alternative to this.

*From Recall:* Buckingham Palace, Chamberlain. Many people celebrated the Munich agreement – showed relief that war had been avoided – eg cheering crowds welcoming Chamberlain back at airport, greeted by crowds at Downing Street.  
Public opinion predominantly supportive of Chamberlain.  
Majority of Conservative MPs supportive.  
Support from large sections of national and regional press.  
Significant minority opinion that viewed Munich as a failure, at best postponing war. This group were distrustful of Hitler. They believed Nazi aggression had been encouraged and Chamberlain had been fooled. Our moral obligations to a fellow democracy had been abandoned and Czechoslovakia ‘thrown to the wolves’.  
Churchill, and other dissident Conservatives such as Duff Cooper.  
Opposition parties – Labour, Liberal.  
Some newspapers critical – also, David Low, cartoonist.

*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 A, D and E** explain why the British government adopted the policy of appeasement? (8)

The candidate makes a judgement, with reference to **Sources A, D and E** and recall as to how fully the sources explain why the British government adopted the policy of appeasement.

- From Sources:*
- A** Military backwardness.  
Present situation – need for understanding with Germany – postpone danger of German aggression against vital British interests.  
Important to do this because of French weakness, and possible understanding between Germany, Italy and Japan – risk to Empire.
  - D** British Prime Minister – saved Europe from horrific war, with massive casualties and destruction, and risks of further bitterness and hostility.  
Western and Fascist leaders confronted each other – risk of war – but hope of peace in Munich Agreement.  
Germany aggressive and violent.  
Chamberlain’s approach – negotiating – the only way to secure the foundations of a lasting peace.
  - E** Government preoccupied with dangers of aerial bombardment – need to prioritise measures to counter air attack.  
Experts argued this would undermine ability to use land forces in Europe.  
Dec. 1937 – spending on army calculated on not having to fight land war in Europe.

*From Recall:*

British economic problems in 1930s – priority for government to cope with this.  
Spending on rearmament delayed.  
Memories of casualties of First World War – very strong influence on public opinion – strong desire to avoid future conflicts.  
Fear of air attack – as in Manchuria, Abyssinia –and, as shown in film, “Things to Come” – Baldwin’s view that “The bomber will always get through” – also, fear of poison gas.  
Some sympathy for Hitler and Germany – criticisms of Treaty of Versailles as being too harsh on Germany.  
Hitler regarded as useful support against fears of Communist expansion – British government hostility towards USSR.  
Need to safeguard the Empire – Britain’s main priority – avoid risk of conflict with three potentially hostile powers – Germany, Italy, and Japan.  
Lack of allies – USA isolationist – distrust of USSR – France seen as politically unstable and unreliable.  
League of Nations had failed – unable to check/control aggression.  
Britain needed more time to build up its defences – appeasement bought time for this.

- 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.

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

Question 1: How fully does **Source A** explain the reasons for Soviet intervention in Hungary in 1956? (6)

The candidate makes a judgement on how far **Source A** explains the reasons for Soviet intervention in Hungary in terms of:

*From Source:* Hungarian people correctly sought to eliminate shortcomings. Legitimate progressive forces joined by forces of black reaction and counterrevolution. Such forces wanted to undermine the foundations of the Hungarian democratic order. Such forces wanted to restore the landlord class and capitalist order. Soviet government and people regretted bloodshed. Soviet army help asked for by the Hungarian government. Soviet armed units intervened to help Hungary's army and authorities restore order.

*From Recall:* Soviet changes following death of Stalin – Khrushchev's 'Secret Speech' in 1956 encouraged some East European states to seek greater freedom. Hungary went too far! Hungarian reform movement aimed to make the Communist Party more democratic, end its dominance. New government formed, led by Nagy, had wide support for reforms and removal of Soviet domination. Demand for return to multi-party democracy. Some reformers wished to leave the Warsaw Pact and establish Hungarian neutrality which the Soviets could not allow. Danger of demands spreading: example of Poland. Soviet hardliners pressured Khrushchev to suppress Hungarian revolt.

*Marks:*

1-2	Selects relevant evidence from the source and/or from recalled knowledge but without making the required evaluation.
3-4	Selects evidence from the source and uses limited 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: Compare the views on events in Hungary in 1956 expressed in **Sources A** and **B**. (5)

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

**Source A**

Official Soviet Government statement justifying military intervention.

Legitimate progressive forces in Hungary undermined by forces of reaction and counterrevolution.

Reactionaries and counterrevolutionaries want to undermine the foundations of the Hungarian democratic order.

Counterrevolutionaries want to restore the landlord class and capitalist order.

Soviet bloodshed.  
Soviet army help asked for by the Hungarian government. Soviet armed units intervened to help Hungary's army and authorities restore order.

**Source B**

Last broadcast by leader of Hungarian 'revolution' Imre Nagy condemning Soviet intervention.

Hungarian people fighting for freedom are against the Russian intervention.

Russian armed forces, in front of the world and against treaties and conventions, are crushing the resistance of the Hungarian people.

Russians kidnapping the Prime Minister and brutally intervening in Hungary.

Moscow's imperialism does not know borders, and is only playing for time.

*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 little attempt to make the required comparison.
3-4	Selects evidence from both sources and makes a basic comparison in terms of the question.
5	Selects relevant evidence from both sources and compares them overall and in detail to reach an appropriate conclusion.

Question 3: How useful is **Source C** as evidence of East Germany's reasons for constructing the Berlin Wall in 1961? (5)

The candidate evaluates **Source C** as evidence of East Germany's reasons for constructing the Berlin Wall in terms of:

*From Source:* Provenance: GDR official brochure.  
Possible purpose: East German propaganda justifying their construction of the Berlin Wall.  
East Germany could not stand by and see doctors, engineers, and skilled workers seduced by underhand methods to give up their secure existence in the GDR and work in West Germany or West Berlin.  
These and other manipulations cost the GDR losses amounting to 3.5 thousand million marks per annum.  
By building the wall the GDR prevented something much worse – West Berlin's becoming the starting point for a military conflict.  
East German actions with their allies cooled off a number of hotheads in Bonn and Berlin.

*From Recall:* Not just skilled: also younger workers attracted to West.  
FDR economically developed and prosperous compared to GDR.  
Political freedoms in FDR compared to repression in communist GDR.  
GDR feared that open border in Berlin enabled West to spy easily.  
Food shortages in 1960 in East, following enforced collectivisation, added to the urge to leave.  
Population loss massive; over 3 million by 1961.  
Loss of population undermined viability of GDR.  
GDR and fellow members of Warsaw Pact could not see GDR collapse as would be seen as a failure of communism.  
Fear of what would happen in other East European states if exodus continued.

*Marks:*

1-2	Selects relevant evidence from the source and/or from recalled knowledge but without making the required evaluation.
3-4	Selects evidence from the source and uses limited recalled knowledge 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: To what extent does **Source D** illustrate the development of the Arms Race? (6)

The candidate makes a judgment on the extent to which **Source D** illustrates the development of the Arms Race, in terms of:

*From Source:* Technological innovation by the USSR:

- producing a medium-range ballistic missile (the SS-3)
- firing an intercontinental ballistic missile over a range of 5,000 miles.

American fear that both US cities and bomber force vulnerable to Soviet strike.  
America therefore committed huge resources to develop own ballistic missiles to end the perceived missile gap.  
Other weapons systems also developed.

*From Recall:* Development of long-range bomber forces by both sides – US B52, Soviet “Backfire”.  
Submarine – launched ballistic missiles – US lead with Polaris.  
Early 1970s – development of MIRV systems (multi warhead).  
ABM – Anti Ballistic Missile systems – Cruise missiles in 1980s.  
US attempts to develop particle weapons in 1980s – “StarWars”.  
Chemical and Biological weapons.  
Extensive development of conventional/non-nuclear weapons – tanks, helicopters, etc.  
Rival military alliances – NATO, Warsaw Pact.  
British and French nuclear capabilities.

*Marks:*

1-2	Selects relevant evidence from the source and/or from recalled knowledge but without making the required evaluation.
3-4	Selects evidence from the source and uses limited 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 5: How fully do **Sources C, D** and **E** explain the issues which divided the superpowers in the 1950s and 1960s? (8)

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

- From Sources:*
- C** East Germany could not stand by and see doctors, engineers, and skilled workers leaving the GDR to work in West Germany/West Berlin. Loss of population and other events cost the GDR huge financial loss amounting to 3.5 thousand million marks per annum. By building the wall the GDR prevented West Berlin becoming the starting point for a military conflict. East German actions with their allies stopped aggression from the west.
- D** Technological innovation by the USSR:
- producing a medium-range ballistic missile (the SS-3)
  - firing an intercontinental ballistic missile over a range of 5,000 miles.
- American fear that both US cities and bomber force vulnerable to Soviet strike. America therefore committed huge resources to develop own ballistic missiles to end the perceived missile gap.
- E** Stronger US action was needed to help the Vietnamese against Communism in Southeast Asia. US wanted the expansion of the South Vietnamese army, to supply more US aid to South Vietnam, to send US advisers to take part in anti-guerrilla warfare. Difficulties in dealing with guerrilla warfare prompted by the Soviet Union. Guerrilla warfare a new and dangerous Communist technique which bypasses America's traditional and military responses. Kennedy increased the numbers of US advisers in Vietnam.

*From Recall:*

Formation of reasons for tension between the Soviet Union and America may be shown through reference to specific issues and subsequent incidents and tensions. Ideological differences between Soviet Union and America: controlled economy vs free market/political control vs political freedom, etc. Soviet take over of Eastern Europe and conversion of said into satellite states. Massive US aid to western Europe through Marshall Plan. Soviet refusal to participate in free market economics. Fear of spread of communism: China 1949. American development of the 'domino theory' and intervention in Vietnam/Laos. American policy under Truman, Kennedy, Johnson, Nixon to contain and intervene to help stop spread of communism. Aggressive spread of communism as shown in Korean War, 1950-53. NATO and Warsaw Pact as competitive military alliances: extension of conflict into Third World as realisation of destructive nature of nuclear war. Specific crises such as Berlin 1948-49, Hungary 1956, Berlin 1961, Cuba 1962 may also be used and developed.

- Marks:*
- 1-3 Selects relevant evidence from the sources and/or from recalled knowledge but without making the required evaluation.
- 4-6 Selects evidence from the sources and uses limited 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 opinion on involvement in the First World War? (5)

The candidate evaluates **Source A** as evidence of Irish opinion, in terms of:

*From Source:* Provenance: speech by John Redmond, leader of the Irish Nationalist party.  
It is the duty of men in Ireland to defend the shores of Ireland from foreign invasion.  
It is also the duty of Irish men to prove Irish courage on the battlefield as they have in the past.  
Interests of Ireland are at stake in the First World War.  
War is to be fought on principles of religion, morality and right.  
Invasion of Ireland itself unlikely but, the defence of these principles is important.  
Men to continue training so that they can go and fight for the defence of right, freedom and religion.

*From Recall:* The Irish Nationalist party led by Redmond largely supported Britain in the First World War, with Redmond actively supporting the recruitment of Irishmen for the war effort with active publicity, although some MP's were critical of such unequivocal support.  
Criticism from other Nationalists for Redmond over his stance – Pádraig Pearse, James Connolly and from Arthur Griffith (Sinn Féin) who regarded the war as nothing to do with Ireland. At the time they were less influential and their opposition was very much the minority view.  
Extensive Irish support for participation in the war.  
The Ulster Unionists such as Carson and Craig, strongly supported Britain and the war effort.  
Sections of the Irish press gave support.  
The recruitment of men in the south of Ireland was successful at the start of the war.  
There was increased division within the Irish Volunteers over the issue.

*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 views expressed in **Sources A** and **B** on Irish support for Britain and the First World War. (6)

The candidate compares the views expressed in **Sources A** and **B** in terms of:

**Source A**

Provenance: Speech by Redmond, leader of Majority Nationalists in favour of Ireland supporting Britain in the War.

It is the duty of Irish men to defend Ireland from foreign invasion.

It is the duty of Irish men to prove themselves on the field of war as they always have in the past.

The interests of Ireland ...are at stake in the war. To defend religion, morality and right.

It would be a disgrace if young Ireland confined their efforts to remain at home and defend the shores of Ireland from an unlikely invasion.

Duty to prove on the field of battle, gallantry and courage which has distinguished our race through all its history.

Account yourselves as men, not only in Ireland itself, but wherever the firing line extends, in defence of right, of freedom and of religion in this 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 little attempt to make the required comparison.
3-4	Selects evidence from both sources and makes a basic comparison in terms of the question.
5-6	Selects relevant evidence from both sources and compares them overall and in detail to reach an appropriate conclusion.

**Source B**

From a letter by Dr. O'Dwyer who was the Bishop of Limerick and opposed to Ireland supporting Britain in the war.

These poor peasants know little or nothing of the meaning of war.

They have no burning desire to die for Serbia.

They would much prefer to be allowed to till their own potato gardens in peace ...

They are not ready to die for England. Why should they?

What have they or their forebears ever got from England that they should die for her.

This war may be just or unjust, but any fair minded man will admit that it is England's war, not Ireland's.

Question 3: How fully does **Source C** illustrate the methods used by both sides during the Anglo-Irish War? (6)

The candidate makes a judgment on how fully **Source C** illustrates the methods used in the Anglo-Irish War, in terms of:

*From Source:* Auxiliaries were tricked and ambushed – two lorry loads were fired upon.  
Another ambush in Cork the next day saw more Auxiliaries killed.  
That night as revenge the Black and Tans poured in to Cork and went on a spree of drinking, looting, burning and wrecking.  
The centre of Cork was completely destroyed.  
Fire Brigade were deliberately obstructed from carrying out their job of putting out the fire.  
Auxiliaries boasted about what they had done in Dublin by wearing burnt corks in their hats.

*From Recall:* The IRA used a campaign of guerrilla warfare.  
Attacks on agencies of law and order such as the Royal Irish Constabulary, police barracks and magistrates.  
There were also continued attacks on British troops.  
Attacks on G-Men – detectives concentrating on IRA atrocities.  
The IRA attempted to assassinate the Viceroy, Lord French.  
The IRA used Flying Columns – mobile IRA squads, which could be used to ambush the British forces and RIC.  
Michael Collins – key role in the planning of these activities and even in their execution.  
The senior officers of the RIC openly supported the use of force in fighting the IRA.  
Houses destroyed in reprisal for destruction of police stations.  
Role played by Black and Tans and Auxiliaries.  
RIC members were instructed to challenge civilians from ambush and shoot them if they did not obey the RIC officers.  
RIC officers were encouraged to shoot suspicious looking people.  
If innocent people were killed then this could not be helped.  
No RIC officers were to get into trouble for shooting people.  
Assassination of Mayor of Cork.  
Shootings at Croke Park.

*Marks:*

1-2	Selects relevant evidence from the source and/or from recalled knowledge but without making the required evaluation.
3-4	Selects evidence from the source and uses limited 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 4: How much support was there at the time for the views expressed by the Irish bishops in **Source E**? (5)

The candidate evaluates the views expressed in **Source E** in terms of:

*From Source:* Section of the community, refused to acknowledge the government set up by the nation – chosen to attack their own country.  
They deliberately set out to make Ireland a heap of ruins.  
They wrecked Ireland – burning and destroying property of enormous value, roads, bridges and railways, and were seeking to starve the people.  
Claimed they are carrying on war – but only a system of murder and assassination of the National forces.  
Killing in an unjust war is murder before God.

*From Recall:* Collins and Griffith – members of Government which had won power at elections – gave legitimacy to acceptance of Treaty.  
Will not give in to the armed minority opposing Treaty – Anti-Treaty IRA.  
No British Government left in Ireland, so Britain was no longer to be considered the enemy.  
They believed that Ireland now had its own, elected government, and all had duty to obey it – those who did not were enemies of the government and Irish people  
Collins view – Treaty the best they could hope for at the time.  
Popular support for Treaty – twice as many votes being cast for the Treaty as against it.  
De Valera and his supporters – saw the Treaty as a poor compromise – supported an Irish Republic and complete independence – Republic declared in 1916, and reaffirmed after Sinn Fein victory in 1918 – Provisional Government had given into threats and therefore should be opposed by force.

*Marks:*

1-2	Selects relevant evidence from the source and/or from recalled knowledge but without making the required evaluation.
3-4	Selects evidence from the source and uses limited recalled knowledge 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 fully do **Sources B, D** and **E** explain the causes of division and conflict in Ireland during the period 1912-1922? (8)

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

- From Sources:*
- B** Poor Irish people know little or nothing of the meaning of war. They have no burning desire to die for Serbia. They would much prefer to be allowed to till their own potato gardens in peace ... They are not ready to die for England. Why should they? It is England's war, not Ireland's.
- D** The decision to make about going to war with England had been made not by Sinn Fein but by Irish Volunteers. Michael Collins view – the sooner fighting was forced and a general state of disorder created the better it would be. Ireland likely to get more out of state of general disorder than from continuance of present situation. He and supporters ready to face the British military – ready to force the issue – would not be put off by weaklings and cowards. Collins accepted full responsibility – meeting only summoned to confirm that the proper people had decided.
- E** A section of the community, refusing to acknowledge the government . Attacking their own country, as if she were a foreign power. They deliberately set out to make Ireland a heap of ruins. They wrecked Ireland from end to end, destroying property, breaking roads, bridges and railways, seeking to starve the people. Claimed that this was war – in reality, a system of murder and assassination of national forces.

*From Recall:*

Unionists hostile to Home Rule – Military preparations (setting up UVF) – signed the Ulster Covenant – fear of being dominated by Catholics. Carson willing to use force in defence of Ulster – the risk of Civil War. Home Rule postponed for duration of war – weakened the Irish Nationalist party and Redmond – increased hostility to the British government. Minority opposition Irish groups – Pearse and Connolly – hostile to support for Britain during the war. The Easter Rising initially unpopular with the Irish public – harsh treatment of the rebels lead to a major reversal of attitude – big upswing in support for Sinn Fein. Attempt to introduce conscription increased Sinn Fein support further. Election of 1918 – Sinn Fein enjoyed a great triumph – creation of Dail Eireann. Anglo Irish war – IRA, largely led by Michael Collins using guerrilla warfare to fight the British forces, where they attacked British security system and murdered policemen, magistrates and British Intelligence staff. The British used the Black and Tans and Auxiliaries – serious brutality and killings on both sides, eg killings at Croke Park, the murder of the mayor of Cork, the damage to Cork city centre. In 1921 – Anglo Irish Treaty – Irish Free State created. Serious divisions in Sinn Fein and the IRA – failure to create an Irish Republic – Partition – creation of Northern Ireland. The Irish Civil war – Pro-Treaty forces eventually prevailing. Legacy of violence.

- Marks:*
- 1-3 Selects relevant evidence from the sources and/or from recalled knowledge but without making the required evaluation.
  - 4-6 Selects evidence from the sources and uses limited 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]