



National
Qualifications
2015

X737/75/11

History

FRIDAY, 01 MAY
09:00 AM – 10:45 AM

Total marks — 60

SECTION 1 — SCOTTISH CONTEXTS — 20 marks

Attempt ONE part.

SECTION 2 — BRITISH CONTEXTS — 20 marks

Attempt ONE part.

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 20 marks

Attempt ONE part.

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

Use blue or black ink.

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



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SECTION 1 — SCOTTISH CONTEXTS

PARTS

- | | |
|---|----------------|
| A. The Wars of Independence, 1286–1328 | Page 4 |
| B. Mary Queen of Scots, and the Scottish Reformation, 1542–1587 | Page 6 |
| C. The Treaty of Union, 1689–1715 | Page 8 |
| D. Migration and Empire, 1830–1939 | Page 10 |
| E. The Era of the Great War, 1910–1928 | Page 12 |

SECTION 2 — BRITISH CONTEXTS

PARTS

- | | |
|---|----------------|
| A. The Creation of the Medieval Kingdoms, 1066–1406 | Page 14 |
| B. War of the Three Kingdoms, 1603–1651 | Page 15 |
| C. The Atlantic Slave Trade, 1770–1807 | Page 16 |
| D. Changing Britain, 1760–1900 | Page 17 |
| E. The Making of Modern Britain, 1880–1951 | Page 18 |

SECTION 3 — EUROPEAN AND WORLD CONTEXTS

PARTS

- | | |
|--|----------------|
| A. The Cross and the Crescent: the Crusades, 1071–1192 | Page 19 |
| B. “Tea and Freedom,: the American Revolution, 1774–1783 | Page 20 |
| C. USA, 1850–1880 | Page 21 |
| D. Hitler and Nazi Germany, 1919–1939 | Page 22 |
| E. Red Flag: Lenin and the Russian Revolution, 1894–1921 | Page 23 |
| F. Mussolini and Fascist Italy, 1919–1939 | Page 24 |
| G. Free at Last? Civil Rights in the USA, 1918–1968 | Page 25 |
| H. Appeasement and the Road to War, 1918–1939 | Page 26 |
| I. World War II, 1939–1945 | Page 27 |
| J. The Cold War, 1945–1989 | Page 28 |

SECTION 1 — SCOTTISH CONTEXTS — 20 marks**Part A—The Wars of Independence, 1286–1328**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Sources A and B are about Edward I's plans for Scotland after the death of Alexander III.

Source A

When Alexander III died, Edward I took steps to take control of Scotland. His aim was to unite the kingdoms of Scotland and England by a marriage treaty. Edward plotted to marry his son to Scotland's infant queen, Margaret, Maid of Norway. He secretly asked the Pope's permission for the marriage before any details had been discussed with the Scots. When Margaret's death ended this scheme, he looked for other ways to control Scotland.

Source B

In 1289 Edward was in France attending to his lands there. Erik, King of Norway, father of Margaret Maid of Norway, sent messengers to him to discuss her safety. He suggested her possible marriage with Edward's son. Edward asked for Scottish representatives to be present before any negotiations began. The Maid would have Edward's protection and this would ensure peace in Scotland. This marriage would mean a union of the kingdoms.

1. Compare the views in Sources A and B about Edward I's intentions towards Scotland after the death of Alexander III. (Compare the sources overall and/or in detail.) 4
2. Describe what happened when Edward I attacked Berwick in 1296. 5

Source C is about Bruce's campaign to capture the Scottish castles.

Source C

In 1307, Bruce returned to Scotland. Although many of his leading supporters had been captured by Edward I he still had experienced commanders such as James Douglas. Bruce and his small army marched north and destroyed castles in Inverness and Nairn. He could not spare men to defend castles from attack. Meanwhile, Douglas recaptured his own castle in the south and burned it down. Edward I had taken Stirling castle by using the siege engine, *Warwolf*. Lack of such siege engines forced Bruce to use other methods.

3. How fully does **Source C** describe Bruce's campaign of capturing the Scottish castles? (Use **Source C** and recall.) 6
4. Explain the reasons why English mistakes led to their defeat at the Battle of Bannockburn in 1314. 5

[Now go to SECTION 2 starting on Page fourteen]

SECTION 1 — SCOTTISH CONTEXTS — 20 marks**Part B — Mary Queen of Scots, and the Scottish Reformation, 1542–1587**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

5. Describe the events of the “Rough Wooing”.

5

Sources A and B are about the murder of Riccio.

Source A

Mary was in her chamber enjoying a meal with Riccio and some other friends. Suddenly, Darnley forced his way into the chamber with a large group of followers. One of the intruders held Mary back and a pistol was pointed towards her pregnant belly. Ruthven and another man then attacked Riccio. He was then dragged from the room and stabbed many times. His lifeless body was discovered early next morning.

Source B

Darnley unexpectedly appeared with a group of armed nobles, including Lord Ruthven, and burst into Mary’s chamber. Ruthven shouted to Riccio to step forward away from Mary. Riccio was then pulled out of the room and stabbed over 50 times before his body was thrown downstairs. Mary, who was pregnant, could not do anything because she had been seized and had a gun pointed to her stomach.

6. Compare the views of Sources A and B about what happened to Riccio. (Compare the sources overall and/or in detail.)

4

7. Explain the reasons why Mary was forced to abdicate in 1567.

5

Source C describes the events surrounding the trial of Mary, Queen of Scots in 1587.

Source C

At first Mary thought that she would not attend her trial. However she learned that the trial would be held even in her absence. Mary defended herself but she was not allowed to call her own witnesses. The trial started on the 14th of October and lasted two days. During this time she was not even allowed to consult any documents. Mary told her servants that she knew she would be found guilty because it was too great a risk to let her live.

8. How fully does **Source C** describe the events surrounding the trial of Mary, Queen of Scots in 1587? (Use **Source C** and recall.)

6

[Now go to SECTION 2 starting on Page fourteen]

SECTION 1 — SCOTTISH CONTEXTS — 20 marks**Part C — The Treaty of Union, 1689–1715**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

9. Explain the reasons why there was tension between Scotland and England by 1705. 5

Source A is about Scottish attitudes towards the Union.

Source A

Opponents of the Union warned of higher taxes. However supporters of the Union were clear that it would help Scotland to become richer in the future. Many Protestants argued that the main advantage of the Union would be securing the Protestant Succession. They also pointed out that the English had made it clear they would respect the independence of the Church of Scotland. It was also argued that if the Union was rejected England might simply invade and take over anyway.

10. How fully does **Source A** explain the arguments used by supporters of the Union? (Use **Source A** and recall.) 6

Sources B and C are about the Union debate.

Source B

In 1706 the debate over the Union was in full flow. All of the leaflets produced for the public expressed opposition. Many feared that the proposed Union would lead to a rise in taxes. Some feared for the independence of the Church of Scotland. Many leaflets were produced on the subject. They argued that England was the far bigger country and so would control Scotland.

Source C

Many powerful Scots argued for the Union, but their views did not represent the majority. Many Scots felt that the Union would not be a partnership but a takeover. Economic arguments were the most important ones and it was claimed that after Union higher taxes would hit all Scots in the pocket. Religion was very important to many Scots and they did not want the English to interfere in their Church.

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| 11. Compare the views of Sources B and C on Scottish attitudes to the proposed Union. (Compare the sources overall and/or in detail.) | 4 |
| 12. Describe the effects of the Treaty of Union on Scotland up to 1715. | 5 |

[Now go to SECTION 2 starting on Page fourteen]

SECTION 1 — SCOTTISH CONTEXTS — 20 marks**Part D — Migration and Empire, 1830–1939**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A describes the impact of the Empire on Scotland.

Source A

Many Scots invested money in the Empire and reinvested their profits in Scotland which added to Scotland's wealth. Scotland's large workforce and the large number of immigrant workers kept wages low. Profits were spent in other ways on luxury houses and impressive public buildings which changed the appearance of Scottish cities. However, profits from trade with the Empire were also used to develop chemical industries and textiles, creating even more jobs. The Empire provided markets for Scottish coal, employing thousands of miners.

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|---|---|
| 13. How fully does Source A describe the impact of the Empire on Scotland? (Use Source A and recall.) | 6 |
| 14. Explain the reasons why Lowland Scots emigrated from Scotland between 1830 and 1939. | 5 |
| 15. Describe how Scots tried to keep their traditional Scottish way of life in their new countries. | 5 |

Sources B and C are about the contribution Scots made to the development of Australia.

Source B

The links between Scotland and Australia stretch back to the landing of the *Endeavour*. Thomas Mitchell from Stirling was the first European to explore the rich lands of Victoria for new settlement. The Scottish Australia Company was formed in Aberdeen to encourage Scottish investment to businesses in Australia. Education was supported by successful Scots such as Fife-born Sir Peter Russell who gave £100,000 to the University of Sydney to develop the study of engineering.

Source C

Scots made their mark in shaping modern Australia. Francis Ormond from Aberdeen gave large sums to set up the Working Men's Technical College in Melbourne to support education. Glasgow investors formed the influential New Zealand and Australian Land Company to encourage the wool export trade. The Scottish explorer John McDouall Stuart was the first European to cross Australia. Even "Waltzing Matilda" was written by the son of a Scot.

16. Compare the views in Sources B and C about the contribution of Scots to the development of Australia. (Compare the sources overall and/or in detail.)

4

[Now go to SECTION 2 starting on Page fourteen]

SECTION 1 — SCOTTISH CONTEXTS — 20 marks**Part E — The Era of the Great War, 1910–1928**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A is about the use of tanks on the Western Front.

Source A

Thirty-six tanks led the way in an attack at Flers. The sudden appearance of the new weapon stunned their German opponents. However, Sir Douglas Haig used them before they were truly battle ready in an attempt to break the trench stalemate. These early tanks were very slow moving. They often broke down. Tanks often became stuck in the heavy mud of no man's land. Conditions for the tank crews were awful. The heat generated inside the tank was tremendous and fumes often nearly choked the men inside.

17. How fully does **Source A** describe the impact tanks had on fighting on the Western Front during the Great War? (Use **Source A** and recall.)

6

Sources B and C are about conditions in the trenches.

Source B

I sincerely hope it will not freeze. It is so hard on the poor men in trenches standing in very deep mud. Water is often up to their waists. A frost will mean so many frozen feet. I spent my New Year's Eve in a dugout lying on a stretcher on the floor with a wounded man over me. Rats were playing about all over. Shells burst all round and shook the place.

Source C

If anyone had to go to the company on our right he had to walk through thirty yards of waterlogged trench, which was chest-deep in water in some places. The duckboard track was constantly shelled, and in places a hundred yards of it had been blown to smithereens. It was better to keep off the track when walking back and forth. Soldiers had to make their way sometimes through very heavy mud.

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| 18. Compare the views of Sources B and C about conditions in the trenches. (Compare the sources overall and/or in detail.) | 4 |
| 19. Explain the reasons why some people were unhappy with government restrictions like DORA. | 5 |
| 20. Describe the economic difficulties faced by Scotland after the Great War. | 5 |

[Now go to SECTION 2 starting on Page fourteen]

SECTION 2 — BRITISH CONTEXTS — 20 marks**Part A — The Creation of the Medieval Kingdoms, 1066–1406**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

21. Describe the role of a baron in medieval times. 5
22. Explain the reasons why Henry II and Archbishop Becket quarrelled. 5

Source A describes the duties of a monk.

Source A

Early in the morning all monks met in the chapter house. When not attending church services, monks were expected to carry out hard physical labour in the field or herb garden. Well-educated monks studied the Bible or spent hours copying and illuminating books. Although monks lived in isolation, they often supported their local community by collecting alms and caring for the poor. Monks also provided the only medical help available at the time, looking after the sick in the monastery's infirmary.

23. How fully does **Source A** describe the duties of a monk in medieval times? (Use **Source A** and recall.) 5

Source B is from a book written by a doctor in 1350.

Source B

The first sign of death was a swelling called a buboe, under the armpit or in the groin. Usually the swelling grew to the size of an egg or an apple and spread all over the body. Soon after, the victim began to vomit and developed a fever. This was followed by the appearance of black and purple spots on the arms or thighs. No doctor could cure this terrible disease and so thousands died.

24. Evaluate the usefulness of **Source B** as evidence of the symptoms of the Black Death. 5

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

[Now go to SECTION 3 starting on Page nineteen]

SECTION 2 — BRITISH CONTEXTS — 20 marks**Part B — War of the Three Kingdoms, 1603–1651**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

25. Describe the changes to the ways Scotland and England were governed after the Union of the Crowns. 5

Source A is from a book written by King James VI and I.

Source A

The power of the monarchy is the supreme authority on Earth. To question what God may do is to show disrespect to God. Therefore it is treason for a King's subjects to challenge what a King may or may not do. A good King will make decisions according to the law, but he is not obliged to follow that law unless he sees fit to do so.

26. Evaluate the usefulness of Source A as evidence of James VI and I's belief in the Divine Right of Kings. 5

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

27. Explain the reasons why Charles I faced opposition to his rule in Scotland. 5

Source B describes the events that led to the outbreak of the Civil War in 1642.

Source B

In June 1642 the Long Parliament passed a set of demands called the Nineteen Proposals. These demands called for the King's powers to be reduced and more control to be given to Parliament. This event divided Parliament between those who supported the Nineteen Proposals and those who thought Parliament had gone too far. Parliament and Charles then began to raise their own armies. People were then forced to choose sides and on 22nd August 1642 the King raised his standard at Nottingham.

28. How fully does Source B describe the events that led to the outbreak of the Civil War in 1642? (Use Source B and recall.) 5

[Now go to SECTION 3 starting on Page nineteen]

SECTION 2 — BRITISH CONTEXTS — 20 marks**Part C — The Atlantic Slave Trade, 1770–1807**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

29. Describe the different stages of the triangular trade.

5

Source A is about the importance of the slave trade to Britain's economy.

Source A

The slave trade was considered essential to Britain's economy in the eighteenth century. For example, the slave trade had raised Liverpool from a struggling port to one of the richest and most prosperous trading centres in the world. The slave trade provided work in almost every industry in the town. Slave cotton provided work for the mills of Lancashire. However, little thought was given to the suffering of those involved in its production. Merchants made huge profits importing sugar from the Caribbean, a product which was in great demand.

30. How fully does **Source A** explain the importance of the slave trade to Britain's economy? (Use **Source A** and recall.)

5

Source B is from a book written by a modern historian published in 1987.

Source B

The island of Barbados was transformed by the slave trade. By the eighteenth century, small farms had been replaced by large plantations which grew sugar more profitably. The island had once been a beautiful wilderness. However, accounts tell of how the island was slowly but surely cleared of its native people and its vegetation. These were replaced by plantations. These became the work place, and final resting place, of armies of African slaves.

31. Evaluate the usefulness of **Source B** as evidence of the impact of the slave trade on the Caribbean islands.

5

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

32. Explain the reasons why resistance was difficult for slaves on plantations.

5

[Now go to SECTION 3 starting on Page nineteen]

SECTION 2 — BRITISH CONTEXTS — 20 marks**Part D — Changing Britain, 1760–1900**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A is about the impact of new technology on textile factories.

Source A

After 1760 there were many inventions that helped to speed up the production of textiles. Spinning was improved by the invention of the Spinning Jenny in 1763, which could spin eight threads at once. In 1769, Arkwright invented the Water Frame which used water power and made much better thread than the Spinning Jenny. A steam engine which was easy to use in factories was developed by Boulton and Watt in the 1780s. This meant that factories did not have to be built near fast-flowing water for a power supply.

33. How fully does **Source A** explain the impact of new technology on textile factories? (Use **Source A** and recall.) 5
34. Describe working conditions in coal mines before 1842. 5

Source B is from a book by a railway inspector, published in 1870.

Source B

The comforts, or rather discomforts, of railway travelling about thirty years ago were very different from those of the present day. Third-class carriages were often little different from basic cattle trucks. For a considerable time they were completely open and had no seats. First and second class carriages were covered and had seating. The luggage of the passengers was packed on top of the carriages.

35. Evaluate the usefulness of **Source B** as evidence of railway travel in the nineteenth century. 5
- (You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)
36. Explain the reasons why people's health had improved by 1900. 5

[Now go to SECTION 3 starting on Page nineteen]

SECTION 2 — BRITISH CONTEXTS — 20 marks**Part E — The Making of Modern Britain, 1880–1951**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

37. Describe the reforms introduced by the Liberal Government of 1906–1914 to help the sick. 5

Source A is from a book by Flora Thompson about her own life, published in 1939.

Source A

When pensions began, life was transformed for the old. They were no longer anxious and were suddenly rich. When they went to the Post Office to collect it, tears of gratitude would run down their cheeks and they would say as they picked up their money “God bless that Lord George”. They gave flowers from their gardens and apples from their trees to the girl who merely handed them the money.

38. Evaluate the usefulness of Source A as evidence of the benefits of the 1908 Old Age Pensions Act. 5

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

Source B is about the Beveridge Report which was published in 1942.

Source B

The Beveridge Report was published in 1942 and sold over 635,000 copies. The report identified the five “giant evils” facing Britain. Beveridge believed that tackling one of the five giants wouldn’t do much good; the government would have to tackle them all. He recommended that there should be a welfare system that would look after people from the “cradle to the grave”. He believed that there should be benefits for the unemployed, the sick, the elderly and widows. He also advised the government to adopt a policy of full employment.

39. How fully does Source B explain the recommendations of the 1942 Beveridge Report? (Use Source B and recall.) 5

40. Explain the reasons why the Labour Government reforms of 1945 – 1951 did not fully tackle the problem of squalor. 5

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 20 marks**Part A—The Cross and the Crescent: the Crusades, 1071–1192**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

41. To what extent did Pope Urban II call for the First Crusade for religious reasons? 8
(You must use recalled knowledge to present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)
42. Explain the reasons why the Crusaders lost control of Jerusalem in 1187. 6

Source A is from a chronicle written by a Crusader in 1191.

Despite his promises, Saladin did not pay the ransom agreed for the Muslim hostages and did not return the True Cross to the Crusaders. Instead, Saladin attempted to trick King Richard, sending him gifts and treasures. He hoped that Richard would release the Muslims for free. Eventually King Richard grew tired of Saladin. The next morning the king ordered the Muslims to be led out of the city and beheaded.

43. Evaluate the usefulness of **Source A** as evidence of the massacre at Acre. 6
(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

SECTION 3—EUROPEAN AND WORLD CONTEXTS—20 marks**Part B—“Tea and Freedom”: the American Revolution, 1774–1783**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

44. Explain the reasons why a war broke out between Britain and the American colonists. 6

Source A is from the diary of an American army surgeon during the winter of 1777.

December 14: The army now begins to grow tired of the continued difficulties they have faced in this winter campaign. Poor food, tough living conditions, cold weather, sickness, fatigue, nasty clothes, nasty cookery, the Devil's in it! I can't endure it! Why are we sent here to starve and freeze? Yet our men still show a great spirit and morale that is unexpected from such young soldiers.

45. Evaluate the usefulness of Source A as evidence of the experience of soldiers who fought in the Wars of Independence. 6

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

46. To what extent did the intervention of foreign countries lead to Britain's defeat in the Wars of Independence? 8

(You must use recalled knowledge to present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 20 marks**Part C — USA, 1850–1880**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

47. Explain the reasons why Native Americans opposed westward expansion. 6
48. To what extent did the election of Lincoln as President in 1860 lead to the outbreak of the Civil War? 8

(You must use recalled knowledge to present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Source A is from a report written by an officer of the Freedmen's Bureau in 1866.

The freed slaves in Texas have been terrorised by attacks from the desperate men of the local area. These freed men are scared to report any murder of a black man. The murderers dislike the fact that they no longer have control over their former slaves. Many of the former slaves are unhappy with their freedom and would prefer to still be slaves as it offered them some protection.

49. Evaluate the usefulness of **Source A** as evidence of the effects of Reconstruction on the Southern States after 1865. 6
- (You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 20 marks**Part D — Hitler and Nazi Germany, 1919–1939**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

50. Explain the reasons why the Weimar Government was unpopular up to 1925. 6

51. To what extent were the social policies of the Nazi Government crucial to their maintenance of power between 1933 and 1939? 8

(You must use recalled knowledge to present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Source A is from a textbook written by a modern historian, published in 2013.

On buses and park benches, Jews had to sit on seats marked for them. Children at German schools were taught anti-Semitic ideas. Jewish children were ridiculed by teachers. Bullying of Jews in the playground by other pupils went unpunished. If Jewish children then chose not to go to school, the Nazis claimed this proved that Jewish children were lazy and could not be bothered to go to school.

52. Evaluate the usefulness of **Source A** as evidence of the treatment of Jews in Nazi Germany. 6

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 20 marks**Part E — Red Flag: Lenin and the Russian Revolution, 1894–1921**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

53. Explain the reasons why it was so difficult to oppose the Tsar before 1905. 6
54. To what extent did problems caused by the First World War lead to the Tsar's downfall in February 1917? 8

(You must use recalled knowledge to present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Source A is from the diary of the British Ambassador to Russia dated 24th October 1917.

I heard this morning that the Bolsheviks would overthrow the Government in the course of the next few days because they had captured enough weapons. At one o'clock, three Government Ministers arrived. I was not convinced that the Government had enough force behind them to deal with the situation. I told them that I could not understand how the Government could allow Trotsky to go on encouraging the population to murder and steal.

55. Evaluate the usefulness of **Source A** as evidence of the reasons for the Bolshevik seizure of power in October 1917. 6
- (You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 20 marks**Part F — Mussolini and Fascist Italy, 1919–1939**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

56. To what extent was the widespread appeal of Fascism the main reason why Mussolini was able to seize power by 1925? 8

(You must use recalled knowledge to present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Source A is from a book by a modern historian published in 2006.

By 1925 Fascist control of Italy was secure. The Battle for Grain began in 1925 and was a major attempt to promote Fascist power and national self-sufficiency. The government tried to boost grain production by giving farmers grants so that they could buy tractors, fertiliser and any other machinery necessary for wheat production. Farmers were also guaranteed a high price for the grain they produced.

57. Evaluate the usefulness of **Source A** as evidence of Mussolini's economic policies. 6

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

58. Explain the reasons why Mussolini was able to crush opposition in Fascist Italy. 6

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 20 marks**Part G — Free at Last? Civil Rights in the USA, 1918–1968**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

59. To what extent was the fear of white violence the main reason for the migration of black Americans to the North? 8

(You must use recalled knowledge to present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

60. Explain the reasons why the Montgomery Bus Boycott was an important step forward in the campaign for civil rights. 6

Source A is from a speech made by Malcolm X in December 1962.

The teaching of the Honourable Elijah Muhammad is making our people, for the first time, proud to be black, and that is most important. I just wanted to point out that whites are a race of devils. It's left up to you and me to decide if we want to integrate with this wicked race or separate to be on our own. If we separate then we have a chance for salvation.

61. Evaluate the usefulness of **Source A** as evidence of the beliefs of Malcolm X. 6

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 20 marks**Part H — Appeasement and the Road to War, 1918–1939**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

62. Explain the reasons why Hitler rearmed Germany after 1933. 6
63. To what extent was public opinion the main reason why Chamberlain followed a policy of appeasement? 8

(You must use recalled knowledge to present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Source A is from a book by a modern historian published in 1989.

On 15th March 1939, German troops marched in to Prague and within two days Czechoslovakia ceased to exist. After destroying Czechoslovakia, Hitler turned his attention to Poland. On 29th March the British government gave Poland a guarantee to protect it against any threat to its independence. On 22nd May Hitler and Mussolini strengthened the ties between their two countries by signing an agreement which required them to help each other in time of war.

64. Evaluate the usefulness of **Source A** as evidence of the events leading to the outbreak of war in 1939. 6

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 20 marks**Part I — World War II, 1939–1945**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A is from an interview with a sailor who was on board an evacuation ship at Dunkirk in May 1940.

The thing that shocked me most was seeing all the soldiers coming back without their equipment. We began to think it was the end of our way of life. We didn't know how long we'd be able to hold Jerry off in England. We knew we had the Navy, and that we could fight. However we didn't know what our soldiers would be able to do if Jerry invaded, because they had nothing.

- 65.** Evaluate the usefulness of **Source A** as evidence of what happened at Dunkirk in May 1940. 6

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

- 66.** Explain the reasons why the Japanese attacked the US naval base at Pearl Harbour in December 1941. 6

- 67.** To what extent was effective planning by the Allies the main reason for the success of the Normandy landings in June 1944? 8

(You must use recalled knowledge to present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

SECTION 3—EUROPEAN AND WORLD CONTEXTS—20 marks**Part J—The Cold War, 1945–1989**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

68. To what extent was a difference in political beliefs the main reason for the development of the Cold War between 1945 and 1955? 8

(You must use recalled knowledge to present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Source A is from a newspaper article written by a British journalist, published on 23 October 1956.

Today I have seen a great event. I have watched the people of Budapest come out into the streets in rebellion against their Soviet masters. As I telephone this report I can hear the roar of crowds marching, shouting complaints against Russia. “Send the Red Army home,” they roar. “We want free and secret elections.” Leaflets demanding the sacking of the present Government are being thrown from trams into the crowds on the streets.

69. Evaluate the usefulness of **Source A** as evidence of the reasons for the Hungarian revolution of 1956. 6

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

70. Explain the reasons why America was unable to defeat the Vietcong. 6

[END OF QUESTION PAPER]