[C259/SQP351]

History
Higher

NATIONAL
QUALIFICATIONS

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ᐧ SQA

Course Assessment Specification

History (Higher)

The purpose of this document is to provide:

- details of the structure of the Course Assessment
- guidance on how to use information gathered from the Question Papers and the Extended Essay to estimate candidate performance in the Course Assessment.

Part 1

This part of the Course Assessment Specification details the structure of the Course Assessment.

The Course Assessment:

- consists of two Question Papers and an Extended Essay
- has a total mark allocation of 100:
    - Paper 1 has a mark allocation of 40 marks
    - Paper 2 has a mark allocation of 30 marks
    - the Extended Essay has a mark allocation of 30 marks
- Paper 1 lasts 1 hour and 20 minutes, Paper 2 lasts 1 hour and 25 minutes and there is a break of 20 minutes between Paper 1 and Paper 2
- the Extended Essay lasts up to two hours and is produced under supervision in a centre.

The Question Papers will:

- assess knowledge and understanding and analysis and evaluation
- use language appropriate to the reading age of Higher candidates in any question or source.

Paper 1 – 40 marks

- This paper examines knowledge and understanding and analysis covering the content of the Historical Studies: British History and European and World History Units.
- Candidates should answer **one** essay question from the Historical Study: British section **and one** essay question from the Historical Study: European and World section.
- The questions answered may relate to any historical period, ie Medieval, Early Modern or Later Modern. There is complete free choice of contexts within each section.
- There will be a choice of **three** essay questions from each context in both the British section and the European and World section.
- The same issues, numerically, will be sampled across each context in both sections eg issues 1, 2 and 4 would be sampled in all contexts.
- Each question is worth 20 marks.
- All questions will require an extended response which should include an introduction, developed arguments and analysis, and a conclusion.
- Essays will be marked according to the knowledge displayed, up to a maximum of six marks, and the extent to which they meet criteria for structure (maximum four marks) and argument and evaluation (maximum ten marks).

Paper 2 – 30 marks

- This paper examines source evaluation skills, knowledge and understanding and analysis covering the content of the Scottish History Unit. All questions will require a short response relating to the question asked.
- There will be a set of sources and questions on each of the five Scottish topics. Candidates may answer on any one of the Scottish topics. Candidates will be required to answer **all** questions on their chosen Scottish topic.
- Questions will be based on a set of **five** sources; at least two sources will be primary and at least two sources will be secondary.
- Between them, the four questions will sample the four issues boxed in the detailed descriptors. The issues and the sub-issues derived from them are laid out in the appendix following. The background and perspective will not be examined directly.
- The source evaluation question will be worth five marks; there will up to two marks each awarded for evaluating provenance, for content and for providing appropriate recall. The question will relate to one of the issues directly or indirectly.
- The source comparison question will be worth five marks; there will be two marks available for an overview and four marks available for comparisons of detail. It will relate to one of the issues directly or indirectly.
- There will be two source contextualisation questions, each be worth 10 marks. One will begin 'How fully' and examine an issue; the other will begin 'How far' and examine a sub-issue'. In each, there will be up to four marks available from the source bearing the question, and up to seven marks for appropriate recall used to support the evaluation.
- The examination paper will be standardised in terms of sampling the types of question and relating this to an issue eg the source comparison would relate to the first issue in all contexts.

The Extended Essay – 30 marks

- The Extended Essay produced by the candidate will be completed within one continuous period of up to two hours, under examination conditions.
- The Essay will be on a question of the candidate's choice based on an issue from a context studied.
- Candidates must be allowed to organise their research and reach their own conclusion(s).
- Candidates should prepare a final plan for their Essay using the results of the research investigation.
- The plan should not exceed 200 words. Only standard abbreviations are allowed. The plan should not contain scored out words. The plan may be word-processed.
- The candidate will take the plan into the classroom and use only it to complete the Extended Essay.
- Essays accompanied by an over-long plan, or by no plan, will be penalised by up to 10 marks.

The "added value" of the Course

Achieving success in the Course requires some skills and abilities over and above those involved in passing individual Units. These are detailed in the Assessment section of the Course Specification and include:

- demonstrating the ability to retain knowledge, understanding and skills acquired in the Units over a greater period of time
- applying critically the knowledge, understanding and skills acquired in the Units in a more demanding situation
- answering source-based items on four issues from Scottish history, rather than three.
- synthesising a large volume of complex information to produce a detailed and reasoned Extended Essay on the conclusions of research findings.

Part 2

This part of the Course Assessment Specification provides guidance on how the components contribute to the Course award. It also indicates how to use the assessment information gathered from these components to estimate candidate performance.

The Course Assessment is based on two Question Papers and the Extended Essay.

Component	Mark Range
Paper 1	0 – 40
Paper 2	0 – 30
Extended Essay	0 – 30
Total Marks	0 – 100

In the *Higher History* Course, cut-off scores are set at approximately 70% of the total marks for grade A and 50% for grade C, with B grade falling midway at around 60%.

The following table gives an indication of appropriate cut-off scores:

Grade	Band	Mark Range
A	1	85 – 100
A	2	70 – 84
B	3	65 – 69
B	4	60 – 64
C	5	55 – 59
C	6	50 – 54
D	7	45 – 49
No award	8	40 – 44
No award	9	0 – 39

The cut-off scores may be lowered if the question papers turn out to be more demanding than intended. Alternatively, they may be raised if the question papers turn out to be less demanding than intended.

Worked example

- In a centre's own prelim, a candidate scores a total mark of 41/70 for the two question papers; this is combined with an estimate of progress in the Extended Essay of 20/30, giving a total mark of 61/100.
- The centre's view is that their prelim is slightly less demanding than the SQA examination.
- Using the mark range, a realistic estimate will be **band 5** rather than band 4.

Appendix: Issues and Sub-issues in Paper 2

SPECIAL TOPIC 1: THE WARS OF INDEPENDENCE, 1286–1328

1.   Scotland 1286–96: the Succession Problem and the Great Cause

How fully...the succession problem in Scotland, 1286-92?

The succession problem; the Guardians; the Treaty of Birgham; the death of the Maid of Norway; the Scottish appeal to Edward I – the decision at Norham; Bruce versus Balliol; the Great Cause and Edward's decision.

How far . . . the problems caused by the death of Alexander III?
How far . . . the reasons for the Scots' appeal to Edward?
How far . . . Edward's resolution of the Great Cause?

2.   John Balliol and Edward 1

How fully . . . the relationship between John Balliol and Edward I?

Balliol's rule; Edward's overlordship; the Scottish response; the Anglo-French war and the Franco-Scottish Treaty; the subjugation of Scotland.

How far . . . John Balliol's difficulties in ruling Scotland?
How far . . . Scottish responses to Edward's overlordship?
How far . . . Edward's subjugation of the Scots in 1296?

3.   William Wallace and Scottish Resistance

How fully . . . Scottish resistance to Edward I, 1296–1305?

Scottish resistance; roles of William Wallace and Andrew Murray; victory at Stirling and its effects on Scots and on Scotland; defeat at Falkirk and continuing Scottish resistance.

How far . . . the growth of Scottish resistance to Edward, 1296–7?
How far . . . the changing military balance between Scotland and England, 1298–1301?
How far . . . the crushing of Scottish resistance by Edward, 1301–5?

4.   The Rise and Triumph of Robert Bruce

How fully . . . the reasons for the ultimate success of Bruce in maintaining Scotland's independence?

The ambitions of Robert Bruce; his conflict with and victory over Scottish opponents; his victory at Bannockburn; continuing hostilities; the Declaration of Arbroath; the Treaties of Edinburgh/Northampton,1328.

How far . . . the opposition of many Scots to Robert Bruce?
How far . . . Robert Bruce's abilities as a military leader?
How far . . . the methods used by Bruce to attain the peace settlement made with England in 1328?

SPECIAL TOPIC 2: THE AGE OF REFORMATION, 1542–1603

1.   The Reformation of 1560

How fully . . . the reasons for the Reformation of 1560?

The nature of the Church in Scotland; attempts at reform; the growth of Protestantism; relationships with France and England; religious conflict; Lords of the Congregation; Treaty of Edinburgh, 1560.

How far . . . the weaknesses of the Catholic Church in Scotland?
How far . . . the growth of the Protestantism?
How far . . . the influence of England and/or France on religious developments in Scotland?

2.   The Reign of Mary, 1561–1567

How fully . . . the reasons for Mary's loss of her throne?

Mary's difficulties in ruling Scotland: religion; gender; relations with the nobility; Mary's marriages; her relationship with England; abdication; flight to England.

How far . . . Mary's difficulties in ruling Scotland?
How far . . . Mary's relationship with England?
How far . . . the contribution Mary, Queen of Scots, made to the loss of her throne?

3.   James VI and the Relationship between Monarch and Kirk

How fully . . . the relationship between Monarch and Kirk in the reign of James VI?

The struggle for control of the Kirk: from regency to personal rule; differing views about the roles of the monarch and Kirk.

How far . . . the efforts of James VI to control the Kirk?
How far . . . the efforts of the Kirk to maintain its independence?
How far . . . the outcome of the attempts of James VI to control the Kirk by 1603?

4.   The Impact of the Reformation on Scotland, to 1603

How fully . . . the impact of the Reformation on Scotland?

The social, cultural, educational and economic impact of the Reformation on Scotland, to 1603.

How far . . . the social impact of the Reformation on Scotland, to 1603?
How far . . . the cultural impact of the Reformation on Scotland, to 1603?
How far . . . the economic impact of the Reformation on Scotland, to 1603?

SPECIAL TOPIC 3: THE TREATY OF UNION, 1689–1740

1. Worsening relations with England

How fully . . . the reasons for worsening relations with England?

Navigation Acts; England's foreign wars; Scotland's economic problems; famine; Darien Scheme and its failure; Scottish responses; incidents leading to worsening relations with England; the War of the Spanish Succession; the issue of the succession.

How far . . . the economic problems faced by Scotland?
How far . . . the relationship between the Scottish Parliament and England?
How far . . . the problems arising from a shared monarchy?

2. Arguments for and against union with England

How fully . . . the arguments for and against a union with England?

Religious issues; the Scottish economy; possible advantages of Scots having access to English colonies; the issue of Scottish identity; contrasting attitudes in Scotland towards Union.

How far . . . arguments for union with England?
How far . . . arguments against union with England?
How far . . . attitudes towards union in Scotland?

3. The passing of the Act of Union

How fully . . . the reasons for the passing of the Treaty of Union?

The changing attitude of England; the debate over a Federal or Incorporating Union; the role of the Commissioners; negotiations; the passing of the Union by the Scottish Parliament.

How far . . . English attitudes towards union?
How far . . . debate over a Federal or Incorporating Union?
How far . . . the passage of the Union through the Scottish Parliament?

4. The Effects of the Union, to 1740

How fully . . . the effects of the Union, up to 1740?

Economic effects, to 1740: agriculture, manufacture and trade; political effects; the Hanoverian succession and the causes of the Jacobite Rising of 1715.

How far . . . economic effects of the Union, to 1740?
How far . . . political effects of the Union, to 1740?
How far . . . the causes of the Jacobite Rising of 1715?

SPECIAL TOPIC 4: MIGRATION AND EMPIRE, 1830–1939

1.   The migration of Scots

How fully . . . the reasons for the migration of Scots?

Push and pull factors in internal migration and emigration: economic, social, cultural and political aspects; opportunity and coercion.

How far . . . the reasons for internal migration within Scotland?
How far . . . the opportunities that attracted Scots to other lands?
How far . . .the factors that forced Scots to leave Scotland?

1.   The experience of immigrants in Scotland

How fully . . . the experience of immigrants in Scotland?

The experience of immigrants, with reference to Catholic Irish, Protestant Irish, Jews, Lithuanians and Italians; the reactions of Scots to immigrants; issues of identity and assimilation.

How far . . . the social and economic conditions experienced by immigrants to Scotland?
How far . . . relations between native Scots and immigrants?
How far . . . the assimilation of immigrants into Scottish society?

3.   The impact of Scots emigrants on the Empire

How fully . . . the impact of Scots emigrants* on the Empire?

The impact of Scots emigrants on the growth and development of the Empire with reference to Canada, Australia, New Zealand and India in terms of:
Economy and enterprise
Culture and religion
Native societies.

How far . . . the contribution of Scots to the economic growth and development of the Empire?
How far . . . the contribution of Scots to the religious and cultural development of the Empire?
How far . . . the impact of the activities of Scots emigrants* on native societies in the Empire?

*For this purpose emigrants will be taken to include Scots involved in government in India.

4.   The effects of migration and the Empire on Scotland, to 1939.

How fully . . . the effects of migration and the Empire on Scotland?

The contribution of immigrants to Scottish society, economy and culture; the impact of the Empire on Scotland.

How far . . . the social and cultural impact of immigrants on Scotland?
How far . . . the economic contribution of immigrants to Scotland?
How far . . . the importance of the Empire to Scotland's development?

SPECIAL TOPIC 5: SCOTLAND AND THE IMPACT OF THE GREAT WAR, 1914–1928

1. Scots on the Western Front

How fully . . . the involvement of Scots on the Western Front?

Voluntary recruitment; the experience of Scots on the Western Front, with reference to the battles of Loos and the Somme; the kilted regiments; the role of Scottish military personnel in terms of commitment, casualties, leadership and overall contribution to the military effort.

How far . . . the reasons why so many Scots volunteered to fight in the Great War?
How far . . . the experience of Scots on the Western Front?
How far . . . the contribution of Scots to the military effort on the Western Front?

2. Domestic impact of war: society and culture

How fully . . . the impact of the war on Scottish society?

Recruitment and conscription; pacifism and conscientious objection; DORA; changing role of women in wartime, including rent strikes; scale and effects of military losses on Scottish society; commemoration and remembrance.

How far . . . the issues in the debate over conscription?
How far . . . the impact of the war on Scottish women?
How far . . . the impact of military losses on Scottish society?

3. Domestic impact of war: industry and economy

How fully . . . the impact of the war on the Scottish economy between 1914 and 1928?

Wartime effects of war on industry, agriculture and fishing; price rises and rationing; post-war economic change and difficulties; post-war emigration; the land issue in the Highlands and Islands.

How far . . . the effects of the war on the Scottish economy up to 1918?
How far . . . the economic difficulties faced by Scotland after 1918?
How far . . . the reasons so many Scots left Scotland after 1918?

4. Domestic impact of war: politics

How fully . . . the impact of the war on political developments in Scotland?

The impact of the war on political developments as exemplified by the growth of radicalism, the ILP and Red Clydeside, continuing support for political unionism and the crisis of Scottish identity.

How far . . . the growth of radicalism in politics in Scotland?
How far . . . the strength of support in Scotland for the Union?
How far . . . the crisis in Scottish identity that developed after 1918?

History   Time: 1 hour 20 minutes   NATIONAL
Higher   QUALIFICATIONS
Paper 1
Specimen Question Paper

Candidates should answer **two** questions, **one** from Historical Study: British History and **one** from Historical Study: European and World History.

All questions are worth 20 marks.

SQA

Historical Study: British History

Answer ONE question. Each question is worth 20 marks.

Church, State and Feudal Society

  1. "Poor, brutal and without hope." How accurate is this view of the lives of peasants in the Middle Ages?

  2. "The main role of the Church in medieval society was more political than religious." How valid is this statement?

  3. To what extent was the desire to develop the economy the main reason why David I and Henry II centralised royal power?

The Century of Revolutions 1603–1702

  4. How important was finance as a cause of the challenge to the authority of James I in England?

  5. How successfully did Charles I impose his authority in Scotland?

  6. To what extent was the failure to find an alternative to monarchy, 1649–1660, a result of Cromwell's dependence on the army?

The Atlantic Slave Trade

  7. "The need for labour on West Indian plantations was the sole reason for the development of the Atlantic Slave Trade." How valid is this view?

  8. How important was the slave trade in the development of the British economy in the 18th century?

  9. Was the impact of the Slave Trade on African societies wholly negative?

Britain 1851–1951

  10. To what extent was the growth of democracy in Britain after 1860 due to social and economic change?

  11. "By 1928, Britain was a fully democratic country." How accurate is this view?

  12. How important were concerns about the extent of poverty in Britain in the Liberal Government's decision to introduce social reforms between 1906 and 1914?

Britain and Ireland 1900–1985

  13. How far was the growth of Irish Nationalism the main reason for the increasing tension in Ireland up to 1914?

  14. To what extent did the First World War change the political situation in Ireland?

  15. To what extent was the Civil War of 1922–1923 due to the differences between De Valera and Collins?

Historical Study: European and World

Answer ONE question. Each question is worth 20 marks.

The Crusades, 1071–1204

1. How important was fear about the expansion of Islam in the calling of the First Crusade?

2. To what extent was the desire to acquire territory in the Holy Land the main motive behind the popularity of the crusading movement?

3. To what extent was the fall of Jerusalem in 1187 due to the defeat of the Christian forces at Hattin?

The American Revolution 1763–1787

4. To what extent did colonial resentment towards the Navigation Acts endanger British control of the American colonies by 1763?

5. How important were disputes over taxation in turning colonists' opinion towards independence between 1763 and 1776?

6. How justified is the view that the American War of Independence was a global conflict?

The French Revolution, to 1799

7. How far were the grievances of the Bourgeoisie the most serious challenge to the Ancien Regime in the years before 1789?

8. "The financial problems of the Ancien Regime ultimately brought about its collapse in 1789." How valid is this view?

9. How far can Robespierre alone be blamed for the Region of Terror in France from 1793 to 1794?

Germany 1815–1939

10. How important were economic factors in the growth of national feeling in Germany during the period 1815 to 1850?

11. To what extent was there a real growth in German nationalism between 1815 and 1850?

12. How important was Bismarck's leadership in the achievement of German unification?

Italy 1815–1939

13. How important were economic factors in the growth of national feeling in Italy during the period 1815 to 1850?

14. To what extent was there a real growth in Italian nationalism between 1815 and 1850?

15. How significant was the military leadership of Garibaldi in the achievement of Italian unification?

Russia from Tsarism to Bolshevism

16. "In the period before 1905, opposition groups had little chance of mounting an effective challenge to the authority of the Tsarist state." How accurate is this statement?

17. How significant was military defeat in causing the revolution of 1905 in Russia?

18. To what extent was Nicholas II himself responsible for the collapse of the Tsarist state in February 1917?

USA 1918–1968

19. "Simply part of the post-war desire to isolate America from the outside world." How far does this explain changing attitudes towards immigration in the USA during the 1920s?

20. To what extent was the "separate but equal" decision of the Supreme Court the main obstacle facing black Americans in achieving civil rights before 1941?

21. How effective were the increased powers of the federal government, as adopted in the New Deal, in solving the social and economic problems of the 1930s?

Appeasement and the Road to War, to 1939

22. To what extent do economic difficulties explain the aggressive nature of fascist foreign policies in the 1930s?

23. "Bullying and bluff." How accurate is this description of the methods used by the fascist powers to pursue their foreign policy aims in the years after 1933?

24. How successfully did British governments achieve their aims in foreign policy before the outbreak of the Czechoslovakian Crisis in 1938?

The Cold War 1945–1989

25. To what extent was the development of the Cold War up to 1955 caused by America's decision to use the atom bomb against Japan in 1945?

26. To what extent was Soviet control of Eastern Europe seriously challenged between 1945 and 1961?

27. "America's withdrawal from Vietnam was mainly due to public protests at home." How far is this an accurate statement?

[*END OF SPECIMEN QUESTION PAPER*]

History

Higher

Paper 2

Specimen Question Paper

Time: 1 hour 25 minutes

NATIONAL QUALIFICATIONS

Candidates should answer all the questions on one Special Topic.

The marks total for this paper is 30 marks.

SQA

1: THE WARS OF INDEPENDENCE, 1286–1328

Study the sources below and answer the questions which follow.

Source A: from a speech by Roger Barbazon, given on behalf of Edward I at Norham, May 1291.

Our King [Edward I], sees that the peace of the kingdom of Scotland has been disturbed by the deaths of King Alexander, his children and his grandchildren, who were relatives of Edward and by those deaths he is greatly distressed. He wishes to do justice to all who can lay any claim to the inheritance of the kingdom of Scotland. He wishes to keep the peace among the people; therefore he has asked you, the good people of the realm, to come here because of something he wishes to explain to you. He himself has come here from a distant country so that, by the virtue of the overlordship which he has, he may do justice to the peace of Scotland.

So that this matter may be concluded satisfactorily our lord King asks for your agreement and for recognition of his overlordship and he wishes to act with your advice in doing and effecting justice.

Source B: is an account of the Battle of Dunbar from the Chronicle of Guisborough, 1296.

The Earl of Warenne and barely a fifth of the King Edward's army were preparing to go to bed. The Scots army showed themselves boldly on the brow of a steep hill. Although the Scots columns were in close order and strong in numbers, before it was possible for the English to come close, they broke up and scattered more swiftly than smoke. The fiercest of the Scots were the first to flee. Yet their foot soldiers would have stood firm had not the knights shown their heels and fled so readily.

In this way no fewer than 10,000 rebels were killed and several monks were found amongst the dead. On the English side not one man fell, except a single foolhardy knight.

Source C: from *Robert Bruce, King of Scots* by Ronald McNair Scott (1982).

Edward I, ordered his army to march northwards. The disciplined columns of the English met their opponents on 27th April and began to deploy their troops in the deep valley beneath the slopes of the Lammermuir Hills on which the Scots were massed. Although the Scottish knights had shown themselves to be brave in tournaments, they had no experience of the tactics of serious warfare. As the English began to disappear into the dead ground below the hill, the Scots assumed they were seeking to escape. Breaking their ranks they charged down the hillside in a tumultuous rabble only to meet an ordered English battle line which overwhelmed them at the first onslaught. Thousands of Scottish foot soldiers were slain and the knights surrounded and made prisoner.

Source D: from James Mackay, *William Wallace: Braveheart* (1996).

For all that Falkirk was a major blow to the Scots; it was in no sense a decisive victory for the English. The cavalry, the officer corps, got away unscathed to fight another day, redeem the slur on its character and organise resistance in the remoter districts, especially north of the Tay and in the hills of Galloway. The people who had been cowed into submission after Dunbar were not the people whom Edward defeated at Falkirk. They were tempered by the fire of battle and found a new resilience, making them more determined than ever that they would not be subjugated. But defeat at Falkirk meant the end of Wallace's rule and shortly afterwards he gave up his guardianship; whether voluntarily or not is immaterial.

Source E: is a description of a Scots raid into Northern England in 1322; taken from the Lanercost Chronicle.

Now after 6th January 1322, when the truce between the kingdoms lapsed, the Scottish army invaded England and marched into the bishopric of Durham and the Earl of Moray remained at Darlington. But James Douglas and the Steward of Scotland went forward plundering the country in all directions. One of them raided towards Hartlepool and the district of Cleveland, the other towards Richmond. The people of Richmond County, neither having nor hoping to have any defender, bought off the invaders with a great sum of money.

[*END OF SOURCES FOR THE WARS OF INDEPENDENCE, 1286–1328*]

1: THE WARS OF INDEPENDENCE, 1286–1328

Marks

Answer all of the following questions.

1. How far does **Source A** illustrate the problems caused by the death of Alexander III?
   Use the source and recalled knowledge.   **10**

2. To what extent do **Sources B** and **C** agree about the Scottish defeat at the Battle of Dunbar?
   Compare the content overall and in detail.   **5**

3. How fully does **Source D** show the Scottish resistance to Edward I, 1296–1305?
   Use the source and recalled knowledge   **10**

4. How useful is **Source E** in showing the tactics used by Robert I to persuade the English to accept him as King of Scots?
   In reaching a conclusion you should refer to:
   • *the origin and possible purpose of the source;*
   • *the content of the source;*
   • *recalled knowledge.*   **5**

                                                                            (30)

[*END OF QUESTIONS ON THE WARS OF INDEPENDENCE, 1286–1328*]

2: THE AGE OF REFORMATION, 1542-1603

Study the sources below then answer the questions which follow.

Source A: from the Statutes of the Reforming Councils of the Roman Catholic Church in Scotland, 1549 & 1552.

This Church Council strongly advises that neither bishops nor priests keep their children born from their mistresses in their company. They should not allow them to be promoted in their churches nor for any reason, marry their daughters to Barons or make their sons Barons using the income of the Church.

Priests of parish churches – who, in the judgement of the bishop, shall be reckoned capable and suitable for preaching the faith to the parishioners – must preach at least four times in the year.

The clergy of this realm have not sufficient knowledge of the Holy Scriptures to be able to instruct the people in the Catholic faith. This present council decrees that a certain book shall be written in the common Scottish tongue. This shall be put into the hands of the clergy, as much for their own instruction as for the Christian people in their care; which book it orders to be called a catechism, that is to say a plain and easy statement and explanation of the basics of the faith.

Source B: from F. Mignet, *The History of Mary, Queen of Scots* (1851).

Mary's actions before and after the murder are quite sufficient to convince us that she was involved in the murder plot. Her journey to Glasgow took place at a time when she was openly expressing her distrust and hatred of Darnley. She showed tenderness towards him and expressed hopes of being reconciled with him in order to persuade him to come with her to Edinburgh. Kirk o' Field was selected as the most convenient place to commit the crime. Mary consented to reside at this house so that Darnley would not refuse to live there. On the evening before the murder she removed from the house all the furniture of any value that it contained.

Source C: from S. Cowan, *Mary Queen of Scots and Who Wrote the Casket Letters?* (1907).

Mary went to Glasgow with nothing in her heart but the most loving devotion to her husband. From that time, until his death, any other interpretation of her actions would be inconsistent with the best historical narratives of her life. She nursed him day and night during her visit, after which he proposed that she should take him with her to Edinburgh. She suggested Craigmillar as it was situated on higher ground and very healthy. Curiously enough, he refused to go there. Mary wrote to Maitland to provide a house. Maitland recommended Kirk o' Field, allegedly after showing Bothwell the letter. We think this is very unlikely as Bothwell was in Liddesdale, seventy miles away. It is clear that Maitland was a member of the conspiracy who wanted to put Darnley into Kirk o' Field.

Source D: from Caroline Bingham, *James VI of Scotland* (1979).

The serious challenge to the authority of King James VI came not from the nobility but from the Kirk, and principally from the extremist Presbyterian party led by Andrew Melville. It is important to stress that James himself remained a convinced Calvinist. To all except the extreme Presbyterians who wanted a theocracy, he might have appeared to be the ideal ruler. He had been educated within the Kirk; he respected it and accepted its beliefs. It was unfortunate for both the monarchy and the Kirk that Andrew Melville should have opposed the King's reasonable and basically favourable views.

The clash between them is usually and probably correctly summed up by quoting James Melville's report of an interview which took place at Falkland Palace in 1596.

Andrew Melville addressed the King with the following words: 'Sir, I must tell you there are two Kings and two kingdoms in Scotland. There is Christ Jesus the King, and his kingdom the Kirk; whose subject King James the sixth is, and of whose kingdom not a king, nor a lord, nor a head, but a member.'

Source E: from St Andrews Kirk Session Registers, 1570 & 1597.

It is agreed that from this moment onwards that the church officers in their areas make no distribution of alms to the poor, except to those who come to the sermons and public prayers, examination and communion. They must present their children to baptism, and give account of their faith. They must be able to say the Lord's Prayer, the Creed and Commandments of God, or at least shall learn the same within a month.

It is concluded that when any poor person cries for alms in any part of the city, that they be taken and arrested by Thomas Wilson and put in the thieves' prison until judgment be made of their state.

[*END OF SOURCES FOR THE AGE OF REFORMATION, 1542–1603*]

2: THE AGE OF REFORMATION, 1542-1603

Answer all of the following questions.

Marks

1. How far does **Source A** illustrate the weaknesses of the Catholic Church in Scotland in the years before the Reformation of 1560?
   Use the source and recalled knowledge.

   10

2. To what extent do **Sources B** and **C** agree about the involvement of Mary, Queen of Scots, in the death of Darnley?
   Compare the content overall and in detail.

   5

3. How fully does **Source D** explain the relationship between Monarch and Kirk that existed in the reign of King James VI, to 1603?
   Use the source and recalled knowledge

   10

4. How useful is **Source E** as evidence of how the Kirk dealt with social issues in Scotland after the Reformation?
   In reaching a conclusion you should refer to:
   * *the origin and possible purpose of the source;*
   * *the content of the source;*
   * *recalled knowledge.*

   5

   (30)

[*END OF QUESTIONS ON THE AGE OF REFORMATION, 1542–1603*]

3: THE TREATY OF UNION, 1689-1740

Study the sources below and answer the questions which follow.

Source A: from P.H. Scott, *Andrew Fletcher and the Treaty of Union* (1992).

It was the question of the succession to the throne which brought the relationship between the two countries to a critical point which had to be resolved one way or another. On 30 July 1700, William, Duke of Gloucester, the last survivor of Queen Anne's eighteen children, died. There was no longer any obvious and automatic heir to the throne. The legitimate line of descent from James VII and II, the Jacobite Pretender, could not be re-established without overthrowing the Protestant settlement of the "Glorious Revolution". The English Parliament, again with no consultation with Scotland, in the Act of Succession of 1701, offered the throne to the Protestant Sophia, Electress of Hanover, and her descendants. The English Parliament seems to have assumed that Scotland would meekly accept their decision.

Source B: from a pamphlet by Seton of Pitmedden, *Scotland's Great Advantages by a Union in England*, (1706).

England secures an old and dangerous enemy to be their friend, and thereby ensures peace at home, and in more safety can carry on designs abroad. Scotland will not be alarmed by the threatenings of a powerful and rich neighbour, nor so easily put under the yoke of a foreign enemy. England gains a considerable addition of brave and courageous men to their fleet, armies and plantations, and we are secured by their protection, and enriched by their labours. We send our commodities and useful manufactures to them and have money and other necessaries remitted to us. They have free access to all our seas and ports and are capable of all privileges of citizens. We are the same among them, can plant colonies at a cheaper rate and, with more assurance than formerly, will see our craftsmen improve and our land better cultivated and manured.

Source C: from a speech by Lord Belhaven in Parliament, November 1706.

When I consider the affair of a union between the two Nations, I find my mind crowded with a variety of melancholy thoughts.

I think I see a free and independent kingdom losing a power to manage their own affairs by themselves, without the assistance and counsel of any other. I think I see the royal boroughs wormed out of all the branches of their old trade. I think I see the valiant and gallant soldiery either sent to learn the plantation-trade abroad; or at home petitioning for a small pension; while their old regiments are broken, the common soldiers left to beg, and the youngest English corps kept standing. I think I see the honest industrious craftsman loaded with new taxes, drinking water in place of ale. I think I see the laborious ploughman, with his corn spoiling upon his hands, for want of sale. I think I see our mariners delivering up their ships to their Dutch partners; and earning their bread as underlings in the royal English Navy.

Source D: from W. Ferguson, *Scotland's Relations with England: A Survey to 1707* (1977).

The Treaty's easy passage through the English Parliament showed that, quite apart from masterly management, there was no great opposition to it there. Of all the remarkable changes of the time this was the most remarkable. At the beginning of Anne's reign there had been strong aversion in England to the idea of union with Scotland, but by 1707 it was English insistence that made union possible. There is no mystery about what caused this change of attitude – it was brought about by fears for the security of England. A disgruntled Scotland raised the spectre of French intervention and of attack from the north.

Source E: from a letter written by the Earl of Mar to the Earl of Leven, 1708.

The Queen called a Cabinet Council last night, where she was pleased to call the Dukes of Queensberry and Montrose, the Earl of Loudon, Seafield and myself. We gave an account there of what orders the Queen had sent to Scotland, since the news of the invasion. It is expected that the Council will seize the horses and arms of those they think disloyal, and will also be giving their advice and instructions for securing the money, in the Mint and Bank, in case of a hostile landing. It was told to us that since both Houses had advised the Queen to arrest such persons as she had cause to suspect, and are now discussing a Bill for the suspending of Habeas Corpus Acts, it was appropriate that suspected people in Scotland should be arrested.

[*END OF SOURCES FOR THE TREATY OF UNION, 1689-1740*]

3: THE TREATY OF UNION, 1689–1740

Answer all of the following questions.

1. How far does **Source A** illustrate the problems arising from a shared monarchy?
   Use the source and recalled knowledge.

   Marks

   10

2. To what extent do **Sources B** and **C** agree about the advantages of a union with England?
   Compare the content overall and in detail.

   5

3. How fully does **Source D** identify the reasons for the passing of the Treaty of Union?
   Use the source and recalled knowledge

   10

4. How useful is **Source E** as evidence of political problems following the Union?
   In reaching a conclusion you should refer to:
   • *the origin and possible purpose of the source;*
   • *the content of the source;*
   • *recalled knowledge.*

   5

   (30)

[*END OF QUESTIONS ON THE TREATY OF UNION, 1689–1740*]

4: MIGRATION AND EMPIRE, 1830–1939

Study the sources below and answer the questions which follow.

Source A: from T M Devine, *The Scottish Nation, 1700-2000* (2006).

It is clear that many of the crafts were being undermined by urban competition in the second half of the nineteenth century. Already by the 1850s, the technology of power looms was destroying the textile economy in numerous villages in Perth, Fife and Angus and promoting large-scale migration as a result. The development of a network of branch railway lines enabled cheap factory goods to penetrate far into the rural areas and so threatened the traditional markets for tailors, shoemakers and other tradesmen. The displacement of craftsmen and their families from the smaller country towns and villages became a familiar feature of the rural exodus by the end of the nineteenth century and before. While some trades vanished completely, others, such as the blacksmiths, continued to thrive as long as the horse economy survived. However, in large part, migration from the land before the 1940s has to be explained in terms of the changing attitudes of the farm labour force itself.

Source B: from an account by a Roman Catholic priest in Glasgow about his Irish parishioners in the 1930s.

Religion was virtually the only security they had 'cause they hadn't much of the world's goods and they found comfort and strength in their religion. Also they found security in that they could go to the local priest and he was there to assist them, often doing things that we now take for granted-like writing letters, getting houses, jobs and so on. The priest also fought their battles for social equality. Generally, the Irish immigrants could be found in those jobs which the native Scots were unwilling to undertake – the unskilled, lowest paid work such as portering and working in sugar-houses. The Church also gave the immigrants an opportunity for meeting their fellow countrymen and this was a source of help to them because they were able to rely on each other. In short, the Irish immigrants were strangers in a foreign land and subject to discrimination and persecution in the workplace. This discrimination left immigrants isolated and outwith the main areas of Scottish society.

Source C: from *The Catholic Irish in Scotland: In Search of Identity* by Tom Gallagher, quoted in *Irish Immigrants and Scottish Society in the Nineteenth and Twentieth Centuries*, edited by T M Devine (1991).

The Irish invasion in the nineteenth century may have provided a new focal point for Scottish identity from which the Irish were excluded. The immigrant Irish brought with them significant numbers who followed the Catholic religion that was essential for the maintenance of their cultural identity. In Glasgow, the Irish dominated the unskilled labour market for generations, finding work as casual construction or dock labourers, coal hewers and as sweated labour in textiles. They were an indispensable mobile workforce whose contribution to the prosperity of the 'Second City of the Empire' went largely unappreciated by contemporaries. The Catholic clergy usually proved insistent upon preserving a community insulated from the surrounding society. It was essential to counteract influences that could weaken the solidarity of the Catholic community and Church activists began to create a wide variety of organisations which were designed to absorb the energies of parishioners. These bodies had distinct religious, recreational, charitable and social functions and it was felt immigrants had no need to go further afield to look for companionship. Thus, a self-enclosed world was created which gave dignity and hope to the people.

Source D: from Jan-Andrew Henderson, *The Emperor's New Kilt* (2000).

Evidence of Scotland's former influence is found all over the globe and often the lone Scottish entrepreneur has had a profound effect on his adopted country while remaining unknown in his homeland. In India, Scots were chiefly responsible for the development of tea plantations and the state education system was shaped by a Scotsman named Mountstuart Elphinstone, while Samuel Laing was India's first finance minister. However, two countries more than any other have been moulded by the Scots: Canada and Australia. Though numbering only one fifteenth of the population, Scots dominated the government and controlled the fur trade, the educational institutions and the banks. In Quebec, the ruling government body was so dominated by Scots that it was called the 'Scotch Party'. Australia saw similar manipulation by Scots, John Macarthur introducing the Merino sheep and considered to be the founder of Australia's sheep industry.

Source E: from an interview given by Mrs Aitken, a Glasgow resident, talking about Jewish settlement in the Gorbals in the early twentieth century, quoted in *The Complete Odyssey, Voices from Scotland's Recent Past*, edited by Billy Kay (1996).

It was nearly all Jewish shops and Jewish firms in the Gorbals. There was Fogel's at the corner of Hospital Street and Cleland Street; there was the Jewish bakery at the corner of Dunmore Street. Gleicken, the tailors were there and the Ashers as well. The Gerbers, the Woolfsons, them that had all the jewellers, the shops in the Trongate, they came from there. There were small cabinet-making businesses and upholstery work right up Cumberland Street. They could get their customers everything. They all opened little shops, just doing alterations and repairs to suits and everything. People always helped each other out. Everyone knew someone who would give credit if times were hard. It was a great place the Gorbals!

[*END OF SOURCES FOR MIGRATION AND EMPIRE, 1830–1939*]

4: MIGRATION AND EMPIRE, 1830–1939

Answer all of the following questions.   *Marks*

1. How far does **Source A** illustrate the reasons for internal migration by Scots during the period 1830s to 1930s?
    Use the source and recalled knowledge.   **10**

2. To what extent do **Sources B** and **C** agree about the assimilation of Irish immigrants into Scottish society?
    Compare the content overall and in detail.   **5**

3. How fully does **Source D** illustrate the impact of Scots emigrants on the British Empire?
    Use the source and recalled knowledge   **10**

4. How useful is **Source E** as evidence of the contribution of immigrants to Scottish society?
    In reaching a conclusion you should refer to:
    • *the origin and possible purpose of the source;*
    • *the content of the source;*
    • *recalled knowledge.*   **5**

                                                                                        (30)

[*END OF QUESTIONS ON MIGRATION AND EMPIRE, 1830–1939*]

5: SCOTLAND AND THE IMPACT OF THE GREAT WAR, 1914–1928

Study the sources below and then answer the questions which follow.

Source A: from Jack Alexander, *McCrae's Battalion: The Story of the 16th Royal Scots*, (2003).

On the evening of 16 June 1916 McCrae's went into the front line near Dernacourt, three miles south of Albert. The trenches here were even poorer than the last. The dug-outs were overcrowded and the atmosphere stifling. They were greeted with heavy shelling which lasted until dawn and continued through the following day. Donald McLean was killed by a rifle grenade as he settled down to lunch. John Miller, a 25-year-old from Portobello, also died in the bombardment. He was with his brother, Tommy, at the time. They had volunteered together at Tynecastle during the victory over Hibs and both claimed a place in the Hearts Company. The following morning Willie Brydie, an apprentice engineer from Merchiston was sniped during 'stand to'.

Source B: by William H Marwick, from Edinburgh, quoted in Ian MacDougall, *Voices from War: Personal recollections of war in our century by Scottish men and women* (1995).

I felt much in sympathy with the Union of Democratic Control and joined the Edinburgh branch. Opposition to the war at first seemed negligible. But there were those who expressed their doubts about it from the start and they and others like-minded had formed the Union of Democratic Control. It was not specifically anti-war. It included not only pacifists but some who actually served in the war. Then there were those who were definitely opposed to the war on what would be called ideological grounds. They held it was a capitalist war in which the working class had no share and no business to take part. Then there were those who objected on religious grounds. The Quakers opposed all war as being against Christianity and members of other churches took the same position. Then there were those who objected on various other grounds. So it was a very mixed lot.

Source C: by J P M Millar, from Edinburgh, quoted in Ian MacDougall, *Voices from War: Personal recollections of war in our century by Scottish men and women* (1995).

When the war broke out in 1914 I became convinced that socialists had no business getting involved in this struggle. I therefore became one of the miscellaneous band called conscientious objectors, of which the Quakers were the best known. When I made up my mind that I shouldn't take part in the war I wrote to Thomas Johnston, editor of Forward and suggested that those of us who weren't prepared to take part in the war should make preparations for the fact that the government would no doubt in time introduce conscription. He replied that he didn't think conscription would ever be introduced in Britain. But conscription did come and one result of that was the formation of the No-Conscription Fellowship. I founded the Edinburgh branch of the Fellowship and became its secretary. Its membership consisted not only of men of military age, but of women and of men too old for military service.

Source D: from Michael Lynch, *Scotland: A New History* (1991).

The failure of Scottish industry in the 1920s and 30s has been interpreted as largely the product of a weakness of management. It is perhaps the lost generation which lies at the root of it. In 1913 the unemployment rate in Scotland stood at only 1·8 per cent, whereas in London it was 8·7 per cent. By 1923, the positions had been reversed, with 14·3 percent out of work in Scotland compared with 11.6 per cent in the United Kingdom as a whole. It was, however, a different kind of unemployment from the short, irregular lay-offs which had marked the years before 1914: it was long-term and affected the skilled more than the unskilled. The huge demand for labour in wartime manufacturing produced pressures which varied from one industry to another. In engineering the gap in earnings between skilled and unskilled reduced, but elsewhere, and especially in the shipyards and the mines the wage gap continued.

Source E: from Willie Gallacher, *Revolt on the Clyde* (1936).

The 'tuppence an hour' strike was over. We were back once more in the factories. But the strike had made a deep political change. Any hope the war-makers might have had of spreading the war fever throughout the Clyde was now gone for ever. The workers knew their enemies, and that they were not across the North Sea. Revolutionary agitators, under McLean's tuition, were increasing in number day by day, and were warmly cheered at mass meetings wherever they went. It became increasingly difficult for the 'patriots' to get a hearing. From the very beginning the Socialists of Glasgow took a firm stand against the war. This was evidenced when Ben Tillett came to fulfil an engagement with the Clarion Scouts. The meeting was in the Pavilion Theatre. Ben shrieked his undying hatred of the Germans, but the audience of Socialists hooted him off the platform.

[*END OF SOURCES FOR SCOTLAND AND THE IMPACT
OF THE GREAT WAR, 1914–1928*]

5: SCOTLAND AND THE IMPACT OF THE GREAT WAR, 1914–1928

Answer all of the following questions.   *Marks*

1. How far does **Source A** illustrate the experience of Scots on the Western
    Front?
    Use the source and recalled knowledge.   **10**

2. To what extent do **Sources B** and **C** agree about conscientious objection to the
    war in Scotland?
    Compare the content overall and in detail.   **5**

3. How fully does **Source D** show the impact of the war on the Scottish economy
    between 1914 and 1928?
    Use the source and recalled knowledge   **10**

4. How useful is **Source E** as evidence of the growth of radicalism in politics in
    Scotland?
    In reaching a conclusion you should refer to:
    •   *the origin and possible purpose of the source;*
    •   *the content of the source;*
    •   *recalled knowledge.*   **5**
                                                                                    (30)

[*END OF QUESTIONS ON SCOTLAND AND THE IMPACT
OF THE GREAT WAR, 1914–1928*]

[*END OF SPECIMEN QUESTION PAPER*]

History
Higher
Paper 1
Specimen Marking Instructions

NATIONAL
QUALIFICATIONS

SQA

Paper One: Generic Marking instructions

1   Each question is marked out of 20. *Where the candidate violates the rubric of the paper and answers two questions in one section, both responses should be marked and the better mark recorded.*

2   In Paper 1 candidates will be rewarded according to

   a) **Knowledge and Understanding – 6 marks are allocated for** the relevant knowledge they use to address the question. Marks will be awarded for each accurate, full point they make; these points may be further developed, as in the following example, relating to the effectiveness of the Liberal Reforms:

   Old age pensions *(0 marks for stating this)* **were given to all people over 70** *(1 mark);* **married couples received 7/6 and single people 5s** *(a second mark for knowledge).* **This provision was not enough to live on, but old people were able to help pay their families if they lived with them** *(no further mark for knowledge, but an argument which would receive credit under the category Argument and Evaluation)*

   b) **Argument/Evaluation – 10 marks are allocated for** the quality of thought revealed in their answers by the arguments and evaluation demonstrated. This should be taken as including the extent to which the candidate:

>   gives an answer which is relevant to the question and relates explicitly to the question's terms;
>   argues a case;
>   makes the various distinctions required by the question;
>   responds to all the elements in the question, and to any isolated factor in particular;
>   explains, analyses, debates and assesses rather than simply describes or narrates;
>   answers with clarity and fluency and in language appropriate to historical writing at this level.

   c) **Structure – 4 marks are allocated for** the appropriateness of the organisation of the answer, according to the degree to which the response:

>   establishes the context of the question and the relevant factors to be considered in the introduction
>   demonstrates a development of the issue
>   responds to the question in the form of a balanced conclusion based on the evidence and arguments deployed.

3   The following descriptions provide additional guidance on the marks awarded to essays displaying various characteristics. Many essays will exhibit some, but not all, of the features listed; others will be stronger in one area than another. **The characteristics should NOT be thought of as hurdles, all of which must be crossed before a boundary is reached. Marks should be awarded in the range where more of the characteristics are demonstrated; there is scope within the bands for argument and evaluation to reward greater or lesser achievement of the characteristics.** Markers should reward what the candidate has tried to argue rather than penalise what may have been omitted.

KNOWLEDGE   **Up to 6 marks can be awarded**

These are for substantive points and points further developed which are relevant and accurate.

STRUCTURE   **Up to 4 marks can be awarded**

0 marks   There is no identifiable attempt to establish context or relevant factor.
The development is unstructured or random.
There is no attempt to provide an answer in the terms of the question.

1 mark   There is some attempt to establish context or relevant factors.
There is an attempt to develop an answer, though there may be some significant omissions.
The conclusion may be implicit.

2 marks   The introduction establishes the context and indicates relevant factors.
There is an identifiable development of the answer.
The conclusion is a summary linked to the question.

3 marks   The introduction establishes the context, indicates relevant factors and outlines a line of argument.
There is a coherent development directly related to the question.
The conclusion is clearly based on the evidence presented, and is directly linked to the question.

4 marks   The introduction clearly sets the issue in its wider context, indicates relevant factors and demonstrates a solid line of argument.
There is a coherent development directly focused on the question.
The conclusion is balanced, summarising the arguments and coming to an overall judgement directly related to the question.

ARGUMENT   **Up to 10 marks can be awarded**

0-1 marks   The style is narrative and descriptive
There is little or no clear attempt to answer the question.

2-3 marks   The style is mainly narrative and descriptive.
There are some brief attempts to answer the question.

4-5 marks   The style demonstrates some analysis, though there may still be some narrative.
There is use of evidence to answer the question.

6-7 marks   The style is analytical, with the evidence used to develop and support a line of argument.
The line of argument is focused directly on the question.

8-10 marks   The evidence is integrated into a sustained analysis.
The argument is sustained and balanced, with some awareness of alternative interpretations and/or historical debate.

Paper One: Detailed Marking instructions

Historical Study: British History

Church, State and Feudal Society

Question 1   "Poor, brutal and without hope." How accurate is this view of the lives of peasants in the Middle Ages?

The candidate assesses the extent to which the life of peasants was 'poor, brutal and without hope', using evidence and arguments such as:

Arguments for poor, brutal and hopeless lifestyle

Place in society

- The feudal term of villein or serf indicated a peasant who was not free to leave his home farm or village. They were bought and sold along with the land and were expected to work at least 3 days a week in the lord's lands without recompense and hand over the best of their produce in exchange for the rent of their farmland.

Work

- Peasants, or villains, tended to work hard, mostly in the agricultural sector. All the work had to be done by hand and this resulted in long hours of backbreaking work.
- Not all peasants received the same amount of good farming land, and often it was the case that land was rotated amongst the peasants. This dissuaded them from attempts to improve the land; many did not put in the extra effort when next year their neighbour would reap the benefit.

Lifestyle

- Accommodation was often very poor, especially for the lower strata of peasant society. Many peasants lived in poorly constructed one-bedroom dwellings, which they shared with their animals. A single hearth provided all the heat, lighting and cooking facilities.
- Firewood was at a premium; peasants were forced to pay a penny to their lord for the right to pick up fallen wood for the fires.
- Food was basic and, in times of famine, starvation was a real threat.

Arguments against such a brutal existence

Place in society

- Peasants played an important part of feudal society, beyond the need for a productive class working in agriculture. It was expected that peasants would run their own day-to-day lives without the need for the feudal lord's presence. Local reeves and bailiffs, appointed by the peasants or the lord himself, would act in his stead.
- Villeins had to organise themselves through the local manor court. The court dealt with sharing the land, fined those that broke the rules, and even brought murderers to trial.

Work

- While work was hard the manor court ensured that everyone had a fair share of the good land to grow their crops. During bad times there were systems in place to share out food so that no one in the village went hungry.

- As the 12th century progressed famine became rare in England, since the manor system pulled in isolated communities and helped create new more viable villages throughout the kingdom.
- Improvements in agricultural equipment and the use of ploughs drawn by horses instead of oxen speeded up the work and reduced the hours required in the field.

Lifestyle

- Archaeological evidence points to homes occupied by small nuclear families, some with upper rooms that indicate a level of privacy previously thought impossible.
- Evidence of leisure activities included cards, chess pieces, musical instruments and even a football. Peasants were no longer bound to their lord's land as they once were.

Social mobility

- Some peasants famously left behind their humble beginnings, proving that social mobility was possible in the 13th and 14th centuries. William of Wykeham became bishop of Winchester.

Any other relevant factors.

Question 2   'The main role of the Church in medieval society was more political than religious.' How valid is this statement?

The candidate assesses the political role of the Church with its religious role within society, using evidence and arguments such as:

Arguments that the church's role was political

Investiture contest

- Political argument between the Church and State as to who had the right to appoint senior clergy members. Such offices came with large grants of land in England and often held considerable political and military significance.
- Monarchs did not wish the papacy to choose political undesirables for such an important position eg William the Lion and the argument over the Bishop of St Andrews in 1180.

Position within Feudal Structure

- Within the feudal system bishops and abbots were seen as other large landowners with the rights to raise troops in time of need eg Bishop of Durham led the English forces that defeated David I at the Battle of the Standard in 1138.

Administrative role

- The Church provided the majority of clerks for the state government. They were needed to keep records, write charters, laws, keep accounts etc.

Divine authority

- The development of canon law during this period was a direct threat to the growth of the monarchies. The papacy argued that all power of kings was invested through them during their coronation by God through the church.
- Monarchs argued that the power was given directly to them by God. As such, the papal position was that kings were subservient to popes. The papacy continued to argue their position and used papal sanctions such as excommunication and the interdict to bring monarchs to heel.

Arguments that the church's role was religious

Belief in Christianity

- This was dominant within society; it provided people with an understanding of the world and how it worked. The Church held the key to this understanding and the promise of salvation and eternal life after death. Through the power of the sacrament the church effectively held the keys to heaven.

Church services

- The importance of marriage, funerals and christenings brought people closer to attaining their passage to heaven.

Relics and saints

- Significance of relics and saints as a means to communicate with God and beg divine favour or protection.

Importance of the pilgrimage

- Pilgrimage, including the Crusade, to holy centres was an important part of medieval life.

The role of the Regular Church

- Monasteries were seen as 'Prayer Factories' and used to intercede with God for the ordinary lay population.

Any other relevant factors.

Question 3   To what extent was the desire to develop the economy the main reason why David I and Henry II centralised royal power?

The candidate evaluates the importance of their desire to modernise the economy as a cause of monarchy's increasing central authority during the 12th century, using evidence and arguments such as:

Arguments that the economy was the most significant reason for the development of a more central form of government

Growing cost of warfare

- Throughout the 12th century kings found it increasingly more expensive to raise the funds to build castles or raise feudal armies.

Civil war in England

- Constant warfare during the period of civil war in England drained the treasury.
- During the time of upheaval between Stephen and Matilda, barons and sheriffs had become increasingly lax in paying their taxes. Sheriffs kept the taxes collected in their region for themselves, or only a small amount found its way into the royal treasury.

Under-developed economy in Scotland

- Prior to David I, revenue was mostly limited to the incomes from royal demesnes. The lack of royal burghs limited international trade and early medieval Scottish kings lacked the financial resources to tackle the Mormaers directly without the Community of the Realm backing them.

Other factors promoting the need to develop central authority

Law and order

- Throughout England and Scotland the justice system was liable to change depending on which lord held sway over that part of the land. Money often bought justice and archaic trial by ordeal or combat was still common.
- Royal justice was usually reserved for more serious crimes. Issues of land, an important aspect of justice, were often poorly judged or unfairly settled.

Growth of the nobility

- In both England and Scotland the power of the monarchy was threatened by the growth in power of the nobility.

Nobles in England

- During the time of the Civil War the barons had increased in stature and political importance due to both sides vying for their support. As a result barons built castles without royal permission, increased the numbers of knights beyond limits agreed by their charters, acquired land illegally and many hired large armies of Flemish mercenaries.

Nobles in Scotland

- The Mormaers in Scotland were semi-independent and held almost autonomous power over large tracts of Scotland. The Earls of Moray had a long tradition of independence, even going so far as to usurp the crown during the reign of Macbeth. The common army of Scotland was summoned by the Mormaers not the king, and was directly under their control.

Introduction of feudalism into Scotland

- David I's introduction allowed him to increase the number of loyal barons and create a new feudal court.

Any other relevant factors.

The Century of Revolutions 1603-1702

Question 4   How important was finance as a cause of the challenge to the authority of James I in England?

The candidate evaluates the importance of finance within the wider context of other factors contributing to the challenge to authority, using evidence and arguments such as:

Finance

- James I wanted to exist financially independent of Parliament. He manipulated the statute books to re-impose anachronistic laws which were designed merely to raise revenue. Fiscal devices such as monopolies and wardships were unpopular. The king alienated his natural allies in the House of Lords by selling honours and titles and appearing to devalue the status of the aristocracy. His increases in customs duties led to the Bates Case in 1606 which James I won, although Parliament declared the duties illegal in 1610.

Other factors

Religion

- James I had a lifelong hatred of Puritanism. Puritans existed in large numbers in the House of Commons and were demanding church reform. The king feared moves towards Presbyterianism and rejected the Millenary Petition at the Hampton Court Conference of 1604, saying 'no bishops, no king'. He vowed to maintain an Episcopalian Church of England.
- He relaxed the Recusancy Laws against Roman Catholics, which revealed that there were more Roman Catholics than many in the House of Commons had feared. The Gunpowder Plot of 1605 increased tension and turned many against Roman Catholics. Parliament was horrified that the king allowed his son to marry a Roman Catholic French princess and allow her to celebrate mass privately at court.

Politics

- Parliament had been encouraged since the days of Henry VIII to make policy, and therefore its members felt they could criticise the Crown freely. However, James I asserted the Divine Right of Kings as he claimed he had been accustomed to this in Scotland, which made his status as a foreigner more unattractive to the English Parliament.
- The House of Commons opposed him to an extent which affected the stability of the nation. The king conceded defeat in the Goodwin Case which gave Parliament fresh impetus to challenge him further. James I attempted to curtail Parliamentary freedom of speech by imprisoning outspoken MPs in the Tower of London when Parliament was dissolved.

Law

- James I attempted to control the court system by appointing judges who would favour the Crown. Parliament saw this as unfair and objected to the abuse of power. The king imposed martial law in towns where troops were preparing to embark on foreign campaigns. Parliament opposed this. The king billeted troops in the homes of civilians in order to enforce the law.

Any other relevant factors.

Question 5   How successfully did Charles I impose his authority on Scotland?

The candidate assesses the extent of the success with which Charles I imposed his authority on Scotland, using evidence and arguments such as:

Political challenge

- Charles I caused political resentment as a result of his policies which took power and land from Scottish nobles, as well as his decision not to visit Scotland until 1633, when he was crowned there. After this he appointed bishops rather than nobles to the Scottish Privy Council, including John Spottiswoode as Chancellor, the first non-secular official in this position since the Reformation.
- Charles I gave increasing power to bishops, which undermined the status of the Scottish nobility. The Stuart notion of the Divine Right of Kings was chiefly brought to an end by the Scots' opposition to Charles I's attempts to impose his will on the Scottish people.

Religious policy

- Charles I introduced William Laud, the Archbishop of Canterbury, to Scotland in 1633, and Laud proceeded to oversee Anglican practice in Scottish churches, which was resented by many. The king approved of a unification of the churches without consulting the Privy Council. The 1635 Book of Canons declared that the monarch had authority over the Church of Scotland and introduced a new Service Book which was a Scottish bishops' variation of the English Prayer Book. On 23 July 1637 it was read at St. Giles Cathedral by the Dean, John Hanna, who subsequently had a stool thrown at him by a serving woman, Jenny Geddes. In the chaos that ensued, the Bishop of Edinburgh was shouted down by the crowd in support of Geddes. Across Scotland people declared their opposition to the Service Book, placing Charles I's Privy Council in a difficult position, caught between the king and his opponents.

The Covenanters

- In Scotland the Covenanting movement challenged Charles I over his religious policies and was also politically active. Covenanters wanted to preserve Presbyterianism in Scotland. The National Covenant of 1638 was designed to promote a church free from monarchical meddling.
- Charles I's failure to suppress the Covenanters contributed to the outbreak of the War of the Three Kingdoms, during which the English Parliament's treaty of alliance with the Scottish Covenanters, the Solemn League and Covenant of 1643, was a key feature of the positive change in the fortunes of the king's enemies.

First Bishops' War

- The first Bishops' War took place in 1639. Charles I could not raise enough money to fight the war effectively, and was forced to agree to a truce in June as part of the Pacification of Berwick. As well as conceding military failure, this also gave the Scots religious freedoms. Charles I's inability to put down the Scots brought an end to his Eleven Years' Tyranny, as he recalled Parliament in 1640 to request revenue to continue his war with Scotland. This Short Parliament lasted one month as the king dissolved it rather than debate his role during the Eleven Years Tyranny as a condition of Parliament's granting of funds.

Second Bishops' War

- The second Bishops' War was a continuation of the first, but ended in equal humiliation for Charles I in the Treaty of Ripon of October 1640, which cost England the price that the Scottish Parliament had to pay for its forces. Again, defeat by the Scots forced the king to recall Parliament, this time after being advised to do so by a grouping of peers known as the Magnum Concilium. The Long Parliament was to last longer than the previous one, but still represented a downturn in the king's fortunes, as the Civil War shortly followed.

Any other relevant factors.

Question 6   To what extent was the failure to find an alternative to monarchy, 1649-1660, a result of Cromwell's dependence on the army?

The candidate evaluates the importance of Cromwell's dependence on the army within the wider context of other issues that contributed to the lack of acceptable government found between 1649 and 1659, using evidence and arguments such as:

Role of the Army

- Army officers formed the Council of State with the Rump Parliament. Extremists in the army opposed too great an involvement of Parliament in governing the country.
- The creation of a military dictatorship from 1653 drew comparisons with the Stuart monarchs' martial law, as did the formation of the first Protectorate in September 1654 and the drawing up of military districts under the governance of major-generals during the second Protectorate from October 1656.
- Parliamentarians resented the influence of the army on constitutional affairs throughout the Interregnum.

Other factors

Cromwell's dominance

- Cromwell dominated politics and was in a unique position to influence the direction of the country. However he was a contrary character who espoused democratic principles but acted in a dictatorial manner, as he knew an elected government would contain his enemies and could lead to independence for Scotland and Ireland. His roots were in Parliament but his rise to the rank of general during the Civil War meant that he favoured the military during the Interregnum.
- He was naturally conservative, but many of his policies were ahead of his time, such as relief for the poor and the insane during the Barebones Parliament. Cromwell was a Puritan but passed progressive reforms, such as civil marriages, which horrified many.
- He was too preoccupied with foreign matters early on in the Interregnum, relied too heavily on the army, ignored Parliamentary concerns, and suffered from the absence of a monarch to act as a check on his actions such as passing unpopular legislation.

Foreign matters

- Faced with possible invasion, Cromwell was forced to fight several battles to control Scotland.
- He had to put down rebellions in Ireland by Royalists and Catholics brutally, which caused further resentment and hostility.
- War was waged on Holland to enforce the Navigation Acts. In the mid-1650s war with Spain caused increased taxes.
- Distractions caused by foreign affairs may have led to social issues such as coal shortages in the winter of 1652-3 not being addressed appropriately and therefore increasing instability in England.

Parliament

- The Rump Parliament consisted of MPs who had failed to avert Civil War in 1642 and who now had to address the same problems in 1649. Puritans amongst them were keen on church reform and viewed this as their priority. Parliament was opposed to the role of the army, and wanted to have a greater say in drawing up the constitution.
- Quarrels between MPs and army officers were a feature of the Interregnum. Parliament stood in the way of toleration and thus prevented religious wounds healing.

Absence of monarchy

- After Charles I's execution in 1649, the Council of State abolished the monarchy and declared a Republic, or Commonwealth. Previously problems could be tackled by monarch and Parliament. However, now there was no check on Parliamentary power.
- In Scotland, Charles II was crowned king and some of his supporters wanted him to ascend the throne in England also. Without a king, Cromwell ruled on his own for two different periods during the Interregnum, drawing comparisons with Charles I's 11-year tyranny.

Unpopular legislation

- The Treason Law and Censorship Law were introduced in 1649. In 1650 the Oath of Allegiance was imposed for all men over 18. He abolished the High Court in 1654 which caused a backlog of 23,000 cases.
- The Barebones Parliament was accused of introducing too many reforms in too short a space of time. The constitution was drawn up solely by army officers which drew further criticism. Roman Catholics and Anglicans were excluded from voting by the First Protectorate, which also introduced strict Moral Codes that curtailed popular forms of entertainment and enforced the Sabbath.
- The Commission of Triers and Committee of Ejectors, which oversaw the appointment of clergymen and schoolmasters, proved unpopular with the church.
- A 10% land tax was resented by the aristocracy. Taxation in general increased to fund wars with Spain.
- Cromwell's approval of his son Richard as his successor led many to feel that Cromwell viewed himself as a monarchical figure.

Surrounded by enemies

- Royalists accused Cromwell of regicide; army extremists pushed for greater martial authority.
- Presbyterians impatiently demanded church reforms.

Inexperience

- The Barebones Parliament consisted of many well-intentioned but inexperienced figures who proved incapable of using power effectively.

Doomed from the start

- All of the pre-Civil War problems such as religious, political, legal and economic issues, plus additional foreign policy issues, meant that Cromwell was always going to encounter difficulties.

Any other relevant factors.

The Atlantic Slave Trade

Question 7   'The need for labour on West Indian plantations was the sole reason for the development of the Atlantic slave trade.' How valid is this view?

The candidate evaluates the reasons for the development of the slave trade, with reference to the need for labour, using evidence and arguments such as:

Need for labour

- Huge profits were to be made from trade in tropical crops such as sugar cane; this created demand for labour to work on plantations in the colonies.
- Tropical crops such as sugar cane required a large labour force to plant, look after, harvest and process in harsh, unpleasant conditions.
- High death rate among native populations due to lack of resistance to diseases brought by European traders and colonists and ill-treatment at the hands of colonists created labour shortage in the West Indies.
- The failure to find alternative sources of labour: few colonists were willing to work on plantations as manual labour; there was a limit to the number of British criminals who could be sent as forced labour; limited number and timespan of indentured servants.

The legal position

- The status of slaves as property was long established. It took a series of court cases from the 1770s that dealt with the rights of former slaves within the British Isles to challenge the legality of slavery and the slave trade eg Granville Sharp's resolute campaign to prove the illegality of slavery in England that culminated in Lord Mansfield's decision in the Somerset case.

Military factors

- The Seven Years War was in many ways an imperial war fought between Britain, France and Spain and many of the most important battles of the Seven Years War were fought at sea to win control of valuable overseas colonies; Britain emerged from the war as the leading European imperial power, having made large territorial gains in North America and the Caribbean, as well as India. Slave labour was necessary to exploit these gains.

Racial factors

- Facing a labour shortage colonists turned to the labour system developed in Spain, Portugal, and the Atlantic islands ie the use of enslaved Africans; entrenched racism among merchants and landowners meant that enslaving African captives was accepted by colonists; the unequal relationship that was created as a consequence of the enslavement of Africans was justified by the ideology of racism - the belief that Africans were inferior to Europeans; many Europeans claimed that African captives would be executed in Africa if the slave trade was abolished; many colonists believed that African slaves benefited from being in the care of enlightened Europeans rather than African despots.

Religious factors

- The Church of England had links to slavery through the United Society for the Propagation of the Gospel missionary organisations which had plantations and owned slaves; the Church of England supported the laws not to educate enslaved Africans; some Bible passages such as the Curse of Ham from Genesis were used to justify slavery; other Bible passages such as Exodus were banned in British colonies because they could be interpreted as being hostile to slavery.

Importance of slave trade to British economy

- Financial, commercial, legal and insurance institutions emerged to support the activities of the slave traders; slave traders became bankers, plantation owners became MPs, stately homes were built on the proceeds of the slave trade and many new businesses were financed by profits made from slave trading.

Any other relevant factors.

Question 8   How important was the slave trade in the development of the British economy in the 18th century?

The candidate assesses the importance of the slave trade in the British economy in the 18th century, using evidence and arguments such as:

Evidence that the Slave Trade was important

- Importance of the slave trade in the development of the economy: financial, commercial, legal and insurance institutions emerged to support the activities of the slave traders; slave traders became bankers and many new businesses were financed by profits made from slave trading.
- The slave trade played an important role in providing British industry with access to raw materials and this contributed to the increased production of manufactured goods.
- Ports such as London, Bristol and Liverpool prospered as a direct result of involvement in the slave trade; other ports such as Glasgow profited from trade with the colonies; thousands of jobs were created in Britain supplying goods and services to slave traders.
- The slave trade was important to the economic prosperity and well-being of the colonies.
- The slave trade was an important training ground for British seamen, providing experienced crews for the merchant marine and the Royal Navy. However, the high death rate, particularly from disease, meant that the trade could be considered as a graveyard for seamen.
- Wealth generated by the slave trade meant that domestic taxes could be kept low.
- Argument that the slave trade was the vital factor in Britain's industrialisation was put forward in Williams' Capitalism and Slavery thesis.

Evidence that other factors were important

- Changes in agriculture: these created an agricultural surplus which:
    – fed an expanding population
    – produced a labour force in the towns for use in factories
    – created a financial surplus for investment in industry and infrastructure.
- Technological innovation: development of water and steam power; new machinery; transport changes.
- Mineral and energy resources, particularly iron and coal.
- Political stability.
- Much of the profits of slavery were dissipated in conspicuous consumption eg landed estates.

Any other relevant factors.

Question 9   Was the impact of the slave trade on African societies wholly negative?

The candidate assesses the impact of the slave trade on African societies, using evidence and arguments such as:

Negative effects

- Africans could become slaves as punishment for a crime, as payment for a family debt, or most commonly of all, by being captured as prisoners of war; with the arrival of European and American ships offering trading goods in exchange for captives, Africans had an added incentive to enslave each other, often by abducting unfortunate victims.
- Rich and powerful Africans were able to demand a variety of consumer goods and in some places even gold for captives, who may have been acquired through warfare or by other means, initially without massive disruption to African societies.
- By the end of 17th century European demand for African captives, particularly for the sugar plantations in the Americas, became so great that they could only be acquired through initiating raiding and warfare; large areas of Africa were devastated and societies disintegrated.
- Some societies preyed on others to obtain captives in exchange for European firearms, in the belief that if they did not acquire firearms in this way to protect themselves, they would be attacked and captured by their rivals and enemies who did possess such weapons.
- Europeans seldom ventured inland to capture the millions of people who were transported from Africa as captives; in the areas where slavery was not practised, such as among the Xhosa people of southern Africa, European slave ship captains were unable to buy African captives.
- West Africa was impoverished by its relationship with Europe while the human and other resources that were taken from Africa contributed to the economic development and wealth of Europe and the European colonies in the New World; the transatlantic trade also created the conditions for the subsequent colonial conquest of Africa by the European powers.
- It is estimated that around 10 million people were transported from Africa over the eighteenth century. This was a huge drain on the most productive and economically active sections of the population and this led to economic dislocation and falls in production of food and other goods.

Positive effects

- African slave sellers grew wealthy by selling African captives to European traders on the coast; they were able to deal on equal terms with European traders who built 'factories' on the West African coast to house captives before selling them onto the slave ship captains who in turn transported the captives to the colonies of the New World.
- On the African side, the slave trade was generally the business of rulers or wealthy and powerful merchants, concerned with their own selfish or narrow interests, rather than those of the continent; at that time, there was no concept of being African; identity and loyalty were based on kinship or membership of a specific kingdom or society, rather than to the African continent.
- Growth of states whose basis was the slave trade, notably Dahomey.

Any other relevant factors.

Britain 1851-1951

Question 10   To what extent was the growth of democracy in Britain after 1860 due to social and economic change?

The candidate assesses the extent to which the growth of democracy in Britain after 1860 was due to social and economic change, using evidence and arguments such as:

Social and economic change

- The industrial revolution changed where people lived, how they worked, and how they felt about their position in society.
- Middle classes – wealth creators – argued they should have more of a say in running the country.
- Development of basic education and cheap popular newspapers raised working class political awareness.
- Spread of railways helped create national political identity. People were more aware of issues.
- Less fear of revolutionary "mob" – the skilled working class was more educated and respectable, as is shown in support for the North in the American Civil War by elements of the artisan class; an argument for extending the vote in 1867.
- The skilled working class was vital to the economic success of Britain.
- Increasing urbanisation led to pressure for redistribution of parliamentary seats – 1867, 1885, 1918.
- Impact of the Great War on the key issue of votes for women; realisation of the economic role of women in wartime was a factor in passing the 1918 Act – fears of a revival of militant women's campaign.

Changing ideology and attitudes

- Political reform was no longer seen as a threat cf struggles for liberty in Europe and USA. Britain was usually supportive of this and therefore it was difficult to argue against democratic progress at home.
- American Civil War – influence of Lincoln's Gettysburg Address.

Political advantage

- Politicians often believed they could gain political advantages from passing reforms eg the 1867 Reform Act was passed by the Conservatives after being in opposition for many years – arguably trying to win votes.
- Liberal party also tried to gain political advantage. John Bright argued for secret ballot, to free working class electorate from fear of retaliation by bosses and landlords.
- Corrupt and Illegal Practices Act – it is possible to argue that it was a pragmatic move by the Liberals. By limiting the amount spent on elections, they might reduce advantages held by the wealthier Conservatives.
- Reforms of 1880s – it could be argued that they served as a distraction from foreign policy problems facing the Liberal government; Redistribution of Seats Act – Liberals hoped for political advantage from urban voters now being more fairly represented.

Popular pressure

- Impact of campaigns by Reform League and Reform Union in 1866-67 – large demonstrations.
- Dangers of withholding the franchise from working classes – alarm at Hyde Park riots of July 1866. Less evidence of popular pressure in 1884 Reform Act.
- Impact of campaigns by women's movements up to 1914 – clear historical debate on this; effects of Suffragette campaign; government concern at a revived campaign after war was arguably a factor in the decision to grant votes to women aged 30 and over in 1918.

Any other relevant factors.

Question 11   "By 1928, Britain was a fully democratic country." How accurate is this view?

The candidate assesses the extent to which Britain had become democratic by 1928, using evidence and arguments such as:

The vote

- In 1867 most skilled working class men in towns got the vote. In 1884 many more men in the countryside were given the vote. In 1918 most men over 21 and some women over 30 gained the vote. Finally in 1928 all men and women over 21 were given the vote.

Fairness

- Secret Ballot 1872, Corrupt and Illegal Practices Act 1883 and the re-distribution of seats in 1867, 1885 and 1918 all helped created a fairer system of voting. The effectiveness of these varied; they were less effective in areas where the electorate was small, or where a landowner or employer was dominant in an area eg Norwich.

Choice

- Although the working class electorate increased by 1880s there was no national party to express their interests. The Liberals and Conservatives promoted middle, even upper, class capitalist values. The spread of socialist ideas and trade unionism led to the creation of the prototype Labour Party – the LRC – by 1900 thereby offering a wider choice to the electorate.

Access to information

- Education – in the later 19th Century there was a great increase in literacy and hence access to information on which to base choice. Also railways spread information nationally and were important in the growth of democracy.

National Party Organisation

- As the size of the electorate grew individual political parties had to make sure their 'message' got across to electorate eg development of National Liberal Federation, Conservative Central Office, Primrose League.

Power of Lords

- From 1911 the Lords could only delay bills from the House of Commons for two years rather than veto them. They had no control over money bills.

Widening opportunity to become MP

- The property qualification to be MP was abolished in 1858. Payment for MPs began in 1911 enabling working class men to sit.
- By 1928 Parliament was much more fully representative of the British people but points still to be resolved included:
    - undemocratic anomalies – plural votes and the university constituencies – were not abolished until 1948

- in 1949 the two year delaying power of the House of Lords was reduced to only one year but the power of House of Lords (not reformed until 1990s) in law making still continues
- voting system still first past the post in UK.

Any other relevant factors.

Question 12   How important were concerns about the extent of poverty in Britain in the Liberal Government's decision to introduce social reforms between 1906 and 1914?

The candidate evaluates concern about the extent of poverty in Britain in influencing the Liberal Government's decision to introduce social reforms in 1906-1914, using evidence and arguments such as:

Background

Change in attitude from 19th Century ideas of Laissez-Faire – growing arguments that the state should have a definite role for the well-being of its citizens.

Concerns about poverty

- Reports of Charles Booth and Seebohm Rowntree – clear evidence that, no matter how hard poorer people tried, they could not lift themselves out of poverty. Reports showed that poverty had definite causes – low pay, unemployment, sickness, old age – cures for this were beyond the individual efforts of poor. People were usually poor through no fault of their own.
- Concept of the "deserving poor" – those who were poor through no fault of their own – this idea took root and was an important theme running through the Liberal reforms.

Other Influences on the government

- National security – South African War – rejection of almost 25% of volunteers on fitness grounds. Figure even higher from volunteers from cities – Government seriously alarmed about this. Politicians were concerned whether Britain could protect its Empire or even survive against a stronger enemy if the nation's "fighting stock" of young men was so unhealthy.
- National efficiency – By 1900, Britain was no longer the strongest industrial nation – facing serious competition from new industrial countries like Germany. It was argued that, if the health and educational standards of British workers got worse, then Britain's status as a leading industrial power would be threatened. In addition, Germany had introduced a system of welfare benefits and old age pensions in the 1880s. View that Britain could do likewise.
- Political advantage – Some historians argue that political advantage was a key factor in motivating the Liberals to introduce social reforms. The majority of working men were now voters – and the new Labour Party was actively competing for their votes. Argument that the Liberals were concerned about retaining traditional working class support.
- New Liberalism – "Old" Liberalism believed that poverty was due to personal defects but, as the realisation grew that poverty itself imposed restrictions on choices available to individuals, a new definition of Liberalism developed. "New" Liberals argued that state intervention was necessary to liberate people from social problems over which they had no control.

Any other relevant factors.

Britain and Ireland 1900-1985

Question 13   How far was the growth of Irish Nationalism the main reason for the increasing tension in Ireland up to 1914?

The candidate evaluates the importance of the growth of Irish Nationalism as a factor in increasing tension in Ireland before 1914, using evidence and arguments such as:

The growth of Irish Nationalism: The Irish cultural revival and re-emergence of Irish Republicanism

- In 1884 the Gaelic Athletic Association was set up 'for the preservation and cultivation of our national pastimes' and games like Gaelic football and hurling became very popular. In 1883 the Gaelic League was also set up whose aim it was to revive, and preserve the Irish language and Gaelic literature.
- Setting up of Sinn Fein (Ourselves Alone) by Arthur Griffith in 1904 to boycott all things British and for the Irish to set up their own parliament in Ireland, which Griffith thought would force the British Government to collapse. The Irish Republican Brotherhood was revived with Thomas Clarke recruiting young men in Dublin for the movement. These two groups both wanted an Ireland separate from Britain and both were willing to use force.

Other factors changing British Politics and Ireland

- After 1910 the Liberals needed the support of the Irish Nationalists as they would not have a majority otherwise; as a price for this support they passed the three Home Rule bills, but the House of Lords, dominated by Conservatives, were opposed to Home Rule and wanted to maintain the Union. The first two bills were rejected.
- With the support of John Redmond the leader of the Nationalists a Bill was passed to reduce the power of the House of Lords, which was dominated by Conservatives, from being able to block a Bill to only being able to hold up the passing of a Bill for two years. As a result the Home Rule Bill for Ireland, which was previously blocked by the House of Lords, could now be passed.
- The possibility of the Home Rule Bill being passed eventually led to the Curragh Mutiny; the government could no longer rely on British troops in Ireland carrying out its policies.

Distinctive economic and religious features of the Northern Counties

- Ulster was mainly Protestant and feared that a government led by Dublin would see the imposition of laws on Northern Ireland based on the Catholic faith. This they were opposed to. Ulster was worried they would lose the economic benefits they enjoyed from being part of the British Empire, such as markets for the linen and shipbuilding industries.

The Unionist response to the Home Rule Bill

- Setting up of the Ulster Volunteer Force (UVF): Signing of the Solemn League and Covenant in Belfast at Town Hall; to the world's press, 250,000 Ulstermen pledged themselves to use 'all means necessary' to defeat Home Rule. The role of Carson and Craig. Sir Edward Carson's theatrical political performances caught the public imagination and brought the case of the Unionists to the nation. Orange and Ulster Unionist groups were revived.

Nationalist reactions

- The Irish Volunteer Force (IVF) was set up: Members from the Gaelic League, the Gaelic Athletic Association, Sinn Fein and the IRB all joined hoping to use the IVF for their own purposes. By May 1914 it had 80,000 members.

- In 1913, a third private army, the Irish Citizen Army, was set up, under the leadership of James Connolly, a socialist. It had two clear aims: to gain independence for Ireland and set up a socialist republic for the working class of all religions to work together to improve their lives. Minority opinions took different views: support for an Irish Republic from groups like the Irish Republican Brotherhood – Connolly's views; supporters of a workers republic – Griffith; or Sinn Fein – Pearse and his supporters. These were very much minority views at this time.

Any other relevant factors

Question 14   To what extent did the First World War change the political situation in Ireland?

The candidate assesses the extent to which the First World War changed the political situation in Ireland, using evidence and arguments such as:

Irish Attitudes to World War I at its outset

- Initially the war brought prosperity to Ireland – manufacturing and farming benefited; low unemployment.
- Propaganda – powerful Germany invading helpless and small (Catholic) Belgium.
- Ulster was very supportive of Britain to ensure favourable treatment at the end of the war.
- Nationalists and Redmond backed the war to get Home Rule, urging Irishmen to enlist. The Irish press gave support to the war effort. Irish Volunteers gave support to help Home Rule be passed after the war. Recruitment was successful in the south as almost ¼ million men joined up.

The Nationalist Movement

- Opposition to war was very much a minority in 1914; Sinn Fein and Arthur Griffith (not powerful at this time); also Pearse, Connolly and their supporters as well as a section of the Irish Volunteers.

The Easter Rebellion, 1916

- Timing influenced by the war – 'England's difficulty is Ireland's opportunity'. Pearse saw the need for a blood sacrifice to galvanise Irish opinion. Rebels raised the Tricolour above the captured GPO with 'Proclamation of the Irish Republic'. The buildings occupied were of little strategic importance, but symbolism was more important. There was strong criticism of the Rising at the time by the public, politicians, churchmen, as well as press for unnecessary death and destruction: 450 dead, 2,500 wounded, cost £2 ½ million.

Changing Attitudes Towards British Rule after 1916

- There was initial hostility from the majority of Irish people to the Rising of a small group of rebels; majority of people supported Redmond and the Nationalist Party. Strong hostility of Dubliners towards the rebels resulted from the destruction of the city centre.
- Public hostility to the rebels was squandered – secret courts martial, execution of leaders over 10 days as well as imprisonment without trial and at least one execution without a trial. These political developments meant a growth of sympathy and compassion for rebels replacing condemnation of the Rising. The rebels were seen as martyrs and Republican support surged upwards. Sinn Fein was wrongly blamed for the Rising and saw a subsequent rise in support for them.

Anti-Conscription Campaign

- Many Irish opposed conscription and this pushed people in protest towards Sinn Fein who openly opposed it. This caused the Nationalists to withdraw from Westminster. Sinn Fein and the Nationalists organised a campaign: general strike on April 23rd; the Catholic Church and the Mayor of Dublin drew up the National Pledge, opposing conscription (De Valera drew up the Pledge). The conscription was not extended to Ireland for which Sinn Fein was given credit. Conscription campaign drove Sinn Fein underground where they became more tightly organised.

Decline of Nationalist Party

- The Irish Convention failed to reach agreement, which weakened the position of the Nationalists. This led to a feeling that the British could not be trusted and the Nationalists could not deliver. Three by-election wins for Sinn Fein gave the impression that they, not the Nationalists, spoke for the people.
- In March 1918 Redmond died; his influence had been waning as, unlike Carson, he was not included in the new cabinet. Many Irish shifted away from the Nationalists as they felt Sinn Fein was doing more for Ireland.

Rise of Sinn Fein

- Collins and De Valera provided improved leadership for Sinn Fein. Michael Collins built up the IRB and Irish Volunteers when in prison. Rebel prisoners from Frongoch continued their struggle on being freed. Opposition grew to Britain, due to martial law, house searches, raids, control of press, arrest of 'suspects' without trial, and vigorous implementation of Defence of the Realm Act. Thomas Ashe's funeral became propaganda for Sinn Fein. The Catholic Church and the business community came over to the side of Sinn Fein. Victory of Sinn Fein in 1918 election.

Entrenchment of Unionism in the North

- Unionists' 'blood sacrifice' on the Western Front – expectation that this would be recognised in any post-war settlement. The rise of Sinn Fein was viewed with increasing alarm, as was the participation of the Catholic Church in wartime politics eg the National Pledge.

Any other relevant factors.

Question 15   To what extent was the Civil War of 1922-1923 due to the differences between De Valera and Collins?

The candidate evaluates the importance of the differences between De Valera and Collins as a factor in causing the Civil War in Ireland, using evidence and arguments such as:

Divisions in Attitudes in the Republican Movement over the treaty

- Collins supported the treaty; Ireland had an elected Government. De Valera opposed it and felt it should be resisted even if it meant Civil War. Sean MacEntee opposed the treaty as did Liam Lynch and Sinn Fein who wanted an independent Ireland.
- The treaty was accepted by 64 votes to 57 by the Dail Eireann on 7th January, 1922. De Valera voted against the treaty and resigned as President, to be replaced by Griffith and Collins became Head of the Irish Free Government.
- Collins and De Valera tried to reach a compromise to avoid war but none was reached. Some of the IRA units supported the treaty, whilst others opposed it. Some of the anti-treaty IRA took over some important buildings in Dublin, eg Four Courts. The murder of Sir Henry Wilson (security adviser for the Northern Ireland government) forced Michael Collins to call on the official IRA to attack the 'Irregular IRA'.

Issue of Partition

- The Government of Ireland Act split Ireland in two, with six counties in the North and 26 in the South.
- One third of the Ulster population was Catholic and wanted to be united with the South. The IRA refused to recognise the new Parliament and kept up its violence. Sectarian violence increased in Ulster. Roles of the Ulster Special Constabulary, Special Powers Act and the Local Government Emergency Powers Act. In the South, the Government of Ireland Act was ignored; Sinn Fein won 124 seats unopposed.
- In Northern Ireland, the Unionists won 40 of the 52 seats available. The twenty six counties in the south had a separate parliament in Dublin.
- Partition was a highly emotive issue, and it alone would have caused discord.

Dominion Status

Under this agreement Ireland became a Dominion of the British Empire, rather than being completely independent from Britain. Under Dominion Status the new Irish State had three important things to adhere to:
- the elected representatives of the people to take an oath of allegiance to the British Crown
- the Crown was represented by a Governor General
- appeals in certain legal cases could be taken to the Privy Council in London.

This aspect of the treaty was repugnant to many Irish people, not just Republicans.

Any other relevant factors.

Historical Study: European and World History

The Crusades, 1071-1204

Question 1   How important was fear about the expansion of Islam in the calling of the First Crusade?

The candidate evaluates the importance of fear about the expansion of Islam as a reason for the calling of the First Crusade, using evidence and arguments such as:

Fear over the expansion of Islam

- Pope Urban used the fear of Islamic expansion in his famous speech at Clermont in 1095. He pointed to the successful Reconquista in Spain. El Cid had only captured Valencia from the Moors in 1094.
- He pointed to the threat of the Turks to Byzantium, a topic that was already talked about across Europe. He claimed that the loss of Anatolia had 'devastated the Kingdom of God.'
- He detailed claims of Turkish activities such as torture, human sacrifice and desecration.

Other factors

The development of Christianity

- The new style of pope, influenced and trained at the monastery of the Cluny, heralded a shift in the emphasis of Christianity. No longer were popes to be subservient to the monarchs or warlords of Europe.
- Popes now actually challenged kings and demanded the right to appoint priests, bishops and cardinals as they saw fit. This led to the development of the Investiture Contest and this power struggle directly affected Urban, possibly influencing his decision.

The Great Schism

- The papacy was anxious to re-join the two halves of the Christian church. Since the Great Schism of 1054, where the Pope of Rome and Patriarch of Constantinople excommunicated each other, it had been the goal of every pope to become head of the Greek Orthodox Church. Now the Crusade seemed to offer Pope Urban the opportunity to achieve this.

Development of Mediterranean trade

- The development of trade within the Mediterranean Sea had been in the hands of ambitious cities in Italy, notably Venice, but also Pisa and Genoa. By 1095 Venice had bound its future to Byzantium.
- Their preferential trade agreements with Constantinople for silk, spices and other luxury goods meant that they were keen to see Byzantium saved from the expansion of the Turks.

Threat to Byzantium

- The Seljuk Turks had been threatening the Empire for decades. There was fear in Europe that if Byzantium was allowed to fall then the expansion of this new aggressive Islamic group into central Europe would be inevitable.
- Alexius was seen as a bulwark against this eventuality and his letter asking for help was taken very seriously.

Development of feudalism

- The introduction of Norman feudalism across Western Europe had created the knightly class. Their dedication to learning the arts of war had created a culture based around the skills of fighting. Even the tournaments had come to be seen as integral part of the culture and as entertainment.
- However, to use their skills in anger was a sin. Pope Urban had long considered how he could turn the nature of the Western knights to a less aggressive, less damaging activity.
- The Church had already successfully introduced the Peace of God, an agreement that non-combatants would be spared in any conflict. Urban saw the Crusade as a way to channel this aggression in a way that would be of benefit to Christianity.

Any other relevant factors.

Question 2   To what extent was the desire to acquire territory in the Holy Land the main motive
behind the popularity of the crusading movement?

The candidate evaluates the importance of the desire to acquire territory as a reason for the popularity of the crusading movement, using evidence and arguments such as:

Acquisition of Territory

- Many of the great magnates on this expedition had intentions to acquire new estates for themselves. The motives of many of the leaders of the Prince's Crusade have been put down to this.
- Bohemond and Baldwin in particular showed little zeal in carrying on with the Crusade once they had acquired Antioch and Edessa respectively.

Other factors

Religion

- It is generally believed that the Remission of Sins offered by Pope Urban was an attractive solution to the dilemma of knights. Salvation was a constant worry for those who trained to kill. Urban had successfully sold the need to protect Christianity from the Muslim threat and the general desire to re-establish the pilgrimage routes to the holy lands contributed to the growing belief that it was important to save Christ from this threat.
- The mass appeal of the People's Crusade can only be explained by the belief that they were doing good and helping God.
- Of the leaders of the Princes' Crusade, Raymond of Toulouse is often held up as an example of a knight riding to the defence of the Holy Lands. This is a rather simplistic idea and his decision to take Tripoli in 1100 casts a shadow over this interpretation of his motives.

Peer pressure

- The pressure put on knights by their families to take the cross was at time severe. Wives tended to be keenly aware of the politics at court and had a role in influencing the decisions of some.
- Stephen of Blois had married Adela, daughter of William I of England. It would have been unthinkable for such a notable knight not to go on the Crusade.

Love of fighting vs. fear of sin

- The Crusade provided the solution to the problem of knights and their need for salvation. Killing was only wrong if one killed Christians. Urban indicated that the killing of a Muslim was a just act, and the equivalent to prayer or penance.
- This, and the promise of remission of current sins, was a great relief to those knights worried about their eternal soul. Tancred's biographer wrote about both his worry over this dilemma and his relief at Urban's suggestion.
- In later Crusades many of the religious aspects of the Crusade are adopted and modified by the growing idea of chivalric codes.

Desire for adventure

- For some, the humdrum existence of 11th century Europe could be replaced by the excitement of the Crusade. Pilgrimages had always been seen as important, and the idea of this as an armed pilgrimage was very appealing. It offered a way out for many serfs from their lives in bondage, or perhaps a chance to see the Holy Lands.

Threat of famine

- Many were forced to leave because of the lack of available farmland in an already overcrowded Europe.
- Several famines have also been suggested as a possible motive. It was popularly believed that the Holy Lands were lands of plenty.

Any other relevant factors.

Question 3 To what extent was the fall of Jerusalem in 1187 due to the defeat of the Christian forces at Hattin?

The candidate evaluates the importance of the Christian defeat at Hattin as a cause of the fall of Jerusalem, using evidence and arguments such as:

Importance of Hattin

- King Guy led the armies of Jerusalem to save Count Tiberius's wife as Saladin's forces had surrounded her castle. Tiberius himself had a few worries about the safety of his wife. His fortress could have withstood a siege. Saladin's forces lacked the required siege engines to make a successful attack. Additionally, Saladin could not keep his disparate forces in the field for any length of time. Tiberius' advice to Guy was to hold his forces back to protect Jerusalem.
- However, figures such as Reynald persuaded Guy that to leave the Countess of Tripoli besieged would be un-chivalric and that Guy would lose support if he did not ride out.
- The army could find little water to sustain them in the desert. Their only option was to make for Hattin and the oasis there. This was an obvious trap; Saladin surrounded them with burning brushwood and dry grass. Trapped on the Horns of Hattin the Christian army were suffering from the sun and lack of water.
- Eventually they were forced to attack before they lacked the strength to do so. The Christian horses were too weak for a prolonged struggle and their infantry were surrounded by Saladin's horse archers and cut off.
- Saladin ordered the slaughter of all members of the militant orders, but Guy and many of his followers were allowed to surrender and enter captivity.
- Without the army to protect the kingdom even the massive fortifications could not stand against Saladin's forces.

Other factors

Infighting within Jerusalem

- Two factions struggled for power within Baldwin IV's court, those of Guy de Lusignan and Baldwin's close advisor Raymond III of Tripoli. In 1180 Guy married Sibylla, Baldwin's sister. Guy tended to favour an aggressive policy.
- The activities of Reynald of Chatillon helped to destabilise the fragile peace treaty between Baldwin IV and Saladin.

Death of Baldwin IV

- Baldwin died in March 1185, taking his strategy of non-aggression towards Saladin with him. He was replaced for a short time by his nephew, Baldwin V. However a short power struggle after the boy's death in August let Guy de Lusignan assume the throne, abetted by Sibylla.

Influence of the Templars

- The Knights Templar, unlike the Hospitallers, were firmly in the camp of the 'hawks' (warmongers). They wanted nothing more than to carry on with the crusading ideal and rid the Holy Lands of the Muslims. Treaties and compromise were unacceptable to them.

Lack of resources within Jerusalem

- Even the combined armies of the Crusader States were not strong enough to successfully win a war, especially in the long run. It is arguable that it was inevitable for the Crusader States to fall to a united Islamic state.

Unification of Islamic forces under Saladin

- Saladin had managed to successfully unite the Muslims of Syria and Egypt behind his leadership. This effectively surrounded Jerusalem and left them with a very weak military position.
- Saladin successfully used the idea of a religious war against the Christians to hold the separate Islamic groups together.

Saladin's internal problems

- Saladin himself had his critics within the Muslim ranks, saying he was more interested in maintaining his position than defeating the Christians. It was seen by many that his stance on the Kingdom of Jerusalem was weak. After Guy assumed the throne and Reynald continued his attacks the pressure on Saladin to respond grew. This encouraged him to act aggressively.

Any other relevant factors.

The American Revolution 1763-1787

Question 4   To what extent did colonial resentment towards the Navigation Acts endanger British control of the American colonies by 1763?

The candidate assesses the threat of colonial resentment towards the Navigation Acts to British control of the American colonies using evidence and arguments such as:

Navigation Acts

- Passed in 1650s, these stated that colonists could only sell their goods to the British, could only buy goods from the British and could only use British shipping. The Royal Navy enforced the Acts by patrolling the east coast of the colonies for rogue Dutch, French or Spanish ships.
- However, the acts gave colonists a guaranteed market. During the Whig Ascendancy in mid-1700s many colonists were able to ignore the Acts as the Royal Navy was unable to enforce them strictly.

Old colonial system

- Britain treated colonies merely as a source of revenue, and plundered valuables from America. Those in New England and the Middle Colonies objected to being used as a dumping ground for British goods. Wealthy Southern plantation owners objected to members of the British government attempting to control them. Frontiersmen were frustrated at British attempts to prevent them from going beyond the Frontier. However, being part of the Empire meant protection from the British Army against the French and Indians.

Political differences

- The colonies were more politically advanced than Britain, each having its own elected Assembly which passed local laws and raised local taxes, and so they resented the lack of representation in the British Parliament which sought to control their lives. However, the British Empire provided an order to the existence of the colonies. Britain acted out the role of Mother Country. Britain appointed a governor for each colony, whose payment by the colony ensured an element of control for the colonists over the governor.

George III

- When George III ascended the throne in 1760 he oversaw a re-imposition of British rule over the colonies. This was seen as tantamount to foreign invasion by many colonists who had acted in an independent spirit during the Whig Ascendancy. Colonies had their own militia and did not feel the British Army was required in America.
- George III aimed to ensure the security of the colonies by maintaining a British military presence and together with Parliament planned an economic strategy to raise money from the colonists to pay for this.

The Seven Years War

- The war highlighted the status of the colonies as territories to be fought over by imperial powers. Britain, France and Spain all viewed America as a potential possession. The British fought the Seven Years War which prevented the colonies being ruled by France.
- Victory in 1763, and the acquisition of Canada, should have made British rule more secure, but the removal of the French threat meant that many colonists saw less need for British protection.

Neglect by Britain

- During the Whig Ascendancy, colonist assemblies had assumed powers which should have been exercised by governors, and they resented Parliament's attempts to reverse this trend.

Land claims

- Quarrels arose after individual colonists and land companies unwittingly violated treaties agreed between Britain and Native American tribes.

Any other relevant factors.

Question 5   How important were disputes over taxation in turning colonists' opinion towards independence between 1763 and 1776?

The candidate evaluates the importance of the issues over taxation as a reason for the colonists' move towards independence, using evidence and arguments such as:

Disputes over taxation

Stamp Act

- This first form of taxation on the colonies, in 1765, was objected to by colonists because they were not represented in the British Parliament which imposed these taxes. 'No taxation without representation' became a familiar protest during this time. The act stated that an official stamp had to be bought to go on any printed matter, and colonists subsequently refused to pay for this. They stated that they already paid financial dues to the British through the Navigation Acts and other restrictions and that they had their own militia and did not need to pay for the British Army to protect them. However, the British said that taxation would contribute to the costs of the Seven Years War and also pay for the continued presence of the British Army in America to protect the colonies.

The Declaratory Act

- This stated in 1766 that Britain had the right to maintain a tax on the colonists at all times.

Townshend Duties

- After the Stamp Act was repealed in 1766, these Duties, which were on glass, tea, paper and lead, were imposed in 1767. Colonists challenged the right of Parliament to impose duties that seemed designed purely to raise revenue. However, the British insisted that the duties be paid in order to defray the costs of acting as Mother Country to protect the colonies.

Tea duties

- George III insisted that although some taxes had been repealed, a tax should remain on tea from 1770 in order to maintain the British right to tax the colonists. Later reductions in this tax led to colonist suspicions that the British were attempting to get the colonists to buy cheap tea in order to coerce them into accepting British taxation.
- The Boston Tea Party in December 1773 was an expression of some colonists' frustrations at British policy towards them. However, the British denied that alterations to tea import duties were designed to get the East India Company out of financial trouble and were in fact a concession to colonist objections to taxation.

Other factors

Proclamation of 1763

- The Proclamation forbade anyone from going beyond the Frontier. Bold adventurers amongst the colonists were thus kept within the jurisdiction of the British authorities. However, Empire Loyalists maintained that the Proclamation offered greater protection to the colonists from potential hostility from the French or Native Americans in the period after the Seven Years War.

Re-imposition of the Navigation Acts

- After 1763 these were enforced by the Royal Navy after over 40 years of the colonists being able to disregard them during the Whig Ascendancy.

British intransigence

- Britain retained an uncompromising attitude in the face of continued colonist protest and pleas for compromise.

Rejection of Olive Branch Petition/Role of George III

- George III rejected the colonists' last attempt at compromise. The 2nd Continental Congress had written an appeal to the king pledging its allegiance to the crown and bitterness towards Parliament, yet the appeal fell on deaf ears as George III declared the colonists to be in rebellion. Many colonists started to consider independence as the only means of changing their relationship with Britain. However, the petition was an expression of loyalty to George III which masked many colonists' intentions to declare greater autonomy for themselves, regardless of the king's reaction.

Parliamentary ignorance

- In America there was a perception that both Houses of Parliament wilfully dismissed the spirit and determination of the colonists to establish constitutional union with Britain.

Influence of Thomas Paine

- The republican pamphlet 'Common Sense' was published in January 1776 and sold 100,000 copies.

Punishment of Massachusetts

- This was the British response to the Boston Tea Party, in a series of acts starting in March 1774, known to the colonists as the Intolerable Acts – closing the port of Boston, altering the constitution of the legislature of Massachusetts, billeting British troops in colonial homes, and suspending trial by jury in the colony. Other colonists acted in sympathy with Massachusetts and showed unity at the First Continental Congress in September 1774. However, the British spoke of the punishments as the Coercive Acts, which were an attempt to get the colonists to see that acts of hostility towards Britain would not be tolerated.

Boston Massacre

- The Massacre occurred in 1775. Although five working-class men died, including one black man, the reports of five middle-class white men dying caused outrage amongst politically-minded colonists. The Committees of Correspondence meant that news of the Massacre spread quickly around the 13 colonies.
- The acquittal of the British soldiers led many colonists to fear for their personal liberty and to believe that they would one day be enslaved by the British. However the Massacre was an incident which animated people mainly in the New England area, something which later caused George III to voice his belief that problems in America were 'localised'.

Any other relevant factors.

Question 6   How justified is the view that the American War of Independence was a global conflict?

The candidate assesses the view that the American War of Independence was a global conflict, using evidence and arguments such as:

Franco-American Alliance

- France entered the war and took the conflict to Europe. Britain was forced to re-assign its military resources to defend itself and the Empire. The French contribution to the colonists' cause took many forms – men, ammunition, training, supplies, and uniforms, fighting Britain around the world. However, France was not persuaded until February 1778 to make its alliance with America, by which time the Continental Army was already starting to make progress in the war in the colonies.

Dutch and Spanish entry

- When the Dutch and the Spanish entered the war, Britain's navy was stretched even further and it became increasingly difficult to focus on the war in the colonies. European nations now competed for parts of Britain's empire around the world. However, the war between Britain and the colonists on land was not directly affected greatly by the Dutch and Spanish involvement.

Armed League of Neutrality

- This grouping of Russia, Sweden and Denmark gave extra cause for concern to Britain, as they were willing to fire on any Royal Navy ships which interfered with their merchant fleets. However, the League was not actively involved in the war, merely endeavouring to protect its own shipping.

Control of the sea

- The battle for control of the sea drew massively on the resources of all countries involved and significantly drained Britain's finances. However, the war at sea continued after the surrender at Yorktown, and the British recognised the Treaty of Versailles despite regaining control of the sea, suggesting the war on land was more significant to the outcome for the colonists.

German mercenaries

- Britain used over 7000 of these in the colonies.

Changing views in Britain

- With the increasing European involvement, some Parliamentarians questioned Britain's ability to win a prolonged war.

Canadian aspect

- The colonists had appealed unsuccessfully for Canadian support, which meant the British were not distracted by concerns about possible rebellion in Canada.

Any other relevant factors.

Question 7   How far were the grievances of the Bourgeoisie the most serious challenge to the Ancien Regime in the years before 1789?

The candidate evaluates the grievances of the Bourgeoisie as a challenge to the Ancien Regime, using evidence and arguments such as:

The grievances of the Bourgeoisie

- The bourgeoisie—often individually wealthy, this social group nonetheless resented the privileges and exemptions enjoyed by the First and Second Estates. Although they had displayed their talents in business, the law and in education members of the bourgeoisie were denied access to political power and suffered higher tax burdens than their social "superiors". Businessmen were particularly bitter about trade barriers, different regional weights and measures and restrictive trade and working practices which inhibited the free inter-flow of trade and industrial expansion. Intellectually astute, they had taken on board the ideas of the Philosphes which had called for a more rational, fair and equal society where privileges, exemptions and restrictive practices would be ended. It is hardly surprising that the bourgeoisie were at the head of revolutionary political, social and economic change during 1788 and 1789.

The role of the rest of the Third Estate

- The Peasantry—the peasants laboured under a hugely unfair burden of taxation. Their grievances were compounded by the failure of the grain harvest in 1789. This hit agricultural incomes and the economic crisis peaked at the point when the political future of France was being decided in the newly-formed National Assembly (June). The ending of feudalism (August 1789) also had much to do with peasant discontent reaching its peak during the "Great Fair" in the countryside in July.
- The urban workers—the economic crisis in agriculture hit manufacturing in 1789 when rising bread prices cut the demand for manufactured goods. Lay-offs and falling incomes intensified revolutionary fervour in the great cities such as Paris. Overall, the greatest threat to the Ancien Regime cam e from the bourgeoisie but the influence of other social groups cannot be ignored.

The role of the Clergy

- The Clergy was split into the Upper and Lower Clergy. The Upper Clergy were almost wholly exempt from the payment of taxes and were tenacious in holding onto the privilege. The Catholic Church owned 10% of land in France and extracted tax (the tithe) from the peasantry in order to fund the Church's operations.
- The Lower Clergy often sympathised with the peasants in their parishes who suffered under an enormous burden of taxation relative to income and this precipitated tensions within the hierarchy of the Church. It also explains why some of the clergy were prepared to lead protests against the Ancien Regime on behalf of their parishioners—eg in drawing up Cahiers des Doleances in preparation for the meeting of the Estates-General in 1789. The Cahiers revealed a catalogue of discontent and provided a platform from which an attack on the privilege, venality and exemption from taxation rife in the Ancien Regime—privileges and exemptions enjoyed by the Upper Clergy—could be launched.
- Moreover, attempts to increase government income through a Land Tax levied on the Church and the Nobility were met by bitter opposition in the Assembly of Notables among whose number the Upper Clergy were prominent. This precipitated a financial crisis and the convocation in 1788 of the Estates-General. This decision led directly to the attack on privilege which culminated in the collapse of the Ancien Regime in 1789 with the establishment of the National Assembly in June, the end of feudalism in early August and the Declaration of the Rights of Man in late August.

The role of the Nobility

- Like the Clergy, the Nobility were almost wholly exempt from taxation. As a result thy, too, have to accept a considerable degree of culpability for the Revolution. As with the Clergy, the Nobility was split—between the traditional Nobles of the Sword and the more recently ennobled Nobles of the Robe. The former gained access—often through birth rather than merit—to the highest and most lucrative offices of the state, Church and Army. The "old" nobility sought to protect these privileges against the "new" nobility—and, indeed, the bourgeoisie. Clearly this precipitated tension and a desire for change.
- Many of the leaders of the movement which sought revolutionary change in 1788 and 1789 were drawn from the ranks of the lesser nobility. Their intellect, organisation and education made them formidable opponents on the Ancien Regime—often in alliance with the numerically larger bourgeoisie. It is also worth noting that the Assembly of Notables bitter opponents of reform) counted many of the traditional nobility among their number.

Any other relevant factors.

Question 8   'The financial problems of the Ancien Regime ultimately brought about its collapse in 1789'. How valid is this view?

The candidate evaluates the degree to which financial problems brought about the collapse of the Ancien Regime, using evidence and arguments such as:

Role of financial problems

Cost of 18th Century wars

- These placed an huge burden on State finances. The cost of the Seven Years War (1756-63) and France's financing of the American War of Independence (1776-83) had added considerably to the debt incurred by the wars fought by Louis XIV earlier in the century.
- Much of this was financed by loans so that by the 1780s about half of France's national income was going on payment of debt. (It should be noted, though, that despite criticism of the profligacy of the Royal Court it accounted for only c. 5% of State spending.)

There were severe problems in servicing this debt

- The nobility and the clergy were almost wholly exempt from the payment of taxes. Attempts to raise taxation revenue from these social groups were opposed at every turn. When short-term loans to finance the American wars had to be repaid from 1786 onwards there could be no more large-scale borrowing since investors were losing faith in the State's ability to re-pay.
- Anticipated tax revenues were projected to fall making matters worse. There had to be changes to the system of taxation if the Regime was to survive.

Attempts to introduce tax reforms in the late 1780s brought matters to a head

- Taxation had to be extended to the previously exempt nobility and clergy since the rest of society (the Third Estate) could bear no further burden of taxation. Finance Minister Calonne's attempts to introduce a Land tax foundered on the opposition of the nobles and the Assembly of Notables in 1787.
- The king's dismissal of Calonne ended any hopes of significant tax reform. The king was forced, in 1788, to re-call the Estates-General in the following year. This marked the beginning of the end for the Ancien Regime.

Other factors

Social divisions

- There were tensions between traditional nobility (of the sword) and the newly ennobled nobility (of the robe) wherein the 'old' sought to hold onto their control of key positions of the State, the Army and the Church, much to the annoyance of the 'new'.
- The bourgeoisie had grown considerably in number during the 18th Century but had little or no influence on State policy-making, yet they were expected to contribute to taxation whereas the nobility and clergy were not.
- The church hierarchy were resented by the lower clergy; parish priests often sided with the peasants in their locality but the upper clergy viewed peasants with contempt and merely as a source of taxation.
- The peasantry were becoming increasingly discontented with the disproportionate burden of taxation which fell on them.
- The urban workers endured exploitation by bourgeois masters and suffered through restrictions on trade.

The Philosophes

- While not advocates of Revolution, these 18th century philosophers had challenged many of the social, political and economic assumptions of the Ancien Regime and their ideas fostered principles of social, political and economic liberty which increasingly undermined it.

The American War of Independence

- Apart from contributing to the massive financial problems of the Regime, the American wars reinforced principles of 'no taxation without representation' and liberty from centralised authority – ideas which many of the lower nobility and bourgeoisie embraced in the years before 1789.

Economic Crisis of 1788/9

- Peasant unrest intensified as a result of bad harvests and severe grain shortages also caused disquiet in the major cities such as Paris. This increased the pressure on the Monarchy and the system of Government generally.

Political crisis of 1788/9

- The convocation of the Estates-General brought social divisions between First, Second and Third Estates to a head. Cahiers des Doleances revealed deep disquiet over a range of inequalities such as feudal dues and the unfairness of the taxation system and put immense pressure on the Ancien Regime.

Any other relevant factors.

Question 9   How far can Robespierre alone be blamed for the Reign of Terror in France from 1793 to 1794?

The candidate evaluates the degree to which Robespierre alone can be blamed for the Reign of Terror in France during 1793-94 by using evidence and arguments such as:

Role of Robespierre

Robespierre's justification of terror as an instrument of the 'general will'

- Robespierre believed that the 'general will' of the sovereign people both created and sanctioned policy-making within the nation. The will of the people could only prevail within a Republic. Any individual who sought to oppose this was, by implication, guilty of treason against the nation itself. In such circumstances death – the ultimate weapon of Terror – was entirely appropriate. Hence Robespierre's belief that 'terror is virtue' – that to create and maintain a 'virtuous' nation which enshrined the revolutionary principles of liberty and equality, it was necessary to expunge any counter-revolutionary activity violently.

Robespierre and the Committee of Public Safety (created April 1793)

- Robespierre became a member of the Committee in July 1793 and came to control its operations. Until his own execution in July 1794, the Committee became the main instrument for the application of terror in defence of Robespierre's ideal of a 'Republic of Virtue'. During this period Robespierre sanctioned the use of terror against:
    – the monarchy and émigré opponents of the Republic e.g. Marie Antoinette executed
    – provincial counter-revolutionaries particularly in the Vendée
    – Hebertists, whose anti-Christian stance Robespierre found both distasteful and dangerous
    – Dantonists who challenged the authority of Robespierre and who were therefore (since Robespierre's government represented the 'general will') guilty of treason.
- With the imposition of the infamous Law of 22nd Prairial (June 1794), Robespierre was given virtually unlimited powers to eliminate opponents of his Republic of Virtue and during the period of the Great Terror in June and July 1794, over 1500 were executed.
- Had Robespierre lived beyond Thermidor there is no doubt the death toll would have risen even higher. However, while Robespierre must bear responsibility for the intensification of the Terror during 1793-1794, the use of terror as an instrument of state policy was by no means confined to Robespierre.

Other factors

The defence of the revolution after the execution of Louis XVI (January 1793)

- The Convention's major concerns at the start of 1793 were two-fold: to eliminate counter-revolutionary activity which intensified, particularly in the provinces after Louis' execution and to execute the war against the Republic's émigré and foreign opponents as ruthlessly and as effectively as possible. At this point the Convention was still controlled by the relatively moderate Girondins.

- However, the Convention sanctioned a range of counter-revolutionary legislation such as:
    – the creation of the Committee of Public Safety; The Committee of General Security
    – Revolutionary tribunals to try opponents of the Republic and impose the death penalty if required and Surveillance Committees established in local areas to identify counter-revolutionary activity.

- Thus, most agree that most of the essential institutions of the Terror were actually in place before the Jacobins – and Robespierre – came to power. The moderates in the Convention had set up the structure of the Terror by the spring of 1793.

Terror as the 'order of the day' (September 1793)

- It was pressure from mass demonstrations in Paris which intimidated the Convention into adopting terror as 'the order of the day' i.e. a method of government control. This was more to do with the exigencies of the foreign and civil wars which were threatening the Republic at this point than with Robespierre's philosophising over the nature of the Republic and the role of terror within it.

The impact of the war

- The external dangers France faced radicalised the revolution. It occasioned a witch hunt for enemies within. The war led to the concept of the 'nation in crisis'. This had to be enforced, violently if necessary.

Any other relevant factors.

Question 10　　How important were economic factors in the growth of national feeling in Germany during the period 1815 to 1850?

The candidate evaluates the importance of economic factors as against other reasons for the growth of German nationalism, using evidence and arguments such as:

Economic factors

- Urbanisation and industrialisation of the German states – political fragmentation – can be argued to be the most important obstacle to German economic development. Middle-class businessmen called for a more united market to enable them to compete with foreign countries.
- Prussian economic expansion – Prussia's gain of territory on the River Rhine after 1815 (drift in power away from Austria and towards Prussia as the latter began to build on the rich resources such as coal and iron deposits) meant it had good reason to reach an agreement with neighbours to ensure relatively free travel of goods and people between its lands in the east and the west. Businessmen complained that tax burdens were holding back economic development – Prussia created a large free-trade area within Prussia herself – aided the needs of businessmen.
- Zollverein – the 'mighty lever' of German unification. By 1836, 25 of the 39 German states had joined this economic free-trade area (Austria excluded).
- Railway/road development – post-1830s the development of railways/roads ended isolation of German states from each other. This enabled the transport and exploitation of German natural resources. Economic co-operation between German states encouraged those seeking a political solution to the issue of German unity.

Political factors

- Ideas of the French Revolution – these appealed to the middle classes in the German states.
- Impact of Napoleonic wars – many Germans argued that Napoleon/ France had been able to conquer German states pre-1815 due to their division as separate, autonomous territories. German princes had stirred national feeling to help raise armies to drive out the French, aiding the sense of a common German identity with common goals.
- 1848 Revolutions in Germany – raised consciousness greatly even though they failed.

Cultural factors – 'Romanticism'

- Main unifying force was language – 25 million Germans spoke the same language and shared the same culture and literature.
  - Writers and thinkers (e.g. Heine, Fichte, Goethe, Brothers Grimm, Schiller, Hegel) encouraged the growth of a German consciousness.
  - Post-1815 nationalist feelings first expressed in universities. Growth of *Burschenschaften* pre-1815 dedicated to driving French from German soil – zealous but lacking a clear idea of how best to accomplish the task.
  - The Hambacherfest and student demonstrations – little accomplished by the students.
- Early 19th century was a time of great change in all European states and it has been suggested that the political changes of the time can only be explained by an understanding of the social and economic developments of the time.

Any other relevant factors.

Question 11   To what extent was there a real growth in German nationalism between 1815 and 1850?

The candidate assesses the extent of the growth of German nationalism by 1850, using evidence and arguments such as:

Evidence that nationalists made significant progress

- *Vormarz* period – evidence suggests that workers were starting to take a real interest in politics and philosophy, but only in relatively small numbers.
- Cultural nationalism – work of poets, musicians, writers and their effects on Germans. The impact was largely on educated Germans and not everyone was interested in such ideas – not considered vital to the everyday lives of the ordinary people.
- 1840 – French scare to German states. Ordinary Germans now roused to the defence of the fatherland. Not confined to educated classes. Spread of nationalist philosophy to large numbers of ordinary Germans shown. Enhanced reputation of Prussia among German nationalists.
- Economic nationalism – middle class businessmen pushing the case for a more united Germany in order to be able to compete with foreign countries. Benefits evidenced by the Zollverein to German states. Arguments that 'economic' nationalism was the forerunner to political nationalism

Evidence that nationalists had not made significant progress

- Growth of the *Burschenschaften* – dedicated to seeing the French driven from German soil. Nationalist enthusiasm tended to be of the romantic type, with no clear idea of how their aim could be achieved. Much of the debate in these societies was theoretical in nature and probably above the comprehension of the mass of ordinary Germans.
- Political nationalism – virtually non-existent between 1820 and 1848. Suppressed by the Karlsbad Decrees and the Six Acts. Work/success of Metternich in suppressing such a philosophy.
- Work of the German Confederation and the rulers of the autonomous German states to suppress nationalism.
- Troppau Congress – decision taken by the representatives of Austria, Prussia and Russia to suppress any liberal or nationalist uprisings that would threaten the absolute power of monarchs; huge blow to nationalists within the German states.
- German *Bund* – remained little more than a talking shop. Austrian domination of the *Confederation* and the *Bund* stifled political change.
- 1848 Revolutions and the Frankfurt Parliament; no agreement was reached on a gross – or a kleindeutsch solution. German rulers regained authority. Divided aims of revolutionaries. Self-interest of the rulers of the German states led to their opposition to Frankfurt Parliament. Frederick William of Prussia backed down in face of Austrian pressure at Olmutz and the humiliation of Prussia: German nationalism was arguably a spent force.

Any other relevant factors.

Question 12   How important was Bismarck's leadership in the achievement of German unification?

The candidate evaluates the importance of Bismarck's leadership as against the other factors in the unification of Germany, using evidence and arguments such as:

Bismarck's foreign policy 1863-1871

- Bismarck's aim was to increase the power of Prussia by whatever means necessary.
- Bismarck and his 'realpolitik'/diplomacy in the '3 wars' against Denmark, Austria and France.
- Bismarck took the initiative, as opposed to Austria, in the war against Denmark; his 'solution' to the Schleswig-Holstein question.
- Bismarck's skilful manipulation of events leading up to the war with Austria in 1866 plus his establishment of friendships with potential allies of Austria beforehand.
- Bismarck's wisdom in the Treaty of Prague, 1866.
- Bismarck's manipulation of the Ems Telegram to instigate a war with France in 1870.
- Bismarck's exploitation of the weaknesses of European statesmen/rulers e.g. Napoleon III; mistakes made by Bismarck's adversaries.
- Bismarck's skill in isolating his intended targets (diplomatically).
- Arguments about the role of Bismarck:
  - 'Bismarck did not fashion German unity alone. He exploited powerful forces which already existed…' (Williamson)
  - '…it was he (Bismarck) who created the conditions which rendered possible the creation of a Great Germany.' (Hitler)
  - 'Bismarck's admirers often exaggerate the extent of the obstacles in his path.'   (Medlicott)

Other factors

Military factors

- Significance of military reforms of Moltke and Roon – creation of modern powerful army which Bismarck used.
- The decline in Austrian power and influence – economically and militarily – during the 1850s particularly.
- Distraction to Austria of commitments in Italy.

Economic factors

- Growth in Prussian economic power – development of railways, transport links, roads, for example; importance of the Rhineland and the Saarland to Prussian economic development. Able to finance and equip Prussian army.
- The Zollverein – the Prussian-dominated free-trade area; the significance to German political unification - the 'mighty lever of German unification.'

Political factors

- Influence of Napoleon Bonaparte – reduction of number of German states; growth of a national consciousness.
- The 1848 revolutions in German states – importance of Frankfurt Parliament/decisions taken regarding a unified Germany; Prussia was a potential leader; Austria was excluded from Germany ('kleindeutschland')
- The Nationalverein – aim was the creation of a united Germany; composed of intelligent and economically important section of German society – businessmen; identified Prussia as leader of a united Germany.

Cultural factors

- Growth of German cultural nationalism/Romantic Movement – *Burschenschaften*, writers, music, for example, leading to an increased German national consciousness among the educated classes.

Any other relevant factors.

Italy 1815-1939

Question 13   How important were economic factors in the growth of national feeling in Italy during the period 1815 to 1850?

The candidate evaluates the importance of economic factors to the growth of national feeling, using evidence and arguments such as:

Economic factors

- Economic factors were not important directly. Wealth lay in land (landowners were often reactionary) and trade (where the educated bourgeoisie were more receptive to ideas of liberalism and nationalism).

Cultural factors

- The Risorgimento was inspired by Italy's past. Poets such as Leopardi glorified and exaggerated past achievements kindling nationalist desires. Poets and novelists like Pellico inspired anti-Austrian feelings amongst intellectuals as did operas such as Verdi's 'Nabucco' and Rossini's 'William Tell.'
- There was no national 'Italian' language – regional dialects were like separate languages. Alfieri inspired 'Italian' language based on Tuscan. The poet and novelist Manzoni wrote in 'Italian'. Philosophers spread ideas of nationalism in their books and periodicals.
- Moderate nationalists such as Gioberti and Balbo advocated the creation of a federal state with the individual rulers remaining but joining together under a president for foreign affairs and trade. Gioberti's 'On the moral and civil primacy of the Italians' advocated the Pope as president whilst Balbo, in his book 'On the hopes of Italy', saw the King of Piedmont/Sardinia in the role.
- Radical nationalist Mazzini not only inspired dreams of a united, democratic Italian republic through his written works, but also formed an activist movement 'Young Italy' whose aim was to make these dreams a reality.

Other factors

Effects of the French Revolution

- 'Italian' intellectuals had initially been inspired by the French Revolution with its national flag, national song, national language, national holiday and emphasis on citizenship.

Role of Bonaparte

- Napoleon Bonaparte's conquest inspired feelings of nationalism – he reduced the number of states to three; revived the name 'Italy'; brought in a single system of weights and measures; improved communications; helped trade inspiring desire for at least a customs union. Napoleon's occupation was hated – conscription, taxes, looting of art – led to realisation that, individually, the Italian states were weak.

Resentment of Austrian Rule

- After the Vienna settlement in 1815, hatred of foreign control centred on Austria. The Hapsburg Emperor directly controlled Lombardy and Venetia; his relatives controlled Parma, Modena, Tuscany. Austria had strong ties to the Papacy and had alliances with other rulers. Conscription, censorship, the use of spies and the policy of promotion in the police, civil service and army only for German speakers was resented.

- Austrian army presence within towns like Milan and the heavily garrisoned Quadrilateral fortresses ensured that 'Italians' could never forget that they were under foreign control and this inspired a growing desire for the creation of a national state.

Role of Nationalist Societies

- The growth of secret societies, particularly the Carbonari, led to revolts in 1820, 1821 and 1831. Also the 'Young Italy' society and their revolts in the 1830s.

Role of Pio Nono

- The election of a new, seemingly reformist Pope, Pius IX, in 1846 inspired feelings of nationalism particularly amongst businessmen and traders as he wished to form a customs union.

Any other relevant factors.

Question 10   To what extent was there a real growth in Italian nationalism between 1815 and 1850?

The candidate assesses the extent of the growth of nationalism by 1850 using evidence and arguments such as:

The Risorgimento

- Modern Italians highlight the importance of the Risorgimento as part of their gradual evolution as a nation. This is seen through the appearance of patriotic literature such as novelists, poets and philosophers including Pellico, Leopardi, Gioberti, Balbo and Mazzini. These inspired intellectuals and students, but did not reach the vast majority of the population who were illiterate (90% in some areas).

Cultural aspects

- Operas by Verdi and Rossini inspired anti-Austrian feelings rather than desire for a national state.

Language

- The use of Tuscan as a 'national' language by Alfieri and Manzoni spread ideas of nationalism but was restricted to intellectuals.
- Regional dialects remained the norm; these were like separate languages making communication difficult.

Geography

- Geographical difficulties (mountains and islands) hindered the spread of nationalist ideas. Napoleon Bonaparte had built roads and encouraged closer trading but restoration monarchs opposed road/railway building, re-established customs duties and imposed travel restrictions on their populations making communication amongst nationalists difficult.

The Italian States

- Individual rulers were opposed to nationalism and encouraged regionalism. They used censorship, police, spies and help from the Austrian army to crush revolts (in 1820s, 1830s and 1840s).

Secret Societies

- Membership of secret societies grew. They were willing to revolt and die for their beliefs; however, they lacked clear aims, organisation, leadership, and resources and operated in localised cells. Some Carbonari were nationalist but others favoured liberalism.
- There was a growing desire for the creation of a national state amongst students but this was a narrow group. Membership of 'Young Italy' was estimated by Mazzini at 50,000. This is now seen by historians as exaggerated.

Nationalist divisions

- Differences divided the nationalist movement curtailing growth. Moderate nationalists (Gioberti and Balbo) wanted a federal state, but had different ideas on who should preside over this. Gioberti's hopes ended in 1848 when Pope Pius IX denounced nationalism. Balbo's ended with the Austrian defeat of the 'nationalist army' led by Piedmontese King Charles Albert in 1848/49.

- Mazzini inspired radical nationalists but his dreams of a united, democratic Italian republic were idealistic and too extreme for most. His dreams were shattered with the failure of the masses to rise in support of the Roman Republic in 1849 and its defeat by French troops.

The 1848/49 revolutions

- The 1848/49 revolutions showed that nationalist leaders would not work together – Charles Albert hated Mazzini and would not support republican ideas. He himself was suspected of being rather less nationalist and more intent on expanding his own kingdom and this lessened his support.

Popular attitudes

- The mass of the population were indifferent to nationalist ideas. 90% of the population of the Italian states worked on the land and were weighed down with poverty/harvest worries/starvation and were indifferent to politics. Peasant and working class membership of the Carbonari for example was virtually unknown. They did revolt during bad times as can be seen in 1848 but their revolts were not nationalist.

Any other relevant factors.

Question 15   How significant was the military leadership of Garibaldi in the achievement of Italian unification?

The candidate evaluates the role of Garibaldi's military leadership in the process of uniting Italy by 1871, using evidence of arguments such as:

Garibaldi

- He was a committed nationalist; he fought in the War of Liberation for Victor Emmanuel. His role was crucial in forcing north/south unification – the role of the 'thousand'; military success in Sicily and Naples; handing his 'conquests' to Victor Emmanuel at Teano. He tried but failed to take Rome.

Other factors

The role of foreign powers

France

- Victor Emmanuel of Piedmont/Cavour realised that foreign help was needed to drive the Austrians from Italy. Crimean War/Paris Peace provided the opportunity for Cavour to remind Britain and France of Italy's 'unhappy' state. Following the Orsini Plot, Napoleon III held a secret meeting at Plombières, July 1858 with Cavour. The result was a formal treaty in January 1859. Napoleon III promised 200,000 men to fight for Piedmont if Austria attacked. This would prove crucial.
- War of Liberation, 1859 – the two main victories of Magenta and Solferino were French. At Villafranca Austria handed Lombardy to France who gave it to Piedmont. Garibaldi acknowledged the importance of French help. The war inspired rebellions in Tuscany, Parma, Modena, Romagna and demands for union with Piedmont. Napoleon was not happy, but was persuaded to accept by British diplomacy and Cavour's renewed offer of Nice and Savoy.
- Napoleon did not intervene over Garibaldi's expedition. He made a secret agreement accepting Cavour's proposed invasion of the Papal States to stop Garibaldi reaching Rome. This allowed the Piedmontese to defeat the Papal Army, taking The Marches and Umbria. In 1866 Austria handed Venetia to France who gave it to Italy.
- The Italians took Rome after the defeat of Napoleon in 1870.

Attitude of Britain

- Britain was involved in diplomacy over the Duchies. British naval presence helped Garibaldi land at Marsala. Britain refused a joint naval blockade with France to stop Garibaldi crossing the Sea of Messina – crucial for Garibaldi's success.
- Britain was the first power to officially recognise the Kingdom of Italy.

Prussia

- The Italians made a secret agreement to help Prussia in the war against Austria 1866. Prussian war against France gave the Italians the chance to take Rome.

Roles of other individuals

Cavour

- He played a vital role – modernisation of Piedmont; diplomacy before War of Liberation. Provocation of Austria; encouragement of National Society especially in Duchies/Romagna and his handling of the plebiscites. Cavour's diplomacy and manoeuvring over Garibaldi's expedition; the invasion of Papal States forcing unification on Piedmontese terms.

Victor Emmanuel

- As King of Piedmont his retention of the Statuto meant Piedmont became the focus for nationalism. He appointed Cavour. He made anti-Austrian speeches to parliament to antagonise the Austrians. He took Piedmont to war – Crimea, War of Liberation, invasion of the Papal States and war against Austria 1866. He became Italy's first king and his forces took Rome.

Any other relevant factors.

Question 16   'In the period before 1905, opposition groups had little chance of mounting an effective challenge to the authority of the Tsarist state.' How accurate is this statement?

The candidate assesses the security of the Tsarist regime before 1905, using evidence and arguments such as:

Opposition Groups

- Opposition and revolutionary groups were fairly weak. There were various revolutionary groups like the Social Revolutionaries (supported by peasants seeking land reform), Social Democrats (supported by industrial workers) and Liberals (who wanted a British style parliament). However these groups on their own were not powerful or popular enough to affect change. Moreover these groups were further weakened by the fact they were divided and disorganized – leaders often in prison or in exile.

- **The "Pillars of Autocracy"**

  The features of the Tsarist state which strengthened it, and made it almost impossible for opposition groups to challenge it:

  The Church

  - Helped to ensure that the people, particularly the peasants, remained loyal to the Tsar. They preached to the peasants that the Tsar had been appointed by God and that they should therefore obey the Tsar. Ensured the peasants were aware of the Fundamental Law.

  Fundamental Law

  - This stated "To the emperor of all Russia belongs the Supreme and unlimited power. God himself commands that his supreme power be obeyed out of conscience as well as out of fear." This was the basis of the Tsarist state.

  The Army

  - This was controlled by the officers who were mainly upper class, who were therefore conservative and loyal to the Tsar. They ensured that the population and the peasants in particular were loyal to the Tsar. They crushed any insurgence and were used to enforce order in the country and loyalty to the Tsar.

  The Secret Police (Okhrana)

  - This was set up to ensure loyalty to the Tsar and weed out opposition to the Tsar. They did this by spying on all people of society irrespective of class. Those showing any sign of opposition to the Tsar were imprisoned or sent in to exile. Large numbers were exiled.

  Civil Service

  - Mainly employed middle class people therefore ensuring the loyalty of that class. The Civil Service was responsible for enforcing laws on censorship and corruption as well as about meetings which made it very difficult for the revolutionaries to communicate.

  Censorship

  - This controlled what people were able to read, controlling what University lecturers could say, controlled access to schools, limited books available in libraries.

Russification

- This was the policy of restricting the rights of the national minorities in the Russian Empire by insisting that Russian was the first language. As a result, law and government were conducted throughout the Russian Empire in the Russian language. This maintained the dominance of the Russian culture over that of the minorities. State intervention in religion and education. Treated subjects as potential enemies and inferior to Russians.

Zubatov Unions

- Organised by the police, these were used to divert the attention of the workers away from political change by concentrating on wages and conditions in the factories, thus reducing the chances of the workers being influenced by the revolutionary groups. Unions in 1903 became involved in strikes and so were disbanded due to pressure from employers.

Any other relevant factors.

Question 17   How significant was military defeat in causing the revolution of 1905 in Russia?

The candidate evaluates the significance of military defeat in causing the 1905 revolution, using evidence and arguments such as:

Military Defeat

- The Russo-Japanese War was disastrous for Russia. Defeats by Japan were humiliating and led to discontent in Russia over the Tsar's leadership, the incompetence of the Tsar's government and the state of Russia's armed forces.
- Russian armed forces were unhappy with their poor pay and conditions, the incompetence of their leaders and their defeats which led to low morale. Naval Mutiny in the Black Sea Fleet, Battleship Potemkin, over poor conditions and incompetent leadership worried the Tsar as the mutiny threatened to spread.

Other factors

Economic Problems

- Russia had been experiencing a number of economic problems in the period before 1905. Russia had started the process of industrialisation however its cost meant that Russia used foreign loans and increased taxes to fund it. The working and living conditions in the cities were very poor and this along with long working hours and low pay led to discontent.
- The vast majority of Russians were peasant farmers who lived in poverty and were desperate to own their own land. Many peasants were frustrated at paying redemption payments and at the unwillingness of the government to introduce reforms. An economic slump in Russia hurt the newly created Russian industries and coupled with famine in 1902/1903 led to food shortages. There was an outcry when Russian grain was still being exported to pay for the foreign loans.

Political Problems

- Growing unhappiness with Tsarist autocratic rule. The middle class and the industrial workers were calling for a constitutionally elected government as they were so frustrated at the incompetence of the Tsar's government, especially during the war with Japan. During 1905 workers set up groups called soviets to demand better pay and conditions. The Russian nobility feared a revolution if moderate reforms were not introduced.
- Tsar Nicholas II was seen as being too weak and unable to make good decisions for Russia in a crisis.
- National minorities hated the policy of Russification as it ignored their language, customs and religion and many felt so isolated that the desire for independence intensified.
- As the war with Japan progressed there were a growing number of protests from different parts of Russian society calling for the war to end and the Tsar to share his power.

Events

- Bloody Sunday, January, 1905. Troops fired on the unarmed crowd which led to strikes in all major towns and cities. Terrorist acts followed towards government officials and landowners.
- Peasant violence in the countryside when peasants took over land and burned landowners' estates started after the government threatened to repossess the land of those behind with their redemption payments.

Any other relevant factors.

Question 18   To what extent was Nicholas II himself responsible for the collapse of the Tsarist state in February 1917?

The candidate assesses the extent to which the February 1917 revolution was caused by Tsar Nicholas II, using evidence and arguments such as:

Tsar Nicholas II

- The Tsar was seen as a weak ruler as he was so easily influenced by the Tsarina, Rasputin and his Ministers. At times the Tsar appeared to be more interested in his family than in the issues facing Russia. He was stubborn as he ignored advice and warnings from Rodzyanko and he failed to understand the severity of events in February 1917.
- In September 1915 the Tsar took personal control of the armed forces, which left him personally responsible for any defeats. This also meant that he left the Tsarina in charge, which was not welcomed in Russia as she was German and her relationship with Rasputin was viewed with suspicion.
- By February 1917 the Tsar had lost control of the armed forces as well as the support and loyalty of the Russian people, which contributed to the February 1917 revolution.

Other factors

The First World War ─ military problems

- The war did not go well for the Russian armed forces and they suffered many defeats. Russia also lost control of Poland in 1915, which was a severe blow to Russian pride.
- The Russian army lacked vital resources, including adequate medical care, and this led to high fatality and casualty rates. There were claims of defeats caused by incompetent officers who refused to cooperate with each other as well as communication difficulties. This led to low morale and desertions; the Tsar began to lose control and support of the armed forces. The generals forced his abdication at Pskov.

The First World War ─ social and economic problems

- The war put a tremendous strain on the already fragile Russian economy. Long term discontent with both peasants and industrial workers. The inadequate transport system was unable to cope with the supply demands of the military as well as the needs of the Russian economy and society. There was a lack of food made worse by the transport problems and the scorched earth policy and as a result in the cities there were long queues and bread riots culminating in the International Women's Day protest in Petrograd.
- The war was costing 17 million roubles a day and Russia had to get loans from Britain and France. Economic problems such as heavy taxes, high inflation and price rises meant that many were living in poverty.
- The people had expected the war to be won by Christmas 1914 so they were war weary by 1917 and suffering from grief, anxiety and low morale. They wanted the war to end but they knew the Tsar would not agree to that and they became so unhappy and frustrated they protested and went on strike which led to the February Revolution as the army sympathised with them and consequently sided with them against the Tsarist system.

The First World War – political problems

- There had been long-term discontent with the Tsar's autocratic rule as he seemed unwilling to share his power despite promises (October Manifesto and Fundamental Laws). The Dumas had limited power and the Tsar dissolved them and changed the franchise.
- War exacerbated existing problems with the Tsar leaving the Tsarina to run the country in his absence. Frustration grew at the incompetence of the Tsar and his ministers, Rasputin's influence and not having a say in how the country was being run and this led to protests and ultimately to the February Revolution.

Any other relevant factors.

Question 19   'Simply part of the post-war desire to isolate America from the outside world.'
How far does this explain changing attitudes towards immigration in the USA during the 1920's?

The candidate evaluates the importance of isolationism in explaining changing attitudes towards immigration, using evidence and arguments such as:

Pre-war desire to isolate

- Change in attitude apparent in the 19th century. 1884 Immigration Restriction League.
- 1882 Federal Immigration Act.
- Chinese Exclusion Act.
- 1913 Alien Land Law.

Isolationism and the First World War

- At the beginning of the First World War American public opinion was firmly on the side of neutrality.
- Wanted to keep out of foreign problems and concentrate solely on America.
- President Wilson – America should not become involved in Europe's 'Civil War'.
- Many immigrants during the First World War had sympathies for their mother country.
- Many German immigrants had supported the German side in the war and society was split when the USA joined the war against Germany.
- Irish Americans were suspected of being anti-British.
- Many citizens felt hostile to anything foreign.
- When the war ended, most Americans wanted a return to isolationism.
- America did not join the League of Nations; many Senators were concerned that if the USA joined, it might soon get dragged into another European War.

Other factors

Social fears

- Immigrants congregated with people from their own culture in ghettos.
- Immigrants blamed for high crime rates in cities – particularly those cities with high levels of immigrants e.g. Sacco and Vanzetti case.

Economic fears

- Trade unions believed that anything they did to improve conditions or wages was wrecked by Italian or Polish workers who were prepared to work longer hours for lower wages.
- 1919 strikes – new immigrants were used as 'strike breakers'. Caused huge resentment and an increase in the desire to stop immigrants coming into the country.

Fear of communism

- Russian revolution in 1917 had established the first Communist state committed to spreading revolution and destroying capitalism.
- 'Red Scare' 1919 and it looked as if revolution was imminent.
- Palmer Raids – August 1919.

Prejudice and racism

- Changing nature of immigrants. Old Immigrants – WASPs mainly from North and West of Europe. New Immigrants – mainly from Southern and Eastern Europe. New immigrants were Catholic or Jewish – worried WASP America.
- New immigrants unfamiliar with democracy – viewed as a threat to the American constitution. New immigrants continued to wear traditional dress and looked out of place.

Any other relevant factors.

Question 20   To what extent was the "separate but equal" decision of the Supreme Court the main obstacle facing black Americans in achieving civil rights before 1941?

The candidate evaluates the importance of the "separate but equal" decision of the Supreme Court in delaying civil rights reforms, using evidence and arguments such as:

Legal impediments — Supreme Court decisions

- 'Jim Crow Laws' – separate education, transport, toilets etc – passed in Southern states after the Civil War
- 'Separate but Equal' Decision 1896, when Homer Plessey tested their legality
- Attitudes of Presidents e.g. Wilson 'Segregation is not humiliating and is a benefit for you black gentlemen'.

Other Factors

Ku Klux Klan

- Founded in 1860s to prevent former slaves achieving equal rights.
- Suppressed by 1872, but in the 1920s there was a resurgence.
- By 1925 it had three million members, including the police, judges and politicians.
- Secret organisation with powerful members.
- 1923 Hiram Wesley Evans became the Klan's leader.
- Methods horrific: included beatings, torture and lynching. Roosevelt refused to support a federal bill to outlaw lynching in his New Deal in 1930s.
- Activities took place at night – men in white robes, guns, torches, burning crosses.
- March through Washington in 1925.

Lack of political influence

- 1890s: loopholes in the interpretation of the 15th Amendment were exploited so that states could impose voting qualifications.
- 1898 case of Mississippi v Williams – voters must understand the American Constitution.
- Grandfather Clause: impediment to black people voting.
- Most black people in the South were sharecroppers they did not own land and some states identified ownership of property as a voting qualification.
- Therefore black people could not vote, particularly in the South, and could not elect anyone who would oppose the Jim Crow Laws.

Divisions in the black community

- Booker T Washington, accomodationist philosophy, regarded as an 'Uncle Tom' by many.
- In contrast W E B De Bois founded the NAACP – a national organization whose main aim was to oppose discrimination through legal action. 1919 he launched a campaign against lynching, but it failed to attract most black people and was dominated by white people and well off black people.
- Marcus Garvey and Black Pride – he founded the UNIA (Universal Negro Improvement Association) which aimed to get blacks to 'take Africa, organise it, develop it, arm it, and make it the defender of Negroes the world over'.

Discrimination and poverty in the North

- The great Migration.
- Development of urban ghettos: crime, lack of education
- Average black worker was unskilled and poorly paid.
- Excluded from skilled work by trade unions and racially prejudiced employers.

Any other relevant factors.

Question 21   How effective were the increased powers of the federal government, as adopted in the New Deal, in solving the social and economic problems of the 1930s?

The candidate assesses the effectiveness of the increased federal powers under the New Deal in solving the social and economic problems of the 1930s, using evidence and arguments such as:

The New Deal – aims

- Context of the victory of Roosevelt in 1932 presidential election after the inadequate response of Hoover and the Republicans to the Great Depression that followed the Wall Street Crash. Roosevelt and the Democrats took a more interventionist approach to dealing with the economy than the Republicans.
- The New Deal aimed to provide relief for the unemployed, aid recovery of the economy and reform to create a fairer society.

Social problems

- The Second New Deal 1935-1937: reforms to improve living and working conditions for many Americans through acts such as the Social Security Act (1935) providing a state pension scheme for the old, widows, as well as help for the disabled and poor children.
- National Labour Relations Act (1935) gave workers the right to join Trade Unions, etc.
- Ending unpopular prohibition to raise revenue and popular morale!
- Debate on the issue of reform of society: 'confidence' in government and its role in running the economy. It changed expectations in America, protected workers and provided social reform.

Economic problems

- Launch of 'Alphabet Agencies giving relief and recovery in first 100 days of Roosevelt presidency: e.g. Federal Emergency Relief Administration (FERA), Tennessee Valley Authority (TVA), Public Works Administration (PWA) providing relief and work.
- Confidence building measures such as checking banks in 1933 to ensure they were well run and credit worthy.
- Economic prudence by cutting wages of state employees by 15% and spending savings on relief programmes.
- Debate on the economic effects in terms of relief and recovery: they certainly helped in terms of providing basic relief.
- As to recovery, they made a difference, but its role is open to discussion as unemployment continued to be a problem, never running at less than 14% of the working population.
- The importance of rearmament in reducing unemployment and revitalizing the American economy was considerable, particularly after the mini-slump of 1937.

Any other relevant factors.

Question 22   To what extent do economic difficulties explain the aggressive nature of fascist foreign policies in the 1930s?

The candidate evaluates the relative importance of economic difficulties in explaining the aggressive nature of fascist foreign policies in the 1930s using evidence and arguments such as:

Economic difficulties

- Germany and Italy's post-WW1 economic difficulties – e.g. labour unrest, unemployment, inflation.
- Fascist economic policies in Italy in the 1920s – relative recovery.
- The impact of the world economic crisis 1929-32 on the German and Italian economies, intensified international competition and protectionism.
- Continuing economic problems in the 1930s, e.g. needs of rearmament and domestic consumption.
- Economic imperatives, e.g. need for additional resources, leading to aggressive, expansionist foreign policies, e.g. Italy in Abyssinia, German drive to the east.

Other factors

Legacy of the First World War

- German desire to get revenge for defeat in WW1.
- Determination to revise/overturn Paris Peace Settlement – German resentment of war guilt, reparations, disarmament, lost territory. Italian resentment of failure to gain control of Adriatic.

Imperialism

- Mussolini's 'Roman' ambitions in the Mediterranean and Africa; Hitler's ambitions in Eastern Europe and Russia.

Militarism

- Fascist glorification of war; Prussian/German military traditions.

Ideology

- Pathological hatred of communism, anti-Soviet crusade; contempt for democracy.
- Irredentism, e.g. Hitler's commitment to incorporation of all Germans within Reich.

Leadership

- Extent to which foreign policies driven by Hitler's and Mussolini's own beliefs, personalities, charismatic leadership.

Weakness of opposition

- Failure of the League. Divided response of other powers, e.g. British appeasement, French political divisions, US isolationism, mutual suspicion of Soviet Russia; relative weakness of successor states in East European.
- Example of success of Japan in Manchuria in defiance of League.

Any other relevant factors.

Question 23   'Bullying and bluff.' How accurate is this description of the methods used by the fascist powers to pursue their foreign policy aims in the years after 1933?

The candidate assesses the extent to which fascist foreign policy in the 1930s relied on the use of military force by comparison with political, diplomatic, economic and other methods, using evidence and arguments such as:

Military force

- The militaristic nature and image of Fascism/Nazism.
- The speed and scale of rearmament, including conscription.
- The emphasis on air power and the growing threat from the air.
- Italy's naval ambitions in the Mediterranean – 'Mare Nostrum'.
- Italian invasion of Abyssinia – provocation, methods, and relatively poor performance against very poorly equipped enemy.
- German remilitarisation of Rhineland – Hitler's gamble and timing, his generals' opposition, lack of Allied resistance.
- Spanish Civil War – aid to Nationalists, testing weapons and tactics, aerial bombing.
- Anschluss – attempted coup 1934; relations with Schuschnigg; invasion itself relatively botched militarily; popularity of Anschluss in Austria.
- Czechoslovakia – threats of 1938; invasion of March 1939.
- Italian invasion of Albania – relatively easy annexation of a client state.
- Poland – escalating demands; provocation, invasion.
- The extent to which it was the threat of military force which was used rather than military force itself – e.g. Czechoslovakia in 1938; and the extent to which military force itself was effective and/or relied on an element of bluff – e.g. Rhineland.

Other methods

- Diplomacy and the protestation of 'peaceful' intentions and 'reasonable' demands.
- Appeals to sense of international equality and fairness and the righting of past wrongs e.g. Versailles.
- Withdrawal from League and Disarmament Conference.
- Signing of pacts, agreements and alliances:
    - German-Polish Non-Aggression Pact
    - Stresa Front – Italy, France, Britain
    - Anglo-German Naval Agreement
    - Austro-German agreement
    - Rome-Berlin Axis and Anti-Comintern Pact
    - Munich Agreement
    - Nazi-Soviet Non-Aggression Pact.
- Clever timing and exploitation of weaknesses/divisions among potential opponents.
- Use of economic influence and pressure, e.g. on south-eastern European states.

Any other relevant factors.

Question 24   How successfully did British governments achieve their aims in foreign policy before the outbreak of the Czechoslovakian Crisis in 1938?

The candidate assesses the degree of success of British foreign policy in achieving its aims between 1933 and March 1938, using evidence and arguments such as:

The preservation of peace

- This was Britain's foremost aim, and up to March 1938 (and later), this was achieved.
- Conflicts that did occur (Abyssinia, Spain) were on the periphery of Europe/the Mediterranean.

Relations with Germany

- Rearmament:
    - Hitler was successful in reintroducing conscription and rearming but there were significant economic restraints and by the late 1930s Germany's potential enemies were rearming at a faster rate
    - the growth of the Luftwaffe was a serious reverse for Britain
- The Anglo German Naval Agreement (1935)
    - This successfully limited German naval strength to 35% of British, but this was of lesser concern to Germany.
- Rhineland:
    - Hitler was successful in remilitarising Rhineland – more as a result of bluff, clever timing and French/British weakness than German military strength.
- Anschluss:
    - failure of attempted Nazi coup in 1934 due to Italian opposition, but successful annexation of Austria in 1938 – although invasion itself was chaotic and inefficient from military point of view. This was another fait accompli, but Britain could have done little to prevent it.

Relations with Italy

- Mussolini's plans for a new Roman Empire in the Adriatic, the Mediterranean and North Africa were a blow to British foreign policy in hoping to convert Mussolini into an ally.
- Stresa Front (1935) initially seemed successful.
- Hoare-Laval Pact – public revulsion to Franco-British connivance at Italian aggression led to Hoare's resignation.
- Imposition of limited sanctions on Italy alienated Mussolini, thereby driving him closer to Hitler, yet failing to save Abyssinia.

The Spanish Civil War

- Britain's main aim was to prevent this becoming an international war, and was successful in achieving this.
- The policy of non-intervention was sponsored by Britain; it also guaranteed that Britain would be on good terms with the victors.
- The policy was openly breached by Germany and Italy, and to a lesser extent the Soviet Union. Resolute action did end attacks on merchant shipping in the Mediterranean.

Any other relevant factors.

Question 25   To what extent was the development of the Cold War up to 1955 caused by America's decision to use the atom bomb against Japan in 1945?

The candidate assesses the extent to which the Cold War was caused by America's decision to drop the atom bomb, using evidence and arguments such as:

Impact of the atom bomb and arms race

- Use of atom bombs on Hiroshima and Nagasaki had one aim of impressing the USSR and making them ready to make concessions in Eastern Europe. Stalin refused to be intimidated and in fact it made him even more suspicious of the USA and determined to make the Soviet Union a nuclear power as soon as possible; the development of the arms race.

Other factors

Ideological differences ─ aims and agendas before 1945

- Impact of 1917 Bolshevik revolution in Russia on relations with the western powers: Soviet withdrawal from WW1, involvement of West with anti-Bolshevik Whites: ideological differences between Communist and Capitalism. WW2: suspicion of USSR by allies because of Nazi-Soviet Pact of 1939. Tensions within the wartime alliance as the defeat of Nazism became clear. Soviet Union felt they had done the bulk of the land fighting and wanted security for the USSR. Stalin determined to hang on to land gained and create a series of sympathetic regimes in Eastern Europe. The USA wanted to create a free trade area composed of democratic states. Exemplification through Yalta Conference: Soviet actions in Poland, Romania, Bulgaria, etc and Allied actions in Western Europe and Greece.

The status of post-war Germany

- The Potsdam Conference and policy over Germany whereby the allied sectors remained free as compared to the Soviet sector which was stripped of assets as reparations. The economic status of Germany: creation of Bizonia in the West. Contrast between the developing capitalist west and centrally controlled east: introduction of Deutsche Mark in the West led to the Berlin Blockade in 1948.

Changing Western policy

- Truman and the policy of containment: British power had been destroyed; decline in their world commitments, specifically in Greece where civil war raged between Communists and Royalists. Fear of similar problems in Italy when allied troops left. Truman acknowledged world dividing into two hostile blocs in his speech to support free peoples and oppose totalitarian regimes – exemplified by the Marshall Plan. Fulton speech by Churchill. Creation of competing military alliances: NATO and Warsaw Pact further polarised the world.

Cold War sealed with a Hot War: Korea

- Stalin encouraged Communist North Korea to invade Capitalist South. This led to American-led UN intervention on behalf of the South, and resultant Chinese intervention. Soviet and American pilots fought each other across Korea. Stalemate along 38th parallel.

Any other relevant factors.

Question 26   To what extent was Soviet control of Eastern Europe seriously challenged between 1945 and 1961?

The candidate assesses the effectiveness of Soviet reaction to demands for political change in Eastern Europe up to 1961, using evidence and arguments such as:

Soviet political change: Nikita Khrushchev

- 1955 emergence of Nikita Khrushchev as leader on death of Stalin. He encouraged criticism of Stalin and seemed to offer hope for greater political and economic freedom across the Eastern European satellite states.
- Speech to 20th Party Congress, Feb 1956: Khrushchev attacked Stalin for promoting a cult of personality and for his use of purges and persecution to reinforce his dictatorship. Policy of de-Stalinisation.
- Development of policy of peaceful co-existence to appeal to the West.
- Development of policy of different roads to Socialism to appeal to satellite states in Eastern Europe who were becoming restless.

Demands for change and reaction: Poland (1956)

- Riots sparked off by economic grievances developed into demands for political change in Poland.
- On the death of Stalinist leader Boleslaw Bierut in 1956 he was replaced by Wladyslaw Gomulka, a former victim of Stalinism, which initially worried the Soviets.
- Poles announced own road to Socialism and introduced extensive reforms.
- Release of political prisoners (and Cardinal Wyszynski, Archbishop of Warsaw), collective farms broken up into private holdings, private shops allowed to open, greater freedom to factory managers.
- Relatively free elections held in 1957 which returned a Communist majority of 18.
- No Soviet intervention despite concerns.
- Gomulka pushed change only so far. Poland remained in the Warsaw Pact as a part of the important 'buffer zone'. Political freedoms were very limited indeed. Poland was a loyal supporter of the Soviet Union until the 1980s and the emergence of the Solidarity movement.

Demands for change and reaction: Hungary (1956)

- Hungarians had similar complaints: lack of political freedom, economic problems and poor standard of living.
- Encouraged by Polish success criticism of Stalinist, Mátyás Rákosi regime grew and he was removed by Khrushchev.
- Popular upsurge of support for change in Budapest led to a new Hungarian government headed by Imre Nagy who promised genuine reform and change.
- Nagy government planned multi-party elections, political freedoms, the withdrawal of Hungary from the Warsaw pact and demands for the withdrawal of Soviet forces.
- Nagy went too far. The Soviet Union could not tolerate this challenge to the political supremacy of the Communist Party and the break up of their carefully constructed buffer zone. They intervened and crushed the rising brutally.
- Successful intervention, but lingering resentment from mass of Hungarian people, though some economic flexibility allowed the new regime of Janos Kadar to improve economic performance and living standards.

Demands for change and reaction: Berlin (1961)

* Problem of Berlin – a divided city in a divided nation.
* Lack of formal boundaries in Berlin allowed East Berliners and East Germans to freely enter the West which they did owing to the lack of political freedom, economic development and poor living standards in the East.
* Many fleeing (2.8 million between 1949 and 1961) were skilled and young, just the people the communist East needed to retain. This was embarrassing for the East as it showed that Communism was not the superior system it was claimed to be.
* Concerns of Ulbricht and Khrushchev: attempts to encourage the Western forces to leave Berlin by bluster and threat from 1958 failed.
* President Kennedy of America spoke about not letting the Communists drive them out of Berlin. Resultant increase in tension could not be allowed to continue.
* Building of barriers: barbed wire, then stone in August 1961, to stem the flood from East to West.
* Success in that it reduced the threat of war and the exodus to the West from the East to a trickle.
* Frustration of many in East Germany. Propaganda gift for the US and its allies.

Reality of Soviet policy

* Soviets would not allow the buffer zone to be broken up.
* Need to ensure survival of Communism was paramount.
* Some economic freedoms were allowed, but at the expense of political freedoms.

Any other relevant factors.

Question 27   'America's withdrawal from Vietnam was mainly due to public protests
               at home'. How far is this an accurate statement?

The candidate assesses how far public protests at home led to the American withdrawal from Vietnam using evidence and arguments such as:

Public opposition in America

- Public opposition supported by the press was probably the main reason for withdrawal. Vietnam a media war, images showed the public the brutality of war e.g. South Viet police chief executing a Viet Cong in Saigon during the Tet Offensive of '68. Such images damaged American claims to be the 'good guys'. Extent of the opposition is debated. Probably a minority in '65, growing by the time of crucial Tet offensive in '68. Oct 1969 largest anti-war protest in US History. Protestors in every major city in America. Opposition of Black power groups. Protest could be violent: May 1970 protest at Kent State University, Ohio led to four students being shot. Unpopularity of the draft. On the other hand, there was pressure for escalation from 'hawks' in America as well.

Other factors

American government and decision making

- USA was a democracy: public pressure and perception mattered. Nixon noted extent of opposition: withdrawal of 60,000 troops in 1969, policy of Vietnamisation. Economic cost of the war: US deficit of $1.6 billion in 1965 increased to $25.3 billion in 1968. Tax increases unpopular. Congress only got involved in limiting money and action in late 60s and early 70s. Divisions within administrations: e.g. LBJ had Rusk advising to continue the struggle in South-East Asia, compared to Senator Fulbright arguing for de-escalation.

North Vietnamese strengths

- A hard peasant life bred determined soldiers. Viet Cong enlisted for years, unlike American troops who signed up for a year. Belief in their cause of Communism also a factor. Great determination: e.g. the Ho Chi Minh trail was kept open despite American bombers continually attacking it. Viet Cong knew the jungle, survived in atrocious conditions, developed effective tactics and were more effective in winning the 'hearts and minds' of civilians than the Americans. Military objectives were realistic: General Giap aimed to break the will of the American Government. Support of Chinese and Soviet aid from 1965 of importance.

South Vietnamese weaknesses

- Corruption and decay of South Vietnamese government, especially in Saigon. Lack of political and social cohesion in South Vietnam led to divisions and turmoil which filtered through to their armed forces.

American military tactics

- Mass bombing had no real effect according to the Jason Study by MIT in 1966, owing to the agricultural nature of North Vietnam and the widespread jungle cover. Tactics on the ground – soldiers brave, but a minority did not believe in the war. Difficulties dealing with the conditions and knowing which Vietnamese were the enemy led to stress and confusion.
  Short commissions for officers and rotation of troops led to loss of expertise in the field.

Any other relevant factors.

[*END OF SPECIMEN MARKING INSTRUCTIONS*]

History

NATIONAL
QUALIFICATIONS

Higher
Paper 2
Specimen Marking Instructions

SQA

Paper Two: Generic Marking instructions

1 Marking is positive and relates to the points made.

2 For credit to be given, points must relate to the question asked.

3 For the marking of particular types of question, detailed guidance is given below.

Source Evaluation items

How useful is Source A as evidence of …..   **5** marks

Feature of marking	Mark allocation	Mark given	Overall mark
Evaluation of Provenance	Up to 2 marks		
Evaluation of Content	Up to 2 marks		
Evaluation of relevant Recall	Up to 2 marks		

- Up to two marks may be given for points about ORIGIN and PURPOSE. At the basic level, this may be good CREDIT level approach, but this can only achieve one mark. For two marks to be given some exploration as to the importance of the origin and purpose is needed.

- The candidate can achieve up to two marks for their interpretation of the parts of the source they consider are useful in terms of the proposed question. For full marks to be given each point needs to be discretely mentioned and its usefulness explained. Listing can only be considered to be one point.

- The remaining marks, up to a maximum of two, are achieved by the application of relevant and developed recall that they provide. This has to be developed in terms of the question for marks to be given.

Source Comparison items

To what extent do Sources B and C agree about…
5 marks

Feature of marking	Mark allocation	Marks given	Overall mark
Overall comparison	Up to 2 marks		
Direct comparisons	Up to 4 marks		

- The question has the more complex, 'To what extent….' style beginning, indicating that the overall evaluation is important. In other words, the candidate shows understanding of the views, rather than simply rehearsing content. This can gain up to two marks.

- Candidates are expected to compare content directly on a point by point basis, but this has to be more than a simple, A says, but B says /omits which will not gain credit. *Some basic explanation as to the comparison and how they differ/say the same is needed.* This is similar to a developed comparison at Standard Grade or Intermediate.

Contextualisation items

These ask about a specific issue/sub-issue in the course, seeking to assess depth of knowledge.

How fully/far does Source D explain/illustrate/show ….

10 marks

Feature of marking	Mark allocation	Marks given	Overall mark
Use of Source	Up to 4 marks		
Use of Relevant Recall	Up to 7 marks		

- The candidate can achieve up to four marks for their interpretation of the parts of the source they consider are relevant in terms of the proposed question. For full marks to be given each point needs to be discretely mentioned in terms of the question. Merely selecting relevant information and/or listing can only be considered to be one point.

- The remaining marks, up to a maximum of seven, are achieved by the application of **relevant** and **developed** recall that they provide. This has to be **developed in terms of the question** for full marks to be given. Again, the quality of the response matters as does the relevance of the information. Points of recall may be developed from the source and/or be new points. The quality of both is comparable.

- Maximum of four marks may be gained if only information from the source or recall is used.

Marking grid

1. How far does Source A explain etc …   **10** marks

Feature of marking	Mark allocation	Marks given	Overall mark
Use of Source	Up to 4 marks		
Use of Relevant Recall	Up to 7 marks		

Comments: …………………………………………………………………………………….

………………………………………………………………………………………………..

………………………………………………………………………………………………..

2. To what extent do Sources B and C agree about ….   **5** marks

Feature of marking	Mark allocation	Marks given	Overall mark
Overall comparison	Up to 2 marks		
Direct comparisons	Up to 4 marks		

Comments: …………………………………………………………………………………….

………………………………………………………………………………………………..

………………………………………………………………………………………………..

3. How fully does Source D explain etc …   **10** marks

Feature of marking	Mark allocation	Marks given	Overall mark
Use of Source	Up to 4 marks		
Use of Relevant Recall	Up to 7 marks		

Comments: …………………………………………………………………………………….

………………………………………………………………………………………………..

………………………………………………………………………………………………..

4. How useful is Source E as evidence of …..   **5** marks

Feature of marking	Mark allocation	Mark given	Overall mark
Evaluation of Provenance	Up to 2 marks		
Evaluation of Content	Up to 2 marks		
Evaluation of relevant Recall	Up to 2 marks		

Comments: …………………………………………………………………………………….

………………………………………………………………………………………………..

………………………………………………………………………………………………..

1: THE WARS OF INDEPENDENCE, 1286-1328

Question 1   How far does **Source A** illustrate the problems caused by the death of Alexander III?

(10)

The candidate makes a judgement on how far **Source A** illustrates the problems caused by the death of Alexander III in terms of:

Points from the source which show the candidate has interpreted the significant views:
- Deaths of Alexander's children and grandchildren also
- Armed factions manoeuvred to gain the throne and many feared civil war and Edward feared instability on his northern border.
- As overlord it was up to Edward to put things right again/the issue was serious enough for Edward to travel from a distant country to deal with the matter
- Edward laid out his case for overlordship as part of the agreement for his intervention and he demanded that the Scottish nobility accept him as overlord, prior to helping.

Points from recall which support and develop those in the source:
- John Balliol, Robert Bruce and John Hastings all had strong legal claims to the throne of Scotland, by the time of the great cause the number had raised to 13, not including Edward himself. The Guardians decided to ask Edward to make a choice.
- Robert Bruce (the competitor) threatened a coup d'état; many believed that only Edward could prevent this
- Bishop Fraser of St Andrews was sufficiently worried that he personally wrote to Edward asking him to come to Scotland in order to maintain peace and help choose the rightful king.
- Edward pressured the Competitors to agree to his overlordship

Points from recall which offer a wider contextualisation such as:
- The Treaty of Birgham had established a secure future with England, through marriage. Yet there were signs of Edward's intent to establish his overlordship; he seized the Isle of Man and appointed the Bishop of Durham to help administer in Scotland.
- However the death of the Maid of Norway changed the situation dramatically
- Edward brought his army with him to Norham and organised his navy to prepare for a blockade of Scotland
- Edward raised new taxes to prepare for a possible war against Scotland, Edward's lawyers argued that it was up to the Guardians to prove that he was not overlord
- The Guardians were shocked by Edward's claims, though some historians believe that they should have seen it coming.
- Bishop Wishart admonished Edward, but Edward replied that he was ready to wage war on Scotland, diverting his troops from his planned crusade if need be
- Their reply demonstrated that they were anxious to secure their independence, but at the same time were afraid to cross Edward I
- Edward took possession of the main castles in Scotland, to maintain the peace he claimed, but it also gave him a secure hold on the kingdom
- The Guardians were persuaded to resign their position and they were replaced by a single English baron
- Any other relevant points.

Question 2   To what extent do **Sources B** and **C** agree about the Scottish defeat at the Battle
               of Dunbar?   (5)

The candidate makes a judgement on how far **Sources B** and **C** agree about the Scottish defeat at the
Battle of Dunbar in terms of:

Overall **Sources B** and **C** agree that the battle was an easy victory the English. However **Source B**
suggests that it was lack of courage amongst the Scottish knights that led to the English victory, while
Source C suggests it was due to the Scots' lack of military experience.

Points from **Source B**	Points from **Source C**
• The Scots army showed themselves boldly on the brow of a steep hill.	• The Scots were massed on the slopes of the Lammermuir Hills.
• Although the Scots columns were in close order and strong in numbers, before it was possible for the English to come close, they broke up and scattered more swiftly than smoke.	• The Scots broke ranks and charged, only to meet an ordered English battle line which overwhelmed them at the first onslaught.
• The fiercest of the Scots were the first to flee. Yet their foot soldiers would have stood firm had not the knights shown their heels and fled so readily.	• Although the Scottish knights had shown themselves to be brave in tournaments, they had no experience of the tactics of serious warfare
• No fewer than 10,000 rebels were killed.	• Thousands of Scottish foot soldiers were slain and the knights surrounded and made prisoner.

Question 3   How fully does **Source D** show the Scottish resistance to Edward I, 1296-1305?

(10)

The candidate makes a judgement on how fully **Source D** shows the Scottish resistance to Edward I, 1296-1305 in terms of:

Points from the source which show the candidate has interpreted the significant views:
- Falkirk was a major blow to the Scots, but was not a crushing victory for the English
- The Scots nobility got away intact and they were able to re-organise later and continue the struggle against Edward, especially north of the Tay and in the south West
- The Scots infantry were destroyed at Falkirk
- The Scottish people had learned from the war, and were now tougher and more prepared to fight on after a defeat, than they were at Dunbar
- The defeat did mean the end of Wallace's leadership of the rebellion

Points from recall which support and develop those in the source:
- Wallace resigned his guardianship and dropped out of the limelight. He supposedly travelled to the court of Philip IV and later to Rome to petition the release of King John,
- Upon his return he joined forces with the Stewarts but was betrayed in 1305 and executed by Edward I
- John Comyn and Robert Bruce were named joint guardians and carried on the resistance to English rule
- Bruce carried on the struggle until 1302
- Comyn and his faction continued fighting until 1304

Points from recall which offer a wider contextualisation such as:
- Growth of resistance under Wallace, and Moray in the north
- Scottish victory at Stirling Bridge
- The Scots captured Stirling Castle shortly afterwards
- The war continued on despite the defeat at Falkirk
- Edward had to invade again in 1300, this time in Galloway; he captured Caerlaverock castle and defeated a small Scots army, before retreating back to Carlisle; the Scots resistance was still not crushed
- In 1301 he tried again, this time capturing Bothwell castle, before retreating for the winter
- In 1303 another great invasion was launched, this time he advanced as far as Kinloss, but had still not managed to force the Guardians into a decisive battle
- Edward over-wintered in Scotland, 1303-4, which broke the spirit of the Scottish resistance
- Stirling Castle held out, but surrendered to Edward's great war machines in 1304
- Most remaining Scottish nobles surrendered after Edward issued the "Ordinance for the order of the land of Scotland", in which he restored lands to nobles and allowed them more of a say in how the country was to be run
- Any other relevant points.

Question 4   How useful is **Source E** in showing the tactics used by Robert I to persuade the English to accept him as King of Scots?   (5)

The candidate makes a judgement on how useful Source E is as evidence of showing the tactics used by Robert I to persuade the English to accept him as King of Scots in terms of:

Points from the source which show the candidate has interpreted the significant views:
- **Origin:** The Lanercost Chronicle is a primary source written around the time of the events of the wars, and probably written at Carlisle rather than Lanercost. Thus it draws upon contemporary sources for its information. Edward stayed at the Priory several times; it is safe to assume that the chronicler was recounting the typical English opinion of the time.
- It mainly relied upon second hand accounts, though the writer claimed to have witnessed some of the events, such as the siege of Berwick. This makes it reasonably useful account of the events.
- However, several times the Priory was attacked by Scottish marauders and by Wallace's forces in 1296 and again during Bruce's campaigns in Northern England. It is inevitable that the chronicle writer would have been biased against the Scots to some degree.
- **Possible purpose:** to demonstrate one aspect of the Scottish attempts to bring Edward II to the negotiating table.
- **Content:** the constant raids into northern England were designed to bring military pressure to bear and force a lasting truce. Examples of this which are useful:
  - Several large Scottish armies were advancing through northern England, led by Robert's chief lieutenants, Moray, Douglas and the Steward. These attacks were designed to put pressure on the English monarchy to reach a settlement
  - Douglas and Steward engaged in plundering while on the march, this was very common, Scots armies tended to profit during these raids
  - The people of Richmond decided to pay off the Scots, rather than fight, they had no defenders and in this case it was the lesser of two evils.

Points from recall which support and develop those in the source:
- The recapture of Berwick by Robert in 1319 pre-empted an invasion by Edward II. When Edward did eventually cross the border, Bruce refused to give battle, instead attacking Northallerton, Boroughridge and Knaresborough.
- Douglas launched a daring attack on York late on in 1319, and threatened the home of the Earl of Lancaster.
- In 1322 Robert again attacked the North, this time Carlisle, again avoiding Edward II's foray north from Newcastle. The Scots deployed scorched earth tactics and again the English forces were forced to withdraw. Edward was surprised by a counter attack by Robert at Bylan Abby and only just managed to escape.
- These raids led to the truce of November 1319 – January 1322

Points from recall which offer a wider contextualisation such as:
- Edward Bruce was sent to Ireland in 1318, to open up a second front, this was part of an ambitious plan to create a Pan-Celtic alliance against Edward II
- Scottish bishops sent envoys to the Pope, in order to get him on side and to remove Robert's excommunication. The Pope agreed to a truce between the two warring kingdoms and demanded a settlement of the issue. However the truce negotiations broke down
- When the Pope renewed Robert's excommunication in 1320, Robert replied with several letters, one of which was the declaration of Arbroath, this was an impressive document that appealed the Scottish cause once again to the Pope.
- Any other relevant points.

2: THE AGE OF THE REFORMATION, 1542-1603

Question 1   How far does **Source A** illustrate the weaknesses of the Catholic Church in Scotland in the years before the Reformation of 1560?   (10)

The candidate makes a judgment on how far **Source A** illustrates the weaknesses of the Catholic Church in terms of:

Points from the source which show the candidate has interpreted the significant views:
- Clergy were having children.
- They were using church revenues to gain status for their offspring.
- Only some priests were able to preach/ there was little preaching going on.
- Many clergy lacked knowledge of scripture and the Catholic faith.

Points from recall which support and develop those in the source:
- Clergy were supposed to be celibate but many kept a 'wife'.
- Illegitimate sons of clergy often inherited parishes from their father.
- To help improve teaching of the faith, Archbishop Hamilton introduced his catechism.

Points from recall which offer a wider contextualisation such as:
- Major problem facing Catholic Church was Pluralism – where one man took the income from several parishes.
- Income was often diverted from parishes to Bishops and Abbots.
- Monarchs placed their offspring in important positions in the Church.
- King James V had gained the right to appoint bishops and grant abbeys to laymen.
- Monastic life was in decline, with the exception of the Augustinian Canons who went out to the parishes.
- Nunneries were noted for spiritual and moral decay.
- The one part of the Catholic Church that did have some vigour was the Friaries.
- Any other relevant points.

Question 2   To what extent do **Sources B** and **C** agree about the involvement of Mary, Queen of Scots, in the death of Darnley? (5)

The candidate makes a judgment on how far **Sources B** and **C** agree about the involvement of Mary, Queen of Scots, in the death of Darnley in terms of:

Overall, the sources disagree about Mary's involvement in the death of Darnley, with **Source B** suggesting that Mary was at the heart of the conspiracy to murder Darnley and that any tenderness towards Darnley was a disguise of her real intentions, while **Source C** says she was innocent and that Maitland was a major conspirator.

Points from **Source B**	Points from **Source C**
• Mary's journey to Glasgow took place at a time when she was openly expressing her distrust and hatred of Darnley.	• Mary went to Glasgow with nothing in her heart but the most loving devotion to her husband.
• She showed tenderness towards him and expressed hopes of being reconciled with him in order to persuade him to come with her to Edinburgh.	• She nursed him day and night during her visit and Darnley proposed that she should take him with her to Edinburgh.
• Kirk o' Field was selected as the most convenient place to commit the crime.	• Mary suggested Craigmillar as it was situated on higher ground and very healthy. Darnley refused to go there/Mary wrote to Maitland to provide a house and he recommended Kirk o' Field.
• Mary consented to reside at this house so that Darnley would not refuse to live there. On the evening before the murder she removed from the house all the furniture of any value that it contained.	• It is clear that Maitland was a member of the conspiracy who wanted to put Darnley into Kirk o' Field.

Question 3   How fully does **Source D** explain the relationship between Monarch and Kirk that existed in the reign of King James VI?   (10)

The candidate makes a judgement on how fully **Source D** explains the relationship between Monarch and Kirk during the reign of King James VI to 1603 in terms of:

Points from the source which show the candidate has interpreted the significant views:
- Problems came from a clash with the extreme Presbyterians led by Andrew Melville.
- Tension was not about belief as the King was also Calvinist.
- Those like Melville wanted a Theocracy – where the church would rule.
- Melville told James that he was just a member not the head of the church.

Points from recall which support and develop those in the source:
- Melville wanted a Presbyterian Church where there was no hierarchy.
- King James considered himself to be head of the church – this brought him into conflict with Melville.
- James was determined that the church be under the control of the crown.

Points from recall which offer a wider contextualisation such as:
- Tension had first developed under Morton's regency. He was determined to keep control over the Kirk.
- The second book of Discipline 1576 set forth the vision of a Presbyterian Church.
- The 'Black Acts' of 1584 had clearly stated the supremacy of the King in all matters. They had also tried to promote bishops in the Kirk.
- James was reluctant to enforce anti-Catholic laws.
- General Assemblies continually called for crown to take action against Catholic nobles and Jesuits.
- The 'Golden Act' 1592 allowed for Presbyteries to be set up but the King had the power to say where and when General Assemblies would meet.
- James would have the General Assembly meeting in Perth or Aberdeen where he could expect more ministers would support the King.
- 1597 Riot in Edinburgh, as a result of sermon preached against the King. James had the ministers of Edinburgh briefly imprisoned. No minister to be appointed without his consent. The town council was fined.
- James attended every General Assembly from 1597 to 1603.
- By the late 1590s Assemblies were becoming more agreeable to the King's aims.
- James believed in the Divine Right of Kings. He was answerable to God alone. This conflicted with Melville's views.
- In his book 'Basilicon Doron' James advised his son to allow no meetings of the Church without his approval.
- James' preferred form of Church government was by bishops.
- In 1600, James reintroduced bishops into parliament.
- Any other relevant points.

Question 4   How useful is **Source E** in explaining how the Kirk dealt with the poor in Scotland after the Reformation?   (5)

Points from the source which show the candidate has interpreted the significant views:
- **Origin**: contemporary document from a Scottish burgh.
- **Possible Purpose**: to record the proceedings of the Kirk Session.
- **Content**:
    – Instructions as to how the poor are to be dealt with.
    – Only those that attend church or are prepared to do so will be given any assistance.
    – Poor should be imprisoned until their need is assessed.

Points from recall which support and develop those in the source:
- The Church distinguished between the deserving and the undeserving poor.
- The Church controlled poor relief in the post reformation period

Points from recall which offer a wider contextualisation such as:
- The able bodied poor were not to be helped nor were vagrants and beggars; in fact they were often punished by whippings and branding.
- Poor relief was to be provided in the parish where you were born or lived in for some time.
- Beggars were only allowed to beg in their own parish being issued with a 'Beggars Badge'/gaberlunzie.
- Church collections and payments for use of parish mort cloth as well as fines from those disciplined by the Church were used for poor relief.
- Act of 1587 allowed magistrates to assess the inhabitants of the parish to provide for poor relief.
- Income for poor relief was always short of ideal.
- Any other relevant points.

3: THE TREATY OF UNION, 1689-1740

Question 1   How far does **Source A** illustrate the problems arising from a shared monarchy?

(10)

The candidate makes a judgement on far **Source A** illustrate the problems arising from a shared monarchy in terms of:

Points from the source which show the candidate has interpreted the significant views:
- Problems surrounding the succession due to Queen Anne being without an heir.
- Religious obstacles to the restoration of the Stuarts.
- English Act of Succession chose the House of Hanover without reference to the Scottish Parliament.
- English Parliament assumed Scots would agree.

Points from recall which support and develop those in the source:
- Succession crisis: Scots afraid of losing legal and religious identity under Hanoverian rule
- England concerned at possible threat from Scotland if the Stuarts were restored.
- The Scots were angered because they were not consulted but just expected to accept the Hanoverian succession

Points from recall which offer a wider contextualisation such as:
- Conflict of interest – monarch tended to sacrifice Scottish interests to those of England
- William's use of political management to control the Scottish Parliament.
- Collapse of the Darien Scheme and William's manipulation of this.
- Scots angered at being drawn into the war with France without consultation.
- English resentment at continued Scottish trade with France.
- Differences between Scottish and English interpretations of the Revolution of 1688-9 – Scots said James VII and II had forfeited the throne while English said he had abdicated.
- Articles of Grievances of 1689 by Scottish Parliament.
- Glencoe Massacre and William's role in this.
- Continued Jacobite support in some parts of Scotland.
- Additional tension arising from English Episcopalian opposition to Presbyterian church in Scotland.
- Any other relevant points.

Question 2   To what extent do **Sources B** and **C** agree about the advantages of a union with England?   (5)

The candidate makes a judgement on how far **Sources B** and **C** agree about the advantages of a union with England in terms of:

Overall: the sources are diametrically opposed in their attitude to a union, with **Source B** giving only advantages and **Source C** only disadvantages.

Points from **Source B**	Points from **Source C**
• England gains a considerable addition of brave and courageous men to their fleet, armies and plantations, and we are secured by their protection, and enriched by their labours.	• The valiant and gallant soldiery will be sent to learn the plantation-trade abroad, while their old regiments are broken, the common soldiers left to beg.
• We will send our commodities and useful manufactures to them and have money and other necessaries remitted to us.	• The royal boroughs will be wormed out of all the branches of their old trade.
• We will see our craftsmen improve.	• The honest industrious craftsman will be loaded with new taxes, drinking water in place of ale.
• Our land will be better cultivated and manured.	• The laborious ploughman will have his corn spoiling upon his hands, for want of sale.

Question 3   How fully does **Source D** identify the reasons for the passing of the Treaty of Union?
(10)

The candidate makes a judgement on the reasons for the passing of the Treaty of Union in terms of:

Points from the source which show the candidate has interpreted the significant views:
- No great opposition to Union in England.
- 'Management' of English M.Ps.
- English insistence made Union possible.
- Fears for the security of England.

Points from recall which support and develop those in the source:

- War of Spanish Succession – possible French intervention in a war with Scotland.
- Threat of invasion from Scotland, possibly with support from the French.
- Threat of Jacobite resurgence in Scotland.

Points from recall which offer a wider contextualisation such as:
- Scotland's economic problems: impact of failure of Darien scheme.
- Incentive of share in trade with English colonies.
- Guarantee for the Presbyterian Church.
- Part played by bribery in Scotland to secure the passing of the Act of Union.
- The importance of the Equivalent.
- Concessions on salt, wool and liquor.
- Assurances that Scots peers would retain privileges even if they did not get one of the 16 Scottish seats in the House of Lords.
- Scottish laws and courts were to remain.
- Role of the Squadrone Volante who held balance of power.
- Role of the Duke of Hamilton in dividing opponents of union.
- Threat of invasion if Scotland did not accept the Union.
- Disunity of opposition to union in Scotland; all they had in common was opposition to the union – the Jacobites because it would prevent a restoration of the Stuarts and the extreme Presbyterians because of the dominant position of the Episcopal Church of England.
- Any other relevant points.

Question 4   How useful is **Source E** as evidence of political problems following the Union? (5)

The candidate evaluates **Source E** as evidence of political problems following the Union in terms of:

Points from the source which show the candidate has interpreted the significant views:

- **Origin**: Written just after the Treaty was passed, by a Scottish member of the Queen's Council.
- **Possible Purpose**: to tell the Earl of Leven of the measures being taken by the Council to deal with the threat of invasion.
- **Content**:
  – Plan being drawn up to disarm possible opponents of the Union.
  – Government taking measures to secure finances.
  – Law being changed in order to arrest suspects.

Points from recall which support and develop those in the source:

- In 1708 there was an attempted Jacobite invasion – a fleet set out from France with Old Pretender on board.
- Mar was soon disappointed with his status in the government and raised the Jacobite standard in 1715

Points from recall which offer a wider contextualisation such as:

- Exiled Stewart dynasty saw the advantage of invasion when the Union was so unpopular.
- Jacobites said that they would end the Union if the Stewarts were restored.
- Jacobites had become the main focus for anti-union sentiment after the Union was passed.
- The Government introduced stricter English treason laws, an early example of infringement of the Treaty.
- Other measures passed by the Westminster parliament infringed the Treaty of Union, eg Patronage Act and no rotation of sittings between Edinburgh and London, and this led to disillusionment with England and the Union.
- Other examples of issues affecting Scotland (eg Malt Tax).
- Short-term economic dislocation resulting in unemployment and beggary led to unrest.
- Attempt to repeal the Treaty of Union only narrowly failed its passage in the Lords.
- Porteous Riot of 1736 in Edinburgh can be partly ascribed to disillusionment with the Union, as it was occasioned by the hanging of Andrew Wilson for smuggling, which became more widespread in Scotland after the Union.
- Any other relevant points.

4: MIGRATION AND EMPIRE, 1830-1939

Question 1   How far does **Source A** illustrate the reasons for internal migration by Scots during the period 1830s to 1930s?   (10)

The candidate makes a judgment on the issue of internal migration in terms of **Source A** and recalled knowledge, using evidence such as:

Points from the source which show the candidate has interpreted the significant views:

- Many crafts being undermined by urban competition post-1850
- Technology was destroying the textile industry in numerous villages
- Traditional markets in rural areas were threatened by spread of railway lines
- Changing attitudes of the farm labourers themselves a factor in migration

Points from recall which support and develop those in the source:
- Effects of Industrial and Agricultural Revolutions on Scotland's population
- Advancement in new technology on Scottish work-force
- Transport developments within Scotland

Points from recall which offer a wider contextualisation such as:
- The Highland Clearances and the effects on Scottish life
- The 'Highland Problem' – overpopulation, lack of economic opportunities, land
- Problems and decline in fishing
- Structure of service in Lowland Scotland resulted in high levels of internal mobility in rural areas
- Temptation there for workers to seek better wages, more experience, change of surroundings
- Towns exerted a strong appeal to many young rural workers-social attractions, for example
- Rural life had few attractions-long hours and habitual turnover of labour curtailed social life to a minimum
- Town occupations seemed less demanding than work in rural areas
- Any other relevant points.

Question 2   To what extent do **Sources B** and **C** agree about the assimilation of Irish immigrants into Scottish society?   (5)

The candidate makes a judgment on how far **Sources B** and **C** agree on the issue of Irish assimilation in terms of:

Overall: the sources are both in agreement that the Irish found it difficult to 'rise up the social ladder' and that the immigrants were isolated from mainstream Scottish society, though **Source C** says this was partly due to a conscious effort by the Catholic community to remain separate.

Points from **Source B**	Points from **Source C**
• Irish found comfort and strength in their religion	• Catholic religion was essential for the maintenance of their cultural identity
• Irish found work which was unskilled and low paid	• Irish dominated the unskilled labour market – labourers, coal hewers, sweated labour in textiles
• Catholic Church was crucial in their lives, giving immigrants opportunities to meet with each other and providing general help where possible	• Church activists created a wide variety of organisations for the immigrants' benefit eg. religious, charitable and social
• Irish immigrants were excluded from main areas of Scottish society	• Immigrants were excluded from Scottish society by the native Scots but also due to a conscious effort made by the priests to do so

Question 3   How fully does **Source D** illustrate the impact of Scots emigrants on the British Empire?   (10)

The candidate makes a judgment on the impact made by Scots emigrants on the British Empire in terms of **Source D** and recalled knowledge, **using evidence such as:**

Points from the source which show the candidate has interpreted the significant views:
- In India Scots were responsible for development of tea plantations
- Contribution of individual Scots – state education, finance minister in India
- In Canada Scots dominated government, fur trade, education and banking
- In Australia Macarthur considered to be founder of Australia's sheep industry

Points from recall which support and develop those in the source:
- Development of jute industry in the Calcutta area
- Development of Scottish banking system in India
- Development of India's elite schools, universities
- Scottish investment into developing economies
- Development of Canada's business, professional and political life

Points from recall which offer a wider contextualisation such as:
- Scottish Churches and their role in the evangelisation of India
- Contribution of Scottish educational missions in India
- Spread of the English language
- Spread of the ideal of individual liberty
- Role of Scots in Army, Civil Service and press
- Creation of Canadian Pacific Railroad by George Stephen
- Founding of banks and support of enterprise through investment companies
- Role of Presbyterian ministers on Canadian society
- Andrew Fisher became Prime Minister of Australia in 1908
- Education/Presbyterian Church developed by John Dunmore Lang in Australia
- Scots removed native Australians from land and appropriated the land for themselves
- Traditional way of life of Aboriginal people placed under threat
- In New Zealand Scots founded banks and financial institutions to develop the country
- Presbyterian missionaries attempted to protect the Maori people
- James Busby responsible for concluding Treaty of Waitangi whereby Maori chiefs accepted British Crown as only authority able to buy their lands
- Peter Fraser became Prime Minister of New Zealand in 1940
- Brisbane became Governor of Australia and introduced tobacco, sugar cane and freedom of the press
- Any other relevant points.

Question 4   How useful is **Source E** as evidence of the contribution of immigrants to Scottish society?   (5)

The candidate evaluates **Source E** is as evidence of the contribution of immigrants to Scottish society in terms of:

Points from the source which show the candidate has interpreted the significant views:
- **Origin**: Description given by an eyewitness to Jewish settlement in the Gorbals as part of an interview.
- **Possible Purpose**: To inform public opinion regarding Jewish settlement in Glasgow area at a certain point of time.
- **Content**:
    – Mostly Jewish businesses in the Gorbals, eg bakery, jewellers, cabinet-makers and upholsterers.
    – People helped each other out.
    – People could get credit in hard times.

Points from recall which support and develop those in the source:

- Contribution of Jewish community to Scottish economy.
- Contribution of Jewish community to Glasgow culture and society.

Points from recall which offer a wider contextualisation such as:

- Invaluable contribution made by Irish immigrants to Scotland's industrialisation – role of the 'navvies'.
- Role of Irish immigrants in agriculture – seasonal as well as permanent.
- Contribution of Irish for Scottish society generally – religious, political and cultural.
- Contributions of Italians and Lithuanians to Scottish society.
- Economic contribution of immigrants in tailoring, food industry, coalmining.
- Examples of assimilation of immigrant groups into Scottish society – sports clubs, churches, marriage.
- Any other relevant points.

5: SCOTLAND AND THE IMPACT OF THE GREAT WAR, 1914-1928

Question 1   How far does **Source A** illustrate the experience of Scots on the Western Front? (10)

The candidate makes a judgement on how far **Source A** illustrates the experience of Scots on the Western Front in terms of:

Points from the source which show the candidate has interpreted the significant views:
- trenches poorly constructed
- dug-outs were overcrowded and the atmosphere stifling.
- heavy, prolonged shelling caused casualties eg Donald McLean was killed by a rifle grenade as he settled down to lunch; John Miller, from Portobello, also died in the bombardment.
- dangers from sniping: Willie Brydie, from Merchiston, was sniped during 'stand to'.

Points from recall which support and develop those in the source:
- Development of detail regarding British trench construction.
- Development of detail regarding dangers of trench life.
- Detail of conditions such as rats.
- Such dangers were common to all combatant units.

Points from recall which offer a wider contextualisation such as:
- Scots units were heavily involved in the Somme offensive and suffered high casualties as a result
- 3 Scottish divisions 9th, 15th [Scottish] and 51st [Highland] took part in the battle of the Somme, as well as numerous Scottish battalions in other units: i.e. the Scots Guards in the Household Division. 51 Scottish infantry battalions took part in the Somme offensive at some time.
- Huge Scottish sacrifice: 16th [McCraes] Royal Scots lost 12 officers and 573 soldiers, 51st Highland division suffered 3,500 casualties following two attacks on High Wood.
- Scots units tended to be seen as impact attack formations
- Despite losses there was still a belief in victory: new tactics were learned, but some criticism of war and its slaughter began.
- Successes existed as well: the 51st [Highland] Division launched a successful attack at Beaumont Hamel with relatively few casualties in November 1918.
- Previous experience at Loos which saw the 'blooding' of Kitchener's New Army divisions, including the enthusiastic Scottish volunteers.
- Scottish losses were so dreadful and no part of Scotland was unaffected. Of the 20,598 names of the dead on the memorial at Loos: one third are Scottish.
- Bloody-minded attitude of the survivors: losses were replaced and the Scottish units got back to the job in hand.
- Any other relevant points.

Question 2   To what extent do **Sources B** and **C** agree about conscientious objection to the war in Scotland?   (5)

The candidate makes a judgement on how far **Sources B** and **C** agree about conscientious objection to the war in Scotland in terms of:

Overall: **Source B** and **Source C** agree that varied groups were opposed to the war, but differ in emphasis and on the nature and organisation of that opposition.

Developed through detail:

Points from **Source B**	Points from **Source C**
• UDC represented a range of opinions and was not specifically anti-war, even representing some who fought in the war	• No-Conscription Fellowship specifically opposed introduction of Conscription
• Some opposed to the war on what would be called ideological grounds. They held it was a capitalist war in which the working class had no share and no business to take part.	• When the war broke out in 1914 I became convinced that socialists had no business getting involved in this struggle.
• Then there were those who objected on religious grounds. The Quakers opposed all war as being against Christianity and members of other churches took the same position.	• One of the miscellaneous band called conscientious objectors, of which the Quakers were the best known.
• Then there were those who objected on various other grounds: it was a very mixed lot.	• No-Conscription Fellowship membership consisted not only of men of military age, but of women and of men too old for military service.

Question 3   How fully does **Source D** show the impact of the war on the Scottish economy
             between 1914 and 1928?   (10)

The candidate makes a judgement on how fully **Source D** shows the impact of the war on the Scottish economy in terms of:

Points from the source which show the candidate has interpreted the significant views:
- The lost generation lay at the root of Scottish industrial problems in the 1920s and 1930s, not the weakness of management.
- Low unemployment in Scotland compared to London before the war was reversed by 1923: it was long-term, skilled affected more than the unskilled.
- The war brought about a major shift in the balance within Great Britain between the north and south with regard to rates of unemployment. Scottish rates rose relative to the rest of Britain.
- In engineering wage the gap in earnings between skilled and unskilled reduced

Points from recall which support and develop those in the source:
- Disproportionate affect of losses on middle-class officers during the war: one in seven graduates from Edinburgh and one in six of the graduates of Glasgow University died. These were the managers of the future.
- In general wages were high during the war, but the introduction of dilution affected some industries.

Points from recall which offer a wider contextualisation such as:
- War was good for the traditional industries of Scotland: steel output doubled during the war.
  - 90% of armour plate produced came from Glasgow
  - 24,000 men in full-time steel employment in the Clyde valley
- Immediate impact of war on Clydeside shipyards where most of Britain's ships were built. Between 1914 and 1918 a total of 481 warships were built on the Clyde, and profits were good.
- Diversification of industry owing to the war: Beardmore's produced aircraft and artillery pieces as well as ships. John Brown's produced tanks.
- Edinburgh industries such as the North British Rubber Company did well as did the railways.
- Dundee's jute industry boomed as demand for sack cloth rose to meet the demands of warfare.
- Both Dundee and Aberdeen benefited from shipbuilding work.
- War delayed long-standing problems for the Scottish economy
- Concentration on a narrow group of heavy industries meant Scotland was affected badly when the post-war boom turned into slump. Exemplification, such as decline in shipbuilding; between 1921 and 1923 the tonnage built on the Clyde went down from 510,000 to 170,000
- Fish production went into decline as a result of falling demand.
- Jute production was affected by declining orders and industrial action after the war.
- Decline in Highland population: 341,535 in 1911, 325,853 in 1921: emigration, loss of life and decline in agriculture were all responsible.
- Disillusionment over lack of land for returning soldiers in the Highlands and Islands: Land Raids.
- The 1919 Land Settlement (Scotland) Act released funds and allowed the Board of Agriculture to compulsory purchase of private land. However, the process was laborious. Land raids occurred, especially by ex-servicemen who expected land on their return from the trenches. Occurred in areas like Lewis, Uist, Skye and Sutherland.
- Any other relevant points.

Question 4   How useful is **Source E** as evidence of the growth of radicalism in politics in Scotland? (5)

The candidate makes a judgement on how useful **Source E** is as evidence of the growth of radicalism in politics in Scotland in terms of:

Points from the source which show the candidate has interpreted the significant views:
- **Origin**:   Willie Gallacher: prominent militant trade unionist, member of Clyde Shop Stewards' movement, chairman of Clyde Workers' Committee and founding member of the Communist Party in 1920.
- **Possible purpose**: a memoir of the activities on Red Clydeside.
- **Content**:
    - The 'tuppence an hour' strike made a deep political change as any hope of spreading pro-war fever throughout the Clyde gone for ever/workers now knew their real enemies
    - Revolutionary agitators, under McLean's tuition, were increasing in number day by day and were warmly cheered at mass meetings wherever they went.
    - Difficult for the 'patriots' to get a hearing as Socialists of Glasgow took a firm stand against the war as seen through the example of pro-war Ben Tillett being booed.

Points from recall which support and develop those in the source:
- Gallacher was consistently anti-war, but socialists were split on the matter
- Social Democratic Party, the Independent Labour Party and Socialist Labour Party had been intensely anti-war and anti militarist before the war.
- Role of John McLean; seen as a great Scottish revolutionary by many, but although undoubtedly inspirational was a marginalised figure eventually paranoid and broken by many arrests.
- Origin of much radicalism from the Shop Stewards who were more militant than their national union leadership: evidence of the numerous strikes on the Clyde etc.

Points from recall which offer a wider contextualisation such as:
- Agitators may have been cheered, but their impact was more limited.
- Most workers supported the war and worked hard.
- Practical evidence of more radical opinions seen in the growth of the Labour Party.
- Radicalism after war: possible 'revolution': 1919 – George Square; but long term triumph of gradualist approach: Maxton, Kirkwood, Johnston, Wheatley compared to McLean.
- In the 1922 election Labour made the breakthrough as the second political party: 29 of their 142 seats were in Scotland: 10 of these were in Glasgow. Leaders like Maxton were elected as MPs.
- More radical nature of Glasgow's Labour MPs can be seen in the fact that they were members of the ILP which had a more socialist agenda than the Labour Party.
- In the 1922 general election in Scotland, 40 out of the total of 43 prospective Labour candidates were members of the ILP.
- In the 1924 election Labour won 34 seats in Scotland. Labour formed a minority government, led by a Scot, Ramsay MacDonald, with Liberal support. (John Wheatley was a Glasgow Labour MP and Minister for Health.) One of their more radical measures was the Wheatley Housing Act, which gave government funding for local council housing. In Glasgow 21,586 badly needed houses were built as a result.
- Any other relevant points.

[*END OF MARKING INSTRUCTIONS*]