National Qualifications 2025

# X837/75/11 History

FRIDAY, 9 MAY
1:00 PM – 3:20 PM

**Total marks — 80**

**SECTION 1 — SCOTTISH CONTEXTS — 25 marks**

Attempt ONE part.

**SECTION 2 — BRITISH CONTEXTS — 26 marks**

Attempt ONE part.

**SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks**

Attempt ONE part.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.

SQA ©

**SECTION 1 — SCOTTISH CONTEXTS**

PARTS


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

**B.** Mary Queen of Scots, and the Reformation, 1542–1587 *pages 06–07*

**C.** The Treaty of Union, 1689–1715 *pages 08–09*

**D.** Migration and Empire, 1830–1939 *pages 10–11*

**E.** The Era of the Great War, 1900–1928 *pages 12–13*


**SECTION 2 — BRITISH CONTEXTS**

PARTS


**A.** The Creation of the Medieval Kingdoms, 1066–1406 *pages 14–15*

**B.** War of the Three Kingdoms, 1603–1651 *pages 16–17*

**C.** The Trade in Enslaved African People, 1770–1807 *pages 18–19*

**D.** Changing Britain, 1760–1914 *pages 20–21*

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


**SECTION 3 — EUROPEAN AND WORLD CONTEXTS**

PARTS


**A.** The Cross and the Crescent: the Crusades, 1071–1192 *pages 24–25*

**B.** 'Tea and Freedom': the American Revolution, 1774–1783 *pages 26–27*

**C.** USA, 1850–1880 *pages 28–29*

**D.** Hitler and Nazi Germany, 1919–1939 *pages 30–31*

**E.** Red Flag: Lenin and the Russian Revolution, 1894–1921 *pages 32–33*

**F.** Mussolini and Fascist Italy, 1919–1939 *pages 34–35*

**G.** Free at Last? Civil Rights in the USA, 1918–1968 *pages 36–37*

**H.** Appeasement and the Road to War, 1918–1939 *pages 38–39*

**I.** World War II, 1939–1945 *pages 40–41*

**J.** The Cold War, 1945–1989 *pages 42–43*

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MARKS

## SECTION 1 — SCOTTISH CONTEXTS — 25 marks

### Part A — The Wars of Independence, 1286–1328

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

**Source A** is from a textbook written by a modern historian in 1998.

**Source A**

> The King of Scotland, Alexander III died in 1286 after falling off his horse on his way to join his new wife. He left no immediate heirs behind as his children had died before him. His death was a shock for the whole of Scotland. Due to his death, six Guardians were chosen to run the country in the absence of a king. His granddaughter Margaret was only three years old, which caused concern amongst the nobles.

**1.** Evaluate the usefulness of **Source A** as evidence of the succession problem following the death of Alexander III, 1286–1290. **5**

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

**2.** Describe what happened during the Great Cause. **4**

MARKS

**Sources B** and **C** are about Edward I as overlord of Scotland.

**Source B**

> Throughout his reign, King Edward I of England had an interest in Scotland's affairs. His claim of overlordship was accepted by some Scottish nobles because they wanted a stable kingship. Edward was a strong and just king who prevented chaos in Scotland which ensured security in the country. Edward left Scotland alone to make its own legal decisions unless directly appealed to by Scottish nobles.

**Source C**

> Edward I interfered with legal practices in Scotland which many Scots felt was an attempt to undermine Scotland's independence. Scotland had always had its own legal system and was proud of its traditions. Edward's claim of overlordship in Scotland was opposed by Scots nobles who said it was not justified. Edward I was a tyrannical ruler who exploited Scotland, creating even more problems in the country.

**3.** Compare the views of **Sources B** and **C** about Edward I as overlord of Scotland. **4**
(Compare the sources overall and/or in detail.)

**Source D** explains the reasons why William Wallace rebelled in 1297.

**Source D**

> Many of the details about William Wallace's early life are uncertain. It's possible Wallace came from Renfrewshire. He was a member of the lesser nobility who resented English control in Scotland. He wanted Scotland to maintain its own government as he believed in the independence of Scotland. Wallace was loyal to King John Balliol and wished to see him restored to the throne of Scotland. Bishop Wishart may also have encouraged Wallace to rebel to protect the Scottish Church from English influence.

**4.** How fully does **Source D** explain the reasons why William Wallace rebelled in 1297? **6**
(Use the source and recall to reach a judgement.)

**5.** Explain the reasons why Robert the Bruce was able to achieve victory over his Scottish opponents between 1306 and 1314. **6**

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

## SECTION 1 — SCOTTISH CONTEXTS — 25 marks

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

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

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

**Source A**

> Mary's move to France began with the Earl of Arran persuading the Scottish Parliament to favour a French marriage for the Queen. As a result, the Scots and French signed the Treaty of Haddington, which arranged for Mary's travel to France to marry the Dauphin, Francis. The Earl of Arran was rewarded for this Treaty with French land and became the Duke of Chatelherault. The French fleet sailed to Scotland to collect Mary and her four attendants before departing for France.

**6.** Evaluate the usefulness of **Source A** as evidence of Mary's move to France. **5**

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

**7.** Describe Scottish society and the Church in the 1540s. **4**

MARKS

**Sources B** and **C** are about rebellion against Mary of Guise.

**Source B**

> Overall, it was clear that Mary of Guise's mishandling of the situation in 1559 was the main cause of rebellion against her. In December 1557, the rebellious Lords of the Congregation sent Mary of Guise a set of ambitious requests, but a settlement seemed possible. However, Knox had returned to Scotland and more or less by accident, a religious rebellion had broken out. Religious buildings were attacked, and statues destroyed.

**Source C**

> Mary of Guise, on the advice of the French, began to prosecute reformers. Any hopes that the requests of the Lords of the Congregation would be agreed were destroyed as a settlement became impossible. The resulting religious rebellion was no accident, as people who supported reform began to gather weapons. However, it was not the events of 1559 but later developments with France that were the main reason why people turned against Mary of Guise.

**8.** Compare the views of **Sources B** and **C** about rebellion against Mary of Guise. **4**

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

**Source D** explains the reasons why Mary's marriage to Darnley caused problems for her.

**Source D**

> Henry, Lord Darnley, was chosen to be Mary's husband and they were married at Holyrood Palace in July 1565. Her marriage caused a split with her half-brother Moray, who was important in keeping the nobles in check. Other nobles also disliked Darnley and his family with the marriage causing division amongst the Lords. Mary found her marriage to be an unhappy one as Darnley was regularly drunk and rude. Darnley's unsuccessful demands to become joint ruler with Mary made him resentful of his wife.

**9.** How fully does **Source D** explain the reasons why Mary's marriage to Darnley caused problems for her? **6**

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

**10.** Explain the reasons why Mary was executed in 1587. **6**

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

## SECTION 1 — SCOTTISH CONTEXTS — 25 marks

### Part C — The Treaty of Union, 1689–1715

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

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

**Source A**

> Disease was a common feature of life in Darien and a wide variety of deadly ones affected newcomers, such as smallpox and malaria. However, the Scots were delighted with the site of their colony naming it New Caledonia. On their arrival the colonists were amazed by Darien's exotic natural beauty. It soon became apparent that tropical storms and flooding made it difficult to produce food. The limited trade between the Scots colonists and the local peoples made the issue of hunger worse.

**11.** Evaluate the usefulness of **Source A** as evidence of the problems faced by the Darien Scheme. **5**

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

**12.** Describe the economic problems in Scotland, 1689–1707. **4**

**Sources B** and **C** are about the attitudes of Scots to the Union. **MARKS**

**Source B**

> Some Scots believed that Scotland's economy would improve after the Union as their industries would benefit. When passed through Parliament the article granting free trade passed with 156 to 19 votes in its favour. It was assumed that Scottish MPs being elected to the new British Parliament would increase Scottish influence over new laws. Religious Scots believed that the Union would secure the power of the Presbyterian Church in Scotland.

**Source C**

> After Union, the Scots were concerned the economy would be under threat as English merchants could dominate Scottish industries. Many extreme Presbyterians believed that the Union would eventually lead to the reintroduction of bishops weakening the Presbyterian Church. Scottish MPs were worried that they would have limited power in Parliament as English MPs would make up the majority. This led to many Scots supporting the idea that a Federal Union would be a better alternative.

**13.** Compare the views of **Sources B** and **C** about the attitudes of Scots to the Union. **4**

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

**Source D** explains the reasons why the Scots passed the Treaty of Union.

**Source D**

> The Scottish Parliament feared that England intended war if Union did not pass because they had positioned troops at the border. Voting on Union commenced on 4 November, with votes being printed with the minutes. The opposition parties were not led well as Hamilton was often inconsistent in his opposition against Union. The Squadrone Volante held the balance of power, so their votes in support passed the Union. The Court Party managed to build up support for Union by starting debates about the most popular articles of the proposed treaty.

**14.** How fully does **Source D** explain the reasons why the Scots passed the Treaty of Union? **6**

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

**15.** Explain the reasons why the Jacobite rebellion took place in 1715. **6**

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

MARKS

## SECTION 1 — SCOTTISH CONTEXTS — 25 marks

### Part D — Migration and Empire, 1830–1939

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

**Source A** is from a textbook written by a modern historian in 2011.

**Source A**

> Most of the Jewish people who emigrated to Scotland were fleeing economic hardship. The opportunity to leave their country had also improved because of the fast and reasonably cheap transport. The population of Russian Jews in Scotland was around 6000 in 1903. Many Jewish people had left Russia, Ukraine and Poland in the 19th and early 20th centuries. Many Jewish people fled to Scotland from Germany in the 1930s as the Nazis increasingly persecuted them.

**16.** Evaluate the usefulness of **Source A** as evidence of the reasons for immigration to Scotland, 1830–1939. **5**

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

**17.** Describe the impact of the Empire on Scotland's industry and economy. **4**

MARKS

**Sources B** and **C** are about the attitudes of Scots towards Italian immigrants.

**Source B**

> Some Scots felt that the Italian community had a positive impact on Scottish traditions. Most Italians worked in family run businesses, keeping close ties with their homeland. Dominic and James Rizza settled in Scotland, working in the ice-cream business. Italian cafes opening on Sundays made some Scots happy because they provided somewhere to socialise other than the local pub. The lack of economic challenge from Italian immigrants meant many were welcomed into Scottish society in Scotland.

**Source C**

> Italian cafes began opening on Sundays which angered Church leaders in Scotland and the religious community of Scots. Italians also opened hairdressing salons, establishing the College of Italian Hairdressers in Glasgow in 1928. Italians experienced some hostility from Scots who felt they were a bad influence on Scottish traditions. Not many Italians were welcomed into Scottish society as some Scots saw them as setting up in competition to Scottish businesses.

**18.** Compare the views of **Sources B** and **C** about the attitudes of Scots towards Italian immigrants. **4**

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

**Source D** explains the reasons why Scots emigrated, 1830–1939.

**Source D**

> Scots were attracted overseas for a variety of reasons. The promise of cheap land was a powerful motivation for many Scots. The growing middle classes were attracted by higher wages and better working conditions abroad. In every country where Scots settled, they made an impact on the communities. The fact that there was a support network of fellow Scots abroad made people less worried about moving. Countries such as Canada put a lot of effort into attracting Scots through agents, posters and other advertising.

**19.** How fully does **Source D** explain the reasons why Scots emigrated, 1830–1939? **6**

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

**20.** Explain the reasons why Scots migrants played an important role in the development of the British Empire, 1830–1939. **6**

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

## SECTION 1 — SCOTTISH CONTEXTS — 25 marks

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

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

**Source A** is from a textbook written by a modern historian in 2022.

**Source A**

> The Great War began in August 1914. In many ways, the start of this European war took very few people by surprise. Scottish people responded to calls for recruitment in large numbers and by 1915 13% of British recruits were Scots. Scots from all backgrounds, professions, and classes chose to join the army. Many Scots volunteered because they joined military units connected to their work, like the Glasgow HLI battalions. Responses to this call to arms was similar in other European empires.

**21.** Evaluate the usefulness of **Source A** as evidence of Scottish recruitment during the Great War. **5**

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

**22.** Describe the experience of life in the trenches for Scottish soldiers. **4**

MARKS

**Sources B** and **C** are about the impact of the Defence of the Realm Act on people's lives.

**Source B**

> At the outbreak of war, the government introduced the Defence of the Realm Act (DORA) to support the war effort. People at home had limited access to news and did not always know what was happening at the front. Many Scots found it more difficult to travel around Scotland because of transport restrictions. DORA also controlled people's leisure time and made several popular activities illegal.

**Source C**

> Everyday travel in Scotland was unaffected by the restrictions of DORA. Additionally, many Scots received news from returning friends or family telling them what things were like at the front. However, DORA did not have much of an impact on people's free time, as many of the restrictions were focused on less common hobbies. DORA was to remain a controversial issue for the Liberal government throughout the war.

**23.** Compare the views of **Sources B** and **C** about the impact of the Defence of the Realm Act on people's lives. **4**

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

**Source D** explains the reasons why employment changed during the Great War.

**Source D**

> The War caused a sharp increase in demand for shipping, and skilled workers were needed in large numbers. The government took control of several large and important workplaces, controlling shift patterns and orders. Wartime rules also determined where workers could work, and they needed a leaving certificate to move jobs. For the first time, some women were able to get skilled jobs in industries like engineering. Many of these changes were fiercely opposed by political groups like the Independent Labour Party (ILP) and politicians like John Maclean.

**24.** How fully does **Source D** explain the reasons why employment changed during the Great War? **6**

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

**25.** Explain the reasons why the franchise was extended in 1918. **6**

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

## SECTION 2 — BRITISH CONTEXTS — 26 marks

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

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

**26.** To what extent were the mistakes made by Harold II the main reason why the Normans won the Battle of Hastings in 1066? **9**

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

**Source A** describes the events of the murder of Archbishop Thomas Becket.

**Source A**

> For years, King Henry II and Archbishop Thomas Becket had been in dispute over control and the running of the Church. In 1170, four knights sailed from France, with the task of killing the Archbishop. After their arrival, the knights chased Becket, who ran into Canterbury Cathedral. One knight struck Becket while he lay on the altar. The remaining knights then attacked and slaughtered him on the cathedral floor. Pilgrims soon transformed the cathedral into a shrine to honour the Archbishop.

**27.** How fully does **Source A** describe the events of the murder of Archbishop Thomas Becket? **6**

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

MARKS

**Source B** is from a chronicle written by a monk in 1137.

**Source B**

> Through a harsh winter, the Church provided food for the people in the community who would have otherwise starved. This was because charity was rarely provided by the Crown. Many people in the village also rented farmland from the Church, which owned significant estates. People often struggled to afford the rents they were charged. Others in the village were employed by the Church as labourers and they received a regular wage for working on the land.

**28.** Evaluate the usefulness of **Source B** as evidence of the importance of the Church in medieval society. **5**

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

**29.** Explain the reasons why the Black Death had an impact on medieval society. **6**

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

## SECTION 2 — BRITISH CONTEXTS — 26 marks

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

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

**30.** To what extent was religion the main reason why there were arguments between Parliament and King James VI and I? **9**

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

**Source A** describes the foreign policy of Charles I in the early years of his reign, 1625–1629.

**Source A**

> At the beginning of his reign Charles was keen to exert his dominance over Spain. Parliament granted Charles money to intercept Spanish treasure fleets returning from their American colonies. The next step was to attack towns on the Spanish coast to try to weaken their economy. 105 ships and 15,000 sailors and soldiers set sail for Cadiz in October 1625. The expedition was a disaster with over half the ships and men being lost in the failed attempt to attack Spain.

**31.** How fully does **Source A** describe the foreign policy of Charles I in the early years of his reign, 1625–1629? **6**

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

MARKS

**Source B** is from a petition written by members of the House of Lords in 1640.

**Source B**

> Your Majesty's person is exposed to danger and your Scottish kingdom is full of fear and discontent. We object to the innovations in religion especially the canons imposed upon the Scottish clergy and other subjects. We are displeased with the appointment of Laud as Archbishop of Canterbury, who is too close to the Church of Rome. The promotion of Arminian Bishops and others outside the religion established by law is not acceptable. Politically, the long intermission of Parliament is a grief to your subjects.

**32.** Evaluate the usefulness of **Source B** as evidence of religious tensions in Scotland under Charles I. **5**

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

**33.** Explain the reasons why people joined each side in the civil war. **6**

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

MARKS

## SECTION 2 — BRITISH CONTEXTS — 26 marks

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

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

**34.** To what extent was population loss in African societies the main impact of the trade in enslaved people? **9**

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

**Source A** describes the impact of the Caribbean trade on the British economy.

**Source A**

> The trade in enslaved Africans had far reaching effects on British society, including the economy. Caribbean rum consumption rose, leading to the development of the alcohol trade in Britain. Profits gained in Glasgow from sugar and tobacco helped fund the development of the chemical industry in Scotland. The Caribbean trade encouraged the growth of the cotton industry in Lancashire. The fishing industry benefitted from the Caribbean trade as it grew due to the need for salt fish for use in the voyages.

**35.** How fully does **Source A** describe the impact of the Caribbean trade on the British economy? **6**

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

MARKS

**Source B** is from a letter written by a visitor to the Caribbean in 1789.

**Source B**

> On my travels around the Caribbean islands, I visited many plantations. One of these was on Montserrat. There, it was very common for the slaves to be branded with the initials of their owner's name. I saw many slaves being punished harshly with instruments of torture such as thumb screws. I watched slaves working from dawn to dusk on the sugar plantations. On many of the islands I visited, I saw the same treatment repeatedly.

**36.** Evaluate the usefulness of **Source B** as evidence of living and working conditions of enslaved people on the plantations. **5**

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

**37.** Explain the reasons why the abolition campaigns were successful up to 1807. **6**

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

MARKS

## SECTION 2 — BRITISH CONTEXTS — 26 marks

### Part D — Changing Britain, 1760–1914

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

**38.** How important were medical advances in improving health by 1914? **9**

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

**Source A** describes improvements to working conditions in coal mines by 1914.

**Source A**

> By 1914, there was an estimated 1 million people working in the coal mines of Britain, and improvements had steadily been made to their working conditions. To reduce suffocation and explosions, electric fans were introduced from 1860. The likelihood of explosions was also reduced when the Davy Safety Lamp was invented in 1815. Electricity later replaced the need for lamps, providing power across the mines. Metal pit props gradually replaced wood, which reduced cave-ins as they did not rot or collapse.

**39.** How fully does **Source A** describe improvements to working conditions in coal mines by 1914? **6**

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

MARKS

**Source B** is from a speech made by railway builder Robert Stephenson in 1856.

**Source B**

> We hear many complaints about the railways, but to me the benefits are clear. The railways employ over 90,000 officers and workers across the network, in many different roles. The train engines consume 2,000,000 tons of coal annually, benefiting our coal mines. Weekly newspapers and Government papers can now be delivered across the country in much shorter time. How can people speak so negatively about the expansion of the network when it can only bring more improvements to our daily life?

**40.** Evaluate the usefulness of **Source B** as evidence of the impact of the railways on society and the economy. **5**

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

**41.** Explain the reasons why the Reform Acts were passed up to 1884. **6**

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

## SECTION 2 — BRITISH CONTEXTS — 26 marks

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

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

**42.** How important were the reports of Booth and Rowntree in changing attitudes to poverty before 1906? **9**

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

**Source A** describes the Liberal Reforms passed to help the young.

**Source A**

> The young were seen as a vulnerable group who required government help. In 1906, the Free School Meals Act was introduced and by 1910 over 9 million meals were being provided. However, the Act did not make it compulsory for all school boards which meant that some children were still going hungry. Also, children only received meals during term time, often becoming malnourished during the school holidays. By 1914, all local authorities were forced to offer free school meals which ensured that most children were being provided for.

**43.** How fully does **Source A** describe the Liberal Reforms passed to help the young? **6**

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

MARKS

**Source B** is from a speech given by a British politician in 1942.

**Source B**

> The proposals of the Beveridge Report have now been made clear. The response of the public has generally been positive. Notably, the Beveridge Report suggests that improvements must be made to the lives of all British citizens. One of the more popular recommendations appears to be the removal of the means–test, which many have found to be a terrible humiliation. Soldiers are particularly enthusiastic about the proposition of more housing in a fairer society for all.

**44.** Evaluate the usefulness of **Source B** as evidence of the recommendations of the Beveridge Report. **5**

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

**45.** Explain the reasons why some Labour Reforms, 1945–1951, did not fully meet the needs of the British public. **6**

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

MARKS

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

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

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

**46.** Describe the role of knights in medieval society. **4**

**47.** Explain the reasons why people joined the First Crusade. **6**

**Sources A** and **B** are about the reasons for the success of the First Crusade.

**Source A**

> The Crusader victory in the First Crusade had a huge impact on the Holy Land. The Crusaders got lots of important help from other Christians who were settled near the Holy Land such as Alexius of Byzantium. The Crusaders benefited from Muslim disunity in the early stages of the First Crusade. There is no doubt that religious zeal drove the Crusaders to success in the First Crusade.

**Source B**

> The divisions between Muslim lords played a key part in Crusader success, especially with the failure of the Muslims to declare a single leader. The Crusaders managed to inflict heavy casualties on the Muslim forces. The Crusaders were driven and inspired by religion, which helped them overcome hardships and succeed in the First Crusade. Help from the Byzantine Emperor in the early stages of the Crusades was vital for the Crusaders.

**48.** Compare the views of **Sources A** and **B** about the reasons for the success of the First Crusade. **4**

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

**49.** To what extent was the shortage of peasants and soldiers the main problem facing Crusaders after the First Crusade? **9**

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

MARKS

**Source C** describes Richard I and Saladin.

**Source C**

> Most writing on the events of the Third Crusade has focused on the characters of Richard I and Saladin. Saladin was always very aware of his Kurdish background and he was seen by some other Muslim leaders as an 'outsider'. Saladin was very ambitious and worked hard to improve his social standing, such as by marrying a woman of a higher class than him. Richard I was a highly experienced and capable warrior. He was also skilled in matters of military strategy and planning.

**50.** How fully does **Source C** describe Richard I and Saladin? **6**

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

MARKS

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

### Part B — 'Tea and Freedom': the American Revolution, 1774–1783

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

**51.** Describe what happened during the Boston Massacre, 1770. **4**

**52.** Explain the reasons why conflict escalated between Britain and some American colonists, 1774–1776. **6**

**Sources A** and **B** are about British sympathy with the American cause.

**Source A**

> Some say America has succeeded due to her connection with Britain. Yet America's economy will flourish much more without British involvement. America would thrive without Britain as they could avoid being dragged into European wars. As Europe is their market for trade, America should focus on making money. It is a mystery to me as to why America should be told what to do by a far-away British government.

**Source B**

> There is something absurd in America being governed by Britain which is so distant from it. Some in Britain would sympathise with the protests against unfair rule. The plain fact is that America's wealth will grow more without Britain's influence. If America can keep away from European disputes, they will be much better off in every way. America loves freedom and will never give in to the threats or force.

**53.** Compare the views of **Sources A** and **B** about British sympathy with the American cause. **4**

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

**54.** To what extent was a lack of supplies the main problem facing British soldiers during the War of Independence? **9**

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

MARKS

**Source C** describes the Declaration of Independence, 1776.

**Source C**

> By 1776, many Americans like Thomas Jefferson believed a document was necessary to outline their views. The Declaration of Independence openly criticised King George for not passing laws for the public good. It stated that the people had the right to abolish any form of government that did not protect their freedoms. The Declaration also asserted the states were to have full power to declare war and conclude peace. They also had the power to form alliances and establish trade agreements with other nations.

**55.** How fully does **Source C** describe the Declaration of Independence, 1776? **6**
(Use the source and recall to reach a judgement.)

MARKS

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

### Part C — USA, 1850–1880

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

**56.** Describe the lives of homesteaders. **4**

**57.** Explain the reasons why life was difficult for enslaved people on Southern plantations. **6**

**Sources A** and **B** are about relations between slave and non–slave states.

**Source A**

> When Congress met in Washington in December 1859, both houses divided along sectional lines. Rumours of slave rebellions were commonplace in Southern States. Northern and Southern politicians exchanged insults and accusations. Southerners opposed all Republican measures such as the Pacific Railroad. Northerners feared a growing conspiracy from the South to use enslavement to control America. Southerners feared the increasing strength of the Republicans, which could end enslavement.

**Source B**

> The South disagreed with all of the policies which were supported by the Republican Party. The North in turn worried that the South would use enslavement to gain power over the USA. During Congressional debates, it was not unusual for politicians from the North and South to hurl abuse at one another. The Civil War started in 1861 with some Southern States seceding leading to the formation of the Confederacy.

**58.** Compare the views of **Sources A** and **B** about relations between slave and non-slave states. **4**

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

**59.** To what extent were the Black Codes the main problem facing African-Americans during Reconstruction, 1865–1878? **9**

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

MARKS

**Source C** describes the Battle of the Little Bighorn, 1876.

**Source C**

> Custer was in desperate need of success. He had been in trouble with the army authorities for disobedience. Custer thought if he was a national hero, he might become President of the USA. Once he saw the Sioux, Custer was extremely confident that he could easily defeat any number of Indigenous Americans. He divided his forces with the aim that none of the braves could escape him. With only 215 men, Custer advanced towards the waiting Sioux enemy. Custer was outnumbered something like six to one.

**60.** How fully does **Source C** describe the Battle of the Little Bighorn, 1876? **6**
(Use the source and recall to reach a judgement.)

MARKS

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

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

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

**61.** Describe what happened during the Spartacist Revolt, 1919. **4**

**62.** Explain the reasons why there was discontent with the Weimar Republic, 1919–1933. **6**

**Sources A** and **B** are about the coming to power of the National Socialists in 1933.

**Source A**

> The new German democratic system did not survive the inter–war period. President Paul Von Hindenburg was persuaded that the appointment of Hitler could help stabilise the country. Franz Von Papen of the Centre Party supported the appointment as he felt he could control Hitler. Many industrial leaders helped Hitler with funding as they believed he was the man who could keep out the Communists. Hitler was especially popular amongst the lower middle classes.

**Source B**

> Von Papen had the mistaken belief that he could keep power in his own hands so backed Hitler as Chancellor. President Hindenburg was convinced by others to make Hitler Chancellor of Germany in order to provide strong government. Leading figures in industry provided finance for Hitler as they trusted he would take tough action against the Communists. Hitler was to remain in power until his death in 1945.

**63.** Compare the views of **Sources A** and **B** about the coming to power of the National Socialists in 1933. **4**

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

**64.** To what extent did the churches provide the most effective opposition to the Nazis, 1933–1939? **9**

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

MARKS

**Source C** describes youth movements and education in Nazi Germany.

**Source C**

> The Nazis aimed to make big changes in Germany. They saw young people as the future of the country. Any teacher who spoke out against the Nazis was sacked. In Biology, children were taught about the superiority of the Aryan race and the inferiority of Jewish people. Girls were discouraged from going to university and between 1933 and 1939 the number of women in attendance dropped from 18,000 to fewer than 6000. Outside of school, boys learned military skills in the Hitler Youth.

**65.** How fully does **Source C** describe youth movements and education in Nazi Germany? **6**
(Use the source and recall to reach a judgement.)

MARKS

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

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

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

**66.** Describe the social classes in Russia before 1905. **4**

**67.** Explain the reasons why there was a revolution in Russia in 1905. **6**

**Sources A** and **B** are about the Dumas.

**Source A**

> After the 1905 uprising, the Tsar brought in some reforms. Importantly, the Tsar allowed for a parliament to be set up called a Duma. Elections were now to be held in Russia for the first time. However, many Russians felt that the Dumas had little power. For example, when the Tsar disagreed with the actions of the Duma, he closed it down. A new constitution was also established.

**Source B**

> The establishment of a Duma meant that elections had to be set up in Russia. It was the Tsar who permitted the Dumas in 1906. This was one way that the Tsar felt he could avoid another revolution like the one that had broken out in 1905. However, the Tsar decided to close the first two Dumas because they were demanding more change in Russia.

**68.** Compare the views of **Sources A** and **B** about the Dumas. **4**

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

**69.** How important was military defeat in causing the growing unpopularity of the Tsarist regime during the First World War? **9**

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

MARKS

**Source C** describes the impact of the Civil War on Russia, 1917–1921.

**Source C**

> The Russian Civil War lasted from 1917 until 1921. Thousands of Russians who were thought to oppose the Bolsheviks were murdered by the Cheka. The famine of 1921 made matters worse and led to mass starvation amongst the peasants. The economic policy of War Communism meant that grain was seized from peasants, making the famine worse. Workers in industrial factories went on strike due to pay and conditions during the War. However, by 1926 the economy had mostly recovered from the effects of the Civil War.

**70.** How fully does **Source C** describe the impact of the Civil War on Russia, 1917–1921? **6**
(Use the source and recall to reach a judgement.)

MARKS

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

### Part F — Mussolini and Fascist Italy,1919–1939

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

**71.** Describe the weaknesses and mistakes of Mussolini's opponents. **4**

**72.** Explain the reasons why Mussolini's economic policies benefited many Italians. **6**

**Sources A** and **B** are about propaganda in Fascist Italy.

**Source A**

> There were many examples of dictatorships in Europe in the inter-war period. Fascist propaganda compared Mussolini to rulers in ancient Rome and it was claimed that both had established order out of chaos. In the 1930s, money was used to fund Italian films which were used to spread Fascist propaganda. Mussolini's Press Office issued official versions of events which newspapers were expected to publish without question.

**Source B**

> As a former journalist it was no surprise that Mussolini ensured that newspapers were strictly controlled by the state. Mussolini was often compared to the great Roman Emperors of the past. While Hollywood movies remained popular, the Fascist government spent money on Italian-made ones which were used to promote the regime. Despite these measures large numbers of Italians remained unimpressed by the Fascist government.

**73.** Compare the views of **Sources A** and **B** about propaganda in Fascist Italy. **4**

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

**74.** To what extent were the weaknesses of Britain and France the most important reason for Italian intervention in the Spanish Civil War? **9**

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

MARKS

**Source C** describes the crushing of opposition in Fascist Italy.

**Source C**

> On 3 January 1925, Mussolini made a very important speech in the Chamber of Deputies. Mussolini now closed down all opposing political parties. Thousands of Fascist political opponents were sent into exile on Italian islands such as Lipari and Lampedusa. Other opposition leaders such as the Liberals, Piero Gobetti and Giovani Amendola, were murdered by the Fascists. In 1926 most of the leaders of the Italian Communist Party were arrested. Despite these measures many brave Italians resisted the Fascist government.

**75.** How fully does **Source C** describe the crushing of opposition in Fascist Italy? **6**
(Use the source and recall to reach a judgement.)

MARKS

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

### Part G — Free at Last? Civil Rights in the USA, 1918–1968

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

**76.** Describe the experiences of immigrants in the USA up to 1928. **4**

**77.** Explain the reasons why the 'Jim Crow' laws had a negative impact on the lives of Black Americans in the South. **6**

**Sources A** and **B** are about the attitudes and activities of the Ku Klux Klan.

**Source A**

> The Klan were anti-Black, anti-Jewish and also anti-Catholic. The revival of the Klan was partly due to the film, *The Birth of a Nation*, which was set in the Southern States at the time of the Civil War. Violence from the Klan first flared in a rampage of whippings along with tar-and-feathers raids. Judges and law officers either ignored the violence or secretly participated as few Klansmen were arrested.

**Source B**

> The Klan targeted groups who did not fit into the White Anglo-Saxon Protestant way of life. The Klan had a lot of power in the 1920s and even held marches in Washington, DC. The support the KKK had from important members of Southern law enforcement helped to keep them out of jail. The newspapers published accounts of Klan acts of violence, including floggings and lynchings.

**78.** Compare the views of **Sources A** and **B** about the attitudes and activities of the Ku Klux Klan. **4**

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

**79.** How successful were the non-violent civil rights campaigns up to 1968? **9**

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

MARKS

**Source C** describes the actions of the Black Panther Party.

**Source C**

> One of the most respected of the community programmes of the Black Panther Party was the Black Student Alliance which supported students with resources and tutor support. This gained attention of the FBI and became a primary target of the FBI Counterintelligence programme. Additionally, the Panthers introduced a programme which provided senior citizens with a safe transportation service. Panthers started actively carrying loaded weapons to counter police brutality. Members of the Black Panthers also carried cameras, law books and tape recorders to monitor the police in Black communities.

**80.** How fully does **Source C** describe the actions of the Black Panther Party? **6**
(Use the source and recall to reach a judgement.)

MARKS

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

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

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

**81.** Describe the impact of the Treaty of Versailles on Germany. **4**

**82.** Explain the reasons why Hitler wanted to rearm Germany in the 1930s. **6**

**Sources A** and **B** are about the Anschluss.

**Source A**

> The Treaty of Versailles was wrong in many ways about how Europe should be organised. In fact, the population of Austria had many German speakers who were enthusiastic about belonging to Germany again and welcomed the Anschluss. I don't see why we should have opposed this action — Austria was better off as part of Germany. It was a peaceful affair, more like a change of government than an invasion.

**Source B**

> There was no real objection to the union of Germany and Austria with many claiming Austria would be more prosperous. Both were Germanic countries with a German-speaking population and so many welcomed the reunion with greater Germany. There was no violence over the matter, the Nazis simply walked in and took over the government. After Germany entered Austria, there was little reaction from Britain and France.

**83.** Compare the views of **Sources A** and **B** about the Anschluss. **4**

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

**84.** How important was the lack of strong allies in influencing Chamberlain's decision to follow a policy of appeasement? **9**

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

MARKS

**Source C** describes the German occupation of Czechoslovakia, 1939.

**Source C**

> Hitler soon turned his attention to the rest of Czechoslovakia. On 15 March 1939, Germany invaded the Czech provinces of Bohemia and Moravia. They instead became known as the Protectorate of Bohemia and Moravia and were placed under Nazi rule. By the end of 1939, Czechoslovakia had completely disappeared from the map. The British public reacted angrily to the news of events in Czechoslovakia. Despite breaking the Munich Pact almost immediately, Hitler did not face a military response from the Allies.

**85.** How fully does **Source C** describe the German occupation of Czechoslovakia, 1939? **6**
(Use the source and recall to reach a judgement.)

MARKS

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

### Part I — World War II, 1939–1945

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

**86.** Describe the German advance in Russia, 1941–1943. **4**

**87.** Explain the reasons why Japan attacked Pearl Harbour, 1941. **6**

**Sources A** and **B** are about events during the Doolittle Raid, 1942.

**Source A**

> The Japanese attack on Pearl Harbour brought the USA into the War. In April 1942, American B–25 bombers attacked Japanese cities such as Tokyo. During the raid, the USA bombed military sites. The Japanese used anti-aircraft fire and airplanes to fight back. However, they could not stop the attacks and around 50 Japanese people died. Most of the American planes used in the raids crashed or were ditched afterwards.

**Source B**

> The 1942 Doolittle Raid was named after the man who led the attack, Lieutenant Colonel James Doolittle. It proved to be a devastating event and saw a number of Japanese being killed. On the night of the attack, various locations across Japan were targeted, including the capital city, Tokyo. Army bases and weapons factories were destroyed in the raids. This caused fear and worry across Japan that there could be more attacks in future.

**88.** Compare the views of **Sources A** and **B** about events during the Doolittle Raid, 1942. **4**

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

**89.** To what extent was fear of punishment the main reason why resistance was difficult in occupied Europe? **9**

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

MARKS

**Source C** describes what happened during the Battle of Iwo Jima, 1945.

**Source C**

> The American military wanted to use the airfields on Iwo Jima. Their efforts to do this remains one of the most famous events of the War. US warships started with a bombardment of the island. Following this, American marines then landed on Iwo Jima. Japanese forces surprised the invaders using heavy artillery. The fighting was devastating for the Japanese with almost 20,000 of their soldiers being killed. After Iwo Jima, America began to plan for the use of the nuclear bomb.

**90.** How fully does **Source C** describe what happened during the Battle of Iwo Jima, 1945? **6**

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

MARKS

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

### Part J — The Cold War, 1945–1989

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

**91.** Describe the political beliefs of the USA, up to 1955. **4**

**92.** Explain the reasons why a crisis developed in Cuba in 1962. **6**

**Sources A** and **B** are about the building of the Berlin Wall.

**Source A**

> In 1961, the East German government gave orders to build a division between East and West Berlin. The initial barrier in Berlin was constructed overnight by the army. Despite the construction of the barricade, people from East Berlin were still able to escape to the West. The fall of the wall began in 1989 and was televised worldwide. Before this, families in the city had been split and prevented from seeing their loved ones.

**Source B**

> During the Cold War, events in Berlin were a constant source of tension between the USA and USSR. The Berlin Wall caused parents to be divided from their children and grandchildren. It was officially known in East Germany as the 'Anti-Fascist Protection Rampart'. Berliners woke one morning to find a barricade had been built during the night. Some people from East Berlin found ways around the barrier to move to West Berlin.

**93.** Compare the views of **Sources A** and **B** about the building of the Berlin Wall. **4**

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

**94.** To what extent were military problems the main reason why American views changed on the Vietnam War? **9**

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

MARKS

**Source C** describes the Strategic Arms Limitations Talks (SALT) and other agreements.

**Source C**

> Nuclear weapons were first used at the end of the Second World War. In the 1960s, the world came close to nuclear conflict. In 1969, the USA and USSR started Strategic Arms Limitation Talks (SALT) to end the arms race. This led to both sides limiting the number of missile defence sites they could have. The USA also agreed to restrict the number of nuclear weapons submarines that it operated. A second series of SALT talks took place but a deal was never finalised.

**95.** How fully does **Source C** describe the Strategic Arms Limitations Talks (SALT) and other agreements? **6**

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

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