National Qualifications 2024

X837/75/11 History

TUESDAY, 21 MAY
1:00 PM – 3:20 PM

Total marks — 80

SECTION 1 — SCOTTISH CONTEXTS — 26 marks

Attempt ONE part.

SECTION 2 — BRITISH CONTEXTS — 29 marks

Attempt ONE part.

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 25 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 ©

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SECTION 1 — SCOTTISH CONTEXTS

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

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

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MARKS

SECTION 1 — SCOTTISH CONTEXTS — 26 marks

Part A — The Wars of Independence, 1286–1328

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

Source A describes the succession problem following the death of King Alexander III.

Source A

> The tragic death of Alexander III caused problems for Scotland. Alexander had no living children to succeed him. Alexander was killed riding through a storm to visit his new queen in Kinghorn. After his death, there was a strong fear of civil war. Fearing that Scotland would fall under English control, some Scottish nobles met in Scone to discuss the problem. It was decided that Alexander's only living relative, his three-year-old granddaughter, Margaret, Maid of Norway, would become Queen of Scotland.

1. How fully does **Source A** describe the succession problem following the death of King Alexander III? **6**

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

MARKS

Source B is from a letter written by John Balliol to Edward I in 1296.

Source B

> To King Edward I of England, from King John of Scotland. You have entered the realm of Scotland and have committed violent acts against us and the defenceless people of Berwick. In a warlike manner you have committed acts of brutal slaughter and burning in Dunbar. I cannot remain in your homage and so take back the pledges given to you. You have travelled north through Scotland, seizing castles and burning villages. This grieves us greatly.

2. Evaluate the usefulness of **Source B** as evidence of Edward I's subjugation of Scotland in 1296. **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**.)

3. Explain the reasons why the Scots won the Battle of Stirling Bridge in 1297. **6**

4. To what extent was Bruce's victory at Bannockburn the main reason for his success in gaining independence by 1328? **9**

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

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

SECTION 1 — SCOTTISH CONTEXTS — 26 marks

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

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

Source A describes the failure of attempts to reform the Catholic Church.

Source A

> By the 1540s, the Catholic Church in Scotland was aware of many of its problems. The Archbishop of St Andrews passed reforms which increased the authority of Bishops but did not do enough to solve many of the problems at a local level. Despite being reprimanded, many priests continued to use money to support their wives and children. The leaders of the Catholic Church were also reluctant to enforce the reforms. These attempts ultimately failed as an increasing number of nobility were choosing Protestantism.

5. How fully does **Source A** describe the failure of attempts to reform the Catholic Church? **6**

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

MARKS

Source B is from a leaflet written by John Knox in 1559.

Source B

> This is how George Wishart was executed. The Bishops and their accomplices condemned this popular preacher to death, which increased sympathy for the Protestant faith. The Lords of the Congregation then united to promote the new faith and demand changes to the Church. I, John Knox arrived from France on 2 May 1559 and then went to Dundee, where I preached the reformed faith amongst them.

6. Evaluate the usefulness of **Source B** as evidence of the growth of Protestantism in Scotland. **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. Explain the reasons why Mary's marriages caused her problems in ruling Scotland. **6**

8. How important was Mary's involvement in Catholic plots as a reason for her trial and execution in 1587? **9**

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

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

SECTION 1 — SCOTTISH CONTEXTS — 26 marks

Part C — The Treaty of Union, 1689–1715

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

Source A describes the Darien Scheme.

Source A

> During the voyage to Darien, 44 colonists died and many more passed away shortly after arrival in the colony. This was not a particularly bad casualty rate for journeys at this period of time. The Company wasted shareholder money as they overpaid for the ships for the voyage. When they arrived, settlers had limited drinking water as Darien had very little rainfall. The area was full of diseases which killed many settlers, including malaria and yellow fever.

9. How fully does **Source A** describe the Darien Scheme? **6**
(Use the source and recall to reach a judgement.)

MARKS

Source B is from a letter written by a supporter of Union in 1705.

Source B

> England has freedom and liberty, joining in union with them is the best way to secure the same for Scotland. I see no other way of achieving future peace than by uniting our two kingdoms in the same parliament. The English Parliament is pushing for union as it guarantees England protection against Catholic France. However, Scotland would still benefit as it will gain free trade with the English colonies, which will increase our riches.

10. Evaluate the usefulness of **Source B** as evidence of the reasons why some Scots supported Union. **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**.)

11. Explain the reasons why the Scots passed the Treaty of Union. **6**

12. To what extent was religion the most important reason for the Jacobite rebellion of 1715? **9**

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

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

MARKS

SECTION 1 — SCOTTISH CONTEXTS — 26 marks

Part D — Migration and Empire, 1830–1939

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

Source A describes the patterns of settlement for immigrants in Scotland, up to 1939.

Source A

> After 1830, thousands of poor Irish settled in Glasgow after landing on the west coast. Many Irish had been forced to leave their homeland due to the famine during the 1840s. Protestant Irish established themselves in shipbuilding communities along the Clyde. They were joined by groups of Lithuanians who found work in the mines of Lanarkshire. Jewish communities were established in Edinburgh, Aberdeen, Falkirk, Greenock and Ayr where they built their own businesses. Many different immigrant groups also travelled south of the border to England.

13. How fully does **Source A** describe the patterns of settlement for immigrants in Scotland, up to 1939? **6**

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

MARKS

Source B is from a letter written by an Irish Catholic priest in Scotland in 1862.

Source B

> The Catholic Irish community has faced problems in Scotland. Many left Ireland hoping for a better life in Scotland. To help, we have built Catholic churches to serve our local communities and provide places of worship and safety. Many Catholic Irish are forced into low paid work in squalid conditions and live in poor housing. Priests, like me, have supported families with finding accommodation. Religious charities like St. Vincent de Paul have provided significant help to many impoverished Irish people suffering terrible hardship.

14. Evaluate the usefulness of **Source B** as evidence of the importance of religion to the Irish community in Scotland. **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**.)

15. Explain the reasons why Scots were attracted to emigrate to new lands between 1830 and 1939. **6**

16. To what extent was their role in politics the most important impact of Scots abroad? **9**

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

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

MARKS

SECTION 1 — SCOTTISH CONTEXTS — 26 marks

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

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

Source A describes the use of technology on the Western Front, 1914–1918.

Source A

> One military tactic used before the Great War was the cavalry charge. However, technology led to different weapons being used in the War. One weapon was poison gas that blew into opposing trenches and forced soldiers out of their defences. Mustard gas was used to burn and blind soldiers. The invention of effective gas masks meant that gas became a less effective weapon on the Western Front. The use of gas often failed if the wind changed direction and it blew back onto the troops that had released it.

17. How fully does **Source A** describe the use of technology on the Western Front, 1914–1918? **6**

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

MARKS

Source B is from a diary written by a Scottish shipyard worker in 1918.

Source B

> Many of us are happy about the increase in work and orders, but there are also some who complain about restrictions. The Defence of the Realm Act (DORA) allows the government to tell us workers which employer we can work for. We could be made to move to different parts of Scotland depending on where there is a shortage of skills. Also, we are banned from going on strike, which is our right!

18. Evaluate the usefulness of **Source B** as evidence of the restrictions of the Defence of the Realm Act. **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**.)

19. Explain the reasons why the Great War had an impact on fishing and agriculture, 1914–1928. **6**

20. To what extent was the suffragist campaign the main reason why some women won the vote in 1918? **9**

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

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

MARKS

SECTION 2 — BRITISH CONTEXTS — 29 marks

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

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

21. Describe William's consolidation of power after 1066. **4**

22. How important was Henry II's treatment of his sons as a reason for the Great Rebellion, 1173–1174? **9**

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

Sources A and **B** are about Henry II's problems when he became king.

Source A

> Henry II faced many problems when he came to the throne. During the previous king's reign there had been many illegal castles built by barons without royal permission. Barons were also keeping fines collected from criminals instead of giving this money to the Crown. Henry II also had to deal with further issues. Some barons changed legal papers to support their claim that they were rightful heirs to lands which did not belong to them.

Source B

> When Henry II became the English king, the barons had much more power than him. Barons were using forged documents to claim landownership. Unlawful castles had been constructed and many barons refused to hand these over to the king. Barons also refused to pay over money to the king that they had collected through fines. These were not the only problems to trouble his rule.

23. Compare the views of **Sources A** and **B** about Henry II's problems when he became king. **4**

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

24. Explain the reasons why religion was important to people in the medieval period. **6**

MARKS

Source C describes the growth of towns and trade in the medieval period.

Source C

> At the beginning of the medieval period most people lived in the countryside on the farms of landowners. By the 12th century, towns were growing around castles and monasteries. As more people began to live in towns, they became centres of trade and industry. Blacksmiths would make a range of goods to sell including clocks. Wool became the most popular item that was traded in medieval towns. This came from sheep that would graze on feudal lands. Agriculture was still important as an industry during this period.

25. How fully does **Source C** describe the growth of towns and trade in the medieval period? **6**

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

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

MARKS

SECTION 2 — BRITISH CONTEXTS — 29 marks

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

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

26. Describe the Divine Right of Kings. **4**

27. How important was foreign policy as a reason for the problems in the early years of Charles I's reign, 1625–1629? **9**

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

Sources A and **B** are about the coronation of Charles I.

Source A

> Kings of Scotland were typically crowned at Scone, but the Scottish coronation of Charles I took place in Edinburgh. It was based on a type of English church service which included kneeling and richly clothed bishops. This had not been seen in Scotland since the Reformation. After the ceremony, the King returned to the palace to dine privately and did not attend the public events planned for him.

Source B

> The Scottish coronation of Charles I was held with full Church of England practices. This was deeply shocking to the Scots and is perhaps a reason why no official account of the coronation was ever printed in Scotland. Traditionally Scottish kings were crowned at Scone, however, Charles insisted that his coronation be held at Holyrood in Edinburgh. Further insults to the Scots came when Charles did not attend the pre-planned public celebrations after the coronation.

28. Compare the views of **Sources A** and **B** about the coronation of Charles I. **4**

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

29. Explain the reasons why there was opposition to the money-raising methods of Charles I after 1629. **6**

MARKS

Source C describes the Battle of Naseby and the New Model Army.

Source C

> The New Model Army was made up of full-time, paid soldiers. It consisted of cavalry, dragoons, and infantry regiments with over a thousand men in each. Other contemporary armies were regional rather than national. At the Battle of Naseby, the Royalists were beaten by Cromwell's well-trained cavalry and disciplined soldiers. Around 4500 Royalists were captured, and 1000 killed. A year later the first war ended. Charles would later restart the war, but he was swiftly captured, and the Royalist cause was crushed.

30. How fully does **Source C** describe the Battle of Naseby and the New Model Army? **6**
(Use the source and recall to reach a judgement.)

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

MARKS

SECTION 2 — BRITISH CONTEXTS — 29 marks

Part C — The Atlantic Slave Trade, 1770–1807

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

31. Describe the stages of the triangular trade. **4**

32. To what extent was the growth of shipbuilding the main impact of the slave trade on the British economy? **9**

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

Sources A and **B** are about the impact of the slave trade on the Caribbean islands.

Source A

> The introduction of the slave trade in the Caribbean caused a long-lasting impact on the islands. The local peoples of the West Indies were almost all wiped out because they caught European diseases, such as the flu. There was more unrest on the islands after laws were brought in to make sure that enslaved people were severely restricted. Large areas of natural beauty were flattened to make space for plantations.

Source B

> The Caribbean lost a great deal of its beautiful landscape after plantations were developed. The Caribbean islands were made more violent as a result of the laws made to keep enslaved people under control. The Arawak people could not cope with the new diseases brought on slave ships and many died as a result. Many resented the changes because they increased racist attitudes in the Caribbean islands.

33. Compare the views of **Sources A** and **B** about the impact of the slave trade on the Caribbean islands. **4**

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

34. Explain the reasons why living and working conditions on the plantations were difficult for enslaved African people. **6**

MARKS

Source C describes the methods used by the abolitionists.

Source C

> By the late 18th century, there was a growing campaign against slavery, in all its forms. Reports about the cruelty of slavery such as the story of the slave ship the Zong, were publicised by Granville Sharp. Some women helped the abolitionist cause by boycotting slave-produced goods. Many in Britain started to question the morality of slavery. Thomas Clarkson travelled an astonishing 35,000 miles around Britain lecturing about slavery. Petitions demanding an end to the slave trade attracted tens of thousands of names.

35. How fully does **Source C** describe the methods used by the abolitionists? **6**
(Use the source and recall to reach a judgement.)

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

MARKS

SECTION 2 — BRITISH CONTEXTS — 29 marks

Part D — Changing Britain, 1760–1914

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

36. Describe the improvements to health in Britain by 1914. **4**

37. To what extent were new laws the main reason why working conditions improved in coal mines 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**.)

Sources A and **B** are about the improvements made to working conditions in textile factories.

Source A

> By the 1830s, some mill owners, motivated by their religious beliefs, improved conditions for workers by shortening the working day. A Factory Act was passed which introduced a maximum 48-hour week for children. However, early Factory Acts were limited as few inspectors were created to ensure new laws were enforced. It would be 1878 before an Act was passed which would ensure that no child under 10 was to be employed.

Source B

> The Factory Act of 1878 introduced a Factory Code which applied to all trades, meaning that children under 10 could not be employed anywhere. Early Acts had introduced new laws but failed to appoint enough inspectors to guarantee that safety measures were enforced. Religious mill owners such as Robert Owen gave workers shorter days and better housing. His belief in improving the lives of workers helped improve conditions in workplaces across the country.

38. Compare the views of **Sources A** and **B** about the improvements made to working conditions in textile factories. **4**

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

39. Explain the reasons why the development of railways had an impact on society and the economy. **6**

MARKS

Source C describes the events at Peterloo.

Source C

> The year 1819 saw a series of political rallies by working class people about industrial depression and high food prices. One such rally happened on 16 August on St Peter's Field in Manchester. The large crowd attending included a high proportion of women and children. The radical speaker, Henry Hunt, began to make a speech calling for the reform of parliament. Local officials were alarmed by the size of the crowd and ordered the army to arrest the speakers immediately.

40. How fully does **Source C** describe the events at Peterloo? **6**

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

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

MARKS

SECTION 2 — BRITISH CONTEXTS — 29 marks

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

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

41. Describe the voluntary system in Britain before 1906. **4**

42. How successful were the Liberal Reforms, 1906–1914, in improving the lives of the British public? **9**

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

Sources A and **B** are about those groups in Britain most at risk of falling into poverty.

Source A

> Investigations identified the people in Britain most at risk of poverty. Evidence proved that children and young people suffered from high levels of poverty meaning that they were too hungry or too weak to learn in school. The old were also a vulnerable group likely to become even poorer because they became too elderly to work. The sick were also at risk of falling into poverty due to the fact that they could not afford medical help if they were ill.

Source B

> Children were a group who were living in such poverty that their basic needs were not being met, including food and shelter. However, they were not the only section of British society who lived in deprivation. Employees who became sick did not receive support, meaning their illnesses would continue, causing families to fall deeper into poverty. Elderly people often fell below the 'poverty line' because they were unable to continue working due to their age.

43. Compare the views of **Sources A** and **B** about those groups in Britain most at risk of falling into poverty. **4**

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

44. Explain the reasons why people's experiences during World War II changed attitudes to poverty in Britain. **6**

MARKS

Source C describes the housing reforms introduced by the Labour Government by 1951.

Source C

> Following a landslide election victory, the Labour Government began the process of planning Britain's post-war recovery. One of their first tasks was to house the homeless by building prefabricated temporary housing. Labour had some success with building these houses, managing to complete some 157,000 homes. Various laws were passed, including the 1947 Town and Country Planning Act that gave councils more power to plan their community housing. However, by 1951, there was still a serious housing shortage in Britain with 750,000 fewer homes than households.

45. How fully does **Source C** describe the housing reforms introduced by the Labour Government by 1951? **6**

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

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

MARKS

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 25 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 importance of castles in medieval times. **4**

Sources A and **B** are about weapons and battle tactics.

Source A

> The life of a knight was focused on the day when their skills could be used in battle. Knights often relied on gathering large armies to defeat their opponents. The main method of attack in battle was the use of heavy cavalry as shock troops to defeat opponents. Many armies fought in a highly organised formation with their archers at the back. This style of fighting was mostly based on European tactics and style of warfare.

Source B

> Armies often faced significant challenges when they were fighting battles in the Middle Ages. Heavily armed knights were rarely used to win battles as they were more often to be found on foot besieging castles. Some armies did not have time to get properly organised and so archers fought outwith their normal battle position. However, knights were often able to win battles despite being outnumbered by their opponents.

47. Compare the views of **Sources A** and **B** about weapons and battle tactics. **4**
(Compare the sources overall and/or in detail.)

48. Explain the reasons why the First Crusade was a success. **6**

MARKS

Source C explains the reasons why the Crusaders lost the Battle of Hattin.

Source C

> In 1187, the uneasy peace between the Muslim and Crusader forces had broken down, and they were again at war. Saladin was a skilled general who had worked out how to outwit the Crusaders. The Crusaders could not decide on their tactics and were divided between those who wanted to defend and those who wanted to attack. The Crusaders decided to march and meet the Muslim army, giving up their strong position. The Crusaders marched to battle in the July heat with little access to water.

49. How fully does **Source C** explain the reasons why the Crusaders lost the Battle of Hattin? **6**

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

Source D is from a textbook written by a modern historian in 2019.

Source D

> Richard I took control of the Crusading forces after the unexpected death of the Holy Roman Emperor, Frederick Barbarossa. Richard I was a trained and experienced military general with the skills needed to successfully lead soldiers in battle. It seems that he also had a natural talent for fighting and many sources praise his individual fighting skill. He was able to motivate the soldiers under his command through his courage and force of personality, leading to victories in battle.

50. Evaluate the usefulness of **Source D** as evidence of Richard I's military success. **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**.)

MARKS

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 25 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 Tea Party. **4**

Sources A and **B** are about the Townshend Duties.

Source A

> The Townshend Duties raised unpopular taxes on the colonists, including duties on lead, paper and tea. Colonial courts were undermined by increasing the power of the British navy's vice-admiralty courts. Britain decided to introduce the new duties to help cover the cost of salaries paid to governors and judges in the colonies. Townshend also moved British troops to the east, where the colonists were forced to provide free accommodation for them.

Source B

> The Right Honourable Charles Townshend MP oversaw the enforcing of the Quartering Act. Local communities were offered a small fee for British officers being allowed to stay in their homes. In fact, many people did not object to the Townshend Duties on tea and lead because the amounts raised were so small. The new taxes were introduced to help Britain pay back the debts created by the Seven Years' War.

52. Compare the views of **Sources A** and **B** about the Townshend Duties. **4**

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

53. Explain the reasons why some British people sympathised with the American colonists during the War of Independence. **6**

MARKS

Source C explains the reasons why American forces experienced difficulties during the War of Independence.

Source C

> At the start of the war, the militia were unreliable because militiamen only served for a few months at a time. They lacked the training and discipline of regular soldiers. In June 1775, the Continental Congress organised the Continental Army. However, Washington's army was often too small to challenge the British as he had no more than 20,000 men fighting at any one time. The Americans were also at risk of being raided by Native Americans who fought with Britain during the War of Independence.

54. How fully does **Source C** explain the reasons why American forces experienced difficulties during the War of Independence? **6**

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

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

Source D

> In 1778, America looked abroad for help in the war against Britain. French intervention meant Britain had to move most of its military resources to defend its territories in Africa, India and the West Indies. French ships arrived in American waters in 1778 which protected American forces from the British navy. French intervention had other benefits for the Americans. Spain joined the war as France's ally and threatened to invade Britain, which weakened the British navy's presence in America.

55. Evaluate the usefulness of **Source D** as evidence of the impact of French intervention on the War of Independence. **5**

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

MARKS

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 25 marks

Part C — USA, 1850–1880

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

56. Describe the problems for settlers travelling West. **4**

Sources A and **B** are about the life of homesteaders.

Source A

> A homestead was a piece of land given to settlers by the American government to encourage people to move West. Homesteaders lived very isolated lives with their nearest neighbours often being many miles away. The Great Plains were usually very dry and it was difficult to get water, leading to droughts. There was often a lack of medical care as there were few doctors in the West, so many homesteaders died of diseases like cholera.

Source B

> After 1850, large numbers of people settled in the Great Plains. Many community activities were organised for homesteaders, which meant that they were not lonely. As more doctors began to move West, all towns had access to medical treatment, leading to fewer deaths from disease. Many homesteaders used windmills to pump water from underground sources meaning they always had a supply. Homesteaders who did not adapt their farming styles often failed, so returned East.

57. Compare the views of **Sources A** and **B** about the life of homesteaders. **4**
(Compare the sources overall and/or in detail.)

58. Explain the reasons why the Civil War broke out in America. **6**

MARKS

Source C explains the reasons why the Black Codes had a negative impact on the lives of African-Americans.

Source C

> The Black Codes were laws passed in the South after slavery was abolished. States like Mississippi wouldn't allow formerly enslaved people to own property, meaning they couldn't support themselves. However, African-Americans could now marry and sue in court. Previously enslaved people working for whites were made to sign labour contracts that included punishments for breaking them. Unemployed freedmen were punished with severe fines and made to work on plantations if they were unable to pay. Orphaned children of formerly enslaved people were forced to enter into compulsory apprenticeships.

59. How fully does **Source C** explain the reasons why the Black Codes had a negative impact on the lives of African-Americans? **6**

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

Source D is from a textbook written by a modern historian in 1984.

Source D

> At first, white settlers had been quite happy for Native Americans to roam the prairies because to them it was just a great desert. In the 1850s, settlers and miners created tension by crossing Native American territory on their way to California and Oregon. The native peoples depended on the buffalo for survival but these were almost hunted to extinction by the settlers. Native Americans were unhappy that settlers began to build farms on the prairies which was traditional burial land.

60. Evaluate the usefulness of **Source D** as evidence of the reasons for conflict between settlers and Native Americans. **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**.)

MARKS

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 25 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 the economic problems which the Weimar Republic faced between 1919 and 1933. **4**

Sources A and **B** are about the formation and characteristics of the Weimar Republic.

Source A

> The new German republic was established at Weimar in 1919. Its new constitution was clear and easy to understand, strengthening the young democratic government. There were some sensible measures included. Many welcomed the inclusion of Article 48 that gave the President the power to take control in a crisis. Others were happy about Proportional Representation because they felt that the electoral system was very fair.

Source B

> A notable characteristic of the republic was Article 48 — but this was criticised for giving too much power to the President in a crisis. The constitution caused several problems for the new government, not least because it was confusing. People criticised the introduction of a proportional voting system because it allowed small anti-democratic parties into the Reichstag. Eventually, the Nazis were able to use their presence in the Reichstag to overturn the Weimar Constitution.

62. Compare the views of **Sources A** and **B** about the formation and characteristics of the Weimar Republic. **4**

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

63. Explain the reasons why Hitler and the Nazis appealed to many Germans up to 1933. **6**

MARKS

Source C explains the reasons why the Nazis were able to intimidate many Germans between 1933 and 1939.

Source C

> Adolf Hitler was appointed Chancellor in January 1933, after which the Nazi Party consolidated its power. By burning books, they sent out a very clear message that opposing views were never acceptable. The public were terrified about telling anti-Nazi jokes as the penalties were so severe. People were pressured into supporting Nazi fundraising by having their name published in the newspaper if they didn't participate. First Dachau and then a number of other concentration camps were established to imprison opponents of the Nazi Government.

64. How fully does **Source C** explain the reasons why the Nazis were able to intimidate many Germans between 1933 and 1939? **6**

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

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

Source D

> Once they were in power, the Nazis introduced a series of policies which impacted on daily life in Germany. From 1933, Biology was seen as a very important subject, with German children being taught that they belonged to a master race of Aryans. Teachers instructed students that ethnic minorities were inferior, especially groups such as Jews and Slavs. During the Nazi era, pupils were also taught Nazi ideas in their youth organisations.

65. Evaluate the usefulness of **Source D** as evidence of youth movements and education in Nazi Germany. **5**

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

MARKS

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 25 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 Russification of national minorities. **4**

Sources A and **B** are about the Tsarist government.

Source A

> It was difficult to oppose the Tsar because he was an autocrat — he had unlimited power. Many powerful groups in Russian society, like the Orthodox Church, believed that the Tsar was the best ruler for the people. Yet there were political groups who wanted reform or revolution. The army was also loyal to the Tsar and enthusiastic in their breaking up of anti-government demonstrations. This form of autocracy would lead to problems for the Tsar.

Source B

> The Romanov dynasty controlled a vast empire. However, much of the Russian army was conscripted and therefore only supported the Tsar in putting down government opposition because they were forced to. There were also some priests in the Russian Orthodox Church who did not believe that the Tsar's rule was in the interests of the Russian people. It would be untrue therefore to say that the Tsar had limitless authority.

67. Compare the views of **Sources A** and **B** about the Tsarist government. **4**
(Compare the sources overall and/or in detail.)

68. Explain the reasons why there were challenges to the Tsar's power by 1905. **6**

MARKS

Source C explains the reasons for the February Revolution of 1917.

Source C

> In 1917, the war was going badly for Russia and the Tsar was blamed for this failure. Most Russians wished for the war to end, whereas the Tsar wished to continue to fight, which lost the Tsar support. Many Russian people were starving, and they did not believe the government were capable of ensuring there was enough food. By early 1917, even the Duma had lost faith in the Tsar and refused to support him. By February of the same year, the Tsar had abdicated in favour of his brother.

69. How fully does **Source C** explain the reasons for the February Revolution of 1917? **6**

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

Source D is from a textbook written by a modern historian in 1994.

Source D

> Vladimir Ilyich Lenin was important as the leader of the Bolsheviks, a revolutionary party. Before early 1917, Lenin had been in exile all over Europe, most recently Switzerland. Lenin only returned to Russia in April 1917 and he immediately issued the April Theses. Lenin firstly demanded the complete removal of support for the Provisional Government. Another key demand was the nationalisation of all banks in Russia.

70. Evaluate the usefulness of **Source D** as evidence of Lenin's return and the April Theses. **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**.)

MARKS

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 25 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 appeal of the Fascists to the Italian people, up to 1925. **4**

Sources A and **B** are about the opponents of Fascism.

Source A

> There was nothing inevitable about the Fascist takeover after the Great War. However, disagreements among the trade unions meant they were unable to present a united front against Mussolini. The Liberal and Socialist parties did not cooperate in opposing Fascism because they did not realise the significance of its threat. The Socialist party was also hopelessly divided amongst themselves and so unable to campaign against the Fascists.

Source B

> Although Mussolini significantly increased his support in the early 1920s, there was still some political resistance to him. The Liberals and Socialists did manage to work together against the Fascists on some issues, despite their differences. The Socialists were able to offer the most effective alternative to the Fascists although they differed on key political ideas. In 1919 and 1920, trade unions organised a series of strikes which further demonstrated that they were standing strong against the Fascists.

72. Compare the views of **Sources A** and **B** about the opponents of Fascism. **4**
(Compare the sources overall and/or in detail.)

73. Explain the reasons why many Italians disliked Mussolini's economic policies. **6**

MARKS

Source C explains the reasons why Italy invaded Abyssinia.

Source C

> Mussolini believed that Italy had been cheated out of land after the First World War so he felt entitled to seize territory. He was eager to get hold of raw materials like coal and oil and he needed to find a source for these supplies. Mussolini was desperate to avenge Italian defeat at Adowa in 1896. Abyssinia was already surrounded by the Italian states of Eritrea and Somaliland, which made it vulnerable to attack. On 3 October 1935, Italy launched its invasion.

74. How fully does **Source C** explain the reasons why Italy invaded Abyssinia? **6**

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

Source D is from a textbook written by a modern historian in 2007.

Source D

> Although he was in power from 1922, Mussolini did not yet have complete control over the country. In 1924 Socialist leader Giacomo Matteotti was murdered by the Fascists after he made a speech condemning Mussolini. In the aftermath of this killing Mussolini moved to establish a dictatorship by banning other political parties. Mussolini was even prepared to use violence outwith Italy to silence his opponents as shown by the murder of the Rosselli brothers in France.

75. Evaluate the usefulness of **Source D** as evidence of the crushing of opposition to Mussolini. **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**.)

MARKS

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 25 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 government policy towards immigration up to 1928. **4**

Sources A and **B** are about the changing attitudes towards immigrants.

Source A

> After World War I, there was now a concern in the USA as many immigrants were believed to be uneducated and unskilled. Immigrants were often accused of breaking strikes, which changed attitudes towards them because working rights and pay deteriorated. There was now a growing fear that immigrants would take jobs from American workers. Immigrants also increased the demand for already scarce housing which increased rent prices.

Source B

> During the 20th century, some immigrants moved to the USA to expand their businesses, so were often liked as they were skilled workers. At the end of World War I there was high unemployment in the USA. However, concerns about immigrants stealing American jobs did not materialise as they mostly worked in undesirable occupations. Increasingly, they were respected as they took part in the trade union movement, which fought for better wages for all workers.

77. Compare the views of **Sources A** and **B** about the changing attitudes towards immigrants. **4**

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

78. Explain the reasons why black Americans migrated North, up to 1945. **6**

MARKS

Source C explains the reasons why Martin Luther King was successful in his role as a civil rights leader.

Source C

> King was only 39 when he died, and his political career spanned less than 13 years. During that time, he established a successful civil rights group, the Southern Christian Leadership Conference (SCLC). Many Northern white Americans disapproved of the South's open racism, so assisted King's campaigns with money, moral support, and political pressure. King received a lot of publicity after he was awarded the Nobel Peace Prize in 1964. King attained a position of prestige and influence due to his excellent public speaking skills.

79. How fully does **Source C** explain the reasons why Martin Luther King was successful in his role as a civil rights leader? **6**

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

Source D is from a textbook written by a modern historian in 2021.

Source D

> After 1963, the United States endured violence on a scale not seen since the Civil War. The Harlem riots of 1964 are widely seen as beginning a wave of riots that lasted for years. These urban riots were mostly unplanned, attacking property of white-owned businesses. Groups such as the Black Panther Party used these riots to campaign for control of local resources in Black communities. The continuing unrest served as a message that the civil rights reforms of the mid-1960s were inadequate in solving the problem of racial inequality.

80. Evaluate the usefulness of **Source D** as evidence of the ghetto riots in the 1960s. **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**.)

MARKS

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 25 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 weaknesses of the League of Nations up to 1933. **4**

Sources A and **B** are about the impact of the Treaty of Versailles on Germany.

Source A

> On 28 June 1919, the delegates met at the Palace of Versailles to sign the Treaty of Versailles. The main consequence of the Treaty was that Germans blamed the Allied nations for the problems in Germany. Germany claimed they could not afford the reparations demanded by the Treaty. After the war, pressure was put on the German economy because the Weimar Government had to immediately start paying reparations.

Source B

> At the end of the First World War, the Allies had met to decide the future of Germany. The reparations set by the Treaty were an amount that Germany could easily pay. The impact of the reparations bill on the German economy was minimised because the final sum was not decided until 1921. Ultimately, the Treaty of Versailles led to Germans blaming their own government for their difficulties.

82. Compare the views of **Sources A** and **B** about the impact of the Treaty of Versailles on Germany. **4**

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

83. Explain the reasons why Hitler wanted to re-arm Germany in the 1930s. **6**

MARKS

Source C explains the reasons why Britain followed a policy of appeasement up to 1938.

Source C

> Appeasement was necessary because money could not be found for re-armament to fight another war. Some people now thought that given the harsh treatment of Germany at Versailles, Hitler's demands were reasonable. Chamberlain, who had been Chancellor before becoming Prime Minister in 1937, had a reputation as a skilled negotiator. Chamberlain was in favour of face-to-face talks with Europe's leaders and believed he could negotiate directly with Hitler. The British Government took the view that Communist Russia was the real threat to peace in the world.

84. How fully does **Source C** explain the reasons why Britain followed a policy of appeasement up to 1938? **6**

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

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

Source D

> After World War One, the creation of Poland meant that large areas of land had been taken from Germany, which they wanted back. It didn't help that millions of Germans were forced to live under Polish rule which angered Hitler. Germany wanted to take back the city of Danzig that had been taken away from them and run by the League of Nations. Nonetheless, Germany signed a non-aggression treaty with Poland in 1934, which made Poland feel safer.

85. Evaluate the usefulness of **Source D** as evidence of the reasons why Germany declared war on Poland in 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**.)

MARKS

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 25 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 what happened at Dunkirk in 1940. **4**

Sources A and **B** are about Operation Barbarossa.

Source A

> Prior to Germany's invasion, Stalin had received intelligence from various sources warning him of a possible attack. Germany's attack on Russia during Operation Barbarossa was not as fast as the Nazis had expected. The Russians had made defensive plans for the protection of their country in the event of a German attack. Also, the Russian army had some military advantages over Germany, including having more tanks.

Source B

> In 1939 the Nazis made an agreement with Russia to not attack each other. Unfortunately, this treaty did not last long. German army leaders were correct in predicting that Operation Barbarossa would enable Germany to advance quickly into Russia. This was thanks to Germany's armed forces being stronger in all aspects compared to their Russian rivals. In addition, the Russians were completely unprepared for the German advance.

87. Compare the views of **Sources A** and **B** about Operation Barbarossa. **4**

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

88. Explain the reasons why prisoners of war held by the Japanese experienced difficulties. **6**

MARKS

Source C explains the reasons why some people resisted in Nazi-occupied territories.

Source C

> Despite Germany controlling much of Europe, they still faced opposition to their rule. Some people hid Jewish people because they believed the Nazis' anti-Semitism was morally wrong. Many Jews themselves also fought back to try and stop the persecution of their people. This included attacking government officials and more minor examples such as anti-Nazi graffiti. Communist groups hated Nazi ideas and worked to undermine Nazi rule wherever it existed. Sometimes acts of resistance were led by people that had escaped Nazi imprisonment and wanted to stop others suffering this fate.

89. How fully does **Source C** explain the reasons why some people resisted in Nazi-occupied territories? **6**

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

Source D is from a textbook written by a modern historian in 1997.

Source D

> Until 1943, Adolf Hitler and his generals refused to believe that there was any serious risk of attack from the west. Previous Allied attempts to invade France had failed. When D-Day began, the Normandy coast from east to west was filled with thousands of ships carrying soldiers who would land on the beaches. Allied minesweeper boats tried to clear a safe path for these ships. To assist with the landings, Allied parachute units were dropped into Normandy and other parts of France.

90. Evaluate the usefulness of **Source D** as evidence of what happened during the 1944 Normandy landings. **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**.)

MARKS

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 25 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 Soviet Union, up to 1955. **4**

Sources A and **B** are about the setting up of NATO.

Source A

> World War Two ended in 1945 but tensions continued in Europe. The decision to set up NATO was very popular and welcomed right across member countries. The key purpose of NATO was to protect Western Europe from Soviet attack. Despite initial reluctance, the Americans had kept their army in Europe after World War Two which led to NATO being established in 1949. In response, the Soviet Union set up the Warsaw Pact with fellow Communist nations.

Source B

> With the ending of World War Two, disagreements over the future of Germany and Europe were widely debated among the former allies. The Soviets believed that the USA had always wanted to leave its soldiers in Europe to maintain an American military presence. Joining NATO was not universally welcomed with at least one country having a major riot protesting against membership. Many Soviets felt that NATO's main aim was to invade the USSR.

92. Compare the views of **Sources A** and **B** about the setting up of NATO. **4**
(Compare the sources overall and/or in detail.)

93. Explain the reasons why the Hungarian Revolution of 1956 took place. **6**

MARKS

Source C explains the reasons why the USA became involved in the Vietnam War.

Source C

> The USA's involvement in the Vietnam War remains a very controversial event. They feared the rise of anti-American groups as a result of the collapse of French control in south-east Asia. The USA was also driven by a desire to stop the spread of world Communism. The so-called 'Red Scare' in America meant the government wanted to be seen to be taking anti-Communist actions. At first the American public encouraged their government to take action to support democracy in Vietnam.

94. How fully does **Source C** explain the reasons why the USA became involved in the Vietnam War? **6**

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

Source D is from a textbook written by a modern historian in 1994.

Source D

> After the death of President Kennedy, various events around the world affected the USA and USSR. America's failure to win in Vietnam caused US fears about their ability to defeat the Soviets. This war and other conflicts caused huge anti-war protests in the USA, which the American government wanted to stop. The Soviet Union was concerned that attempts to control revolts in Eastern Europe were using up their limited resources. By the 1970s, both sides were involved in attempts at détente.

95. Evaluate the usefulness of **Source D** as evidence of the reasons why there were attempts at détente between the USA and USSR. **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**.)

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