This model paper is free to download and use for revision purposes. The paper has been specially commissioned by Hodder Gibson and has been written by experienced senior teachers and examiners. This is not SQA material but has been devised to provide further practice for SQA National Qualification examinations in 2016 and beyond.

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Hodder Gibson is grateful for the use of the following:
Source A: An extract from 'History of the Reformation in Scotland' by John Knox (public domain) (Model Paper 1 page 4);
Source B: An extract from 'History of the Union' by Daniel Defoe, 1709 (public domain) (Model Paper 1 page 5);
Source C: An extract from 'The Glasgow Reporter', 4 March 1846 (public domain) (Model Paper 1 page 6);
Duration — 1 hour and 30 minutes

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.

Before attempting the questions you must check that your answer booklet is for the same subject and level as this question paper.

On 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.
SECTION 1 — SCOTTISH CONTEXTS

PARTS

A. The Wars of Independence, 1286—1328  
B. Mary Queen of Scots and the Scottish Reformation, 1542—1587  
C. The Treaty of Union, 1689—1715  
D. Migration and Empire, 1830—1939  
E. The Era of the Great War, 1910—1928

SECTION 2 — BRITISH CONTEXTS

PARTS

C. The Atlantic Slave Trade, 1770—1807  
D. Changing Britain, 1760—1900  
E. The Making of Modern Britain, 1880—1951

SECTION 3 — EUROPEAN AND WORLD CONTEXTS

PARTS

B. “Tea and Freedom”: the American Revolution, 1774—1783 
C. USA, 1850—1880  
D. Hitler and Nazi Germany, 1919—1939 
E. Red Flag: Lenin and the Russian Revolution, 1894—1921  
G. Free at Last? Civil Rights in the USA, 1918—1968  
H. Appeasement and the Road to War, 1918—1939  
I. World War II, 1939—1945  
J. The Cold War, 1945—1989
SECTION 1 — SCOTTISH CONTEXTS — 20 marks
Attempt ONE part

Part A – The Wars of Independence, 1286–1328

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

1. Describe the events between 1286 and 1292 that led to Edward I becoming overlord of Scotland.

Source A explains King Edward’s decision to attack Scotland.

Source A

In 1296 the Scots organised a rebellion against Edward. They rejected his claim to be overlord of Scotland. This was a very dangerous step for Scotland which was less powerful than England. However, Scotland had made an alliance with France to fight against Edward. Angered by these actions, King Edward invaded Scotland and attacked Berwick.

2. How fully does Source A explain King Edward’s decision to attack Scotland? (Use Source A and recall.)

3. Explain the reasons why the leadership of William Wallace was important during the Wars of Independence?

Source B is a description of a Scots raid on Northern England in 1322, written by an English monk.

Source B

Now after 6th January 1322, when the truce between the kingdoms lapsed, the Scottish army invaded England and marched to Durham and the Scots went forward plundering the country in all directions. One of them raided towards the town of Richmond. The people of Richmond had no defenders and bought off the invaders with a great sum of money.

4. Evaluate the usefulness of Source B as evidence showing the tactics used by Robert I to persuade the English to accept him as King of Scots.

(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.)
Part B – Mary Queen of Scots and the Scottish Reformation, 1542–1587

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

1. Explain the reasons why Henry VIII of England ordered the invasions of Scotland after 1544.

   Source A is from a contemporary *History of the Reformation in Scotland* by John Knox.

   Source A

   That cruel man, falsely called Archbishop of St Andrews, arrested Walter Myln, a man of old age, and cruelly put him to death by fire in St. Andrews, on 28th April, 1558. That made so many people angry that a new strength of purpose developed amongst the whole people.

   On 2nd of May 1559, arrived John Knox from France, who went to Dundee, where he preached the reformed faith amongst them.

2. Evaluate the usefulness of Source A as evidence of the growth of Protestantism in Scotland before the Reformation of 1560?
   (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 a comment on how well Mary ruled Scotland.

   Source B

   Until Mary allowed her heart to rule her head by marrying Darnley, she had been a successful ruler in Scotland. She had defeated the nobles who challenged her authority and had established a successful government under her half-brother Moray. As a Roman Catholic, her tolerant treatment of Scotland’s new Protestant church was ahead of its time.

3. How fully does Source B explain how well Mary, Queen of Scots ruled Scotland?
   (Use Source B and recall.)

4. Describe the problems caused by Mary when she was in England.
Part C – The Treaty of Union, 1689–1715

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

1. Describe what happened during the Worcester affair.  

Source A is from History of the Union (1709) by Daniel Defoe.

Source A

The people cried out that they were Scotsmen and they would remain Scotsmen. They condemned the word “British” as fit only for the Welsh, who had already been made the subjects of the English. Scotland had always had a famous name in foreign courts, and had enjoyed privileges and honours there for many years. The common people went about the streets crying “no union”, and called those negotiators traitors, and threatened them to their faces.

2. Evaluate the usefulness of Source A as evidence of the arguments for and against the Treaty of Union?  
   (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 worries that some Scots had about the effects of the Union.

Source B

Scots feared that, once they lost their independence, they would have little influence over government decisions. Others worried that businesses in Scotland would suffer from competition from English imports. They also thought the money paid to Scotland was a bribe to rich and powerful men—the only way that a Union could be passed.

3. How fully does Source B explain the opposition arguments used in the debate over the Union?  
   (Use Source B and recall.)

4. Explain the reasons why many Scots were disappointed by the Act of Union by 1715.
Part D – Migration and Empire, 1830–1939

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

1. Explain the reasons why Irish immigrants were attracted to Scotland between 1830 and 1930.

Source A is from a newspaper called The Glasgow Reporter, 4 March 1846.

Source A

A mass attack of 300 Irish navvies working near Edinburgh to free two of their companions who had been imprisoned by the police, led to disastrous consequences for themselves and their families. One of the policemen died of his injuries received in the scuffle. A squad of police from Edinburgh then marched to where the Irish navvies were working, set fire to row after row of the Irishmen’s huts and beat men, women and children out of the district.

2. Evaluate the usefulness of Source A as evidence of the impact of Irish immigration on law and order in Scotland.

(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 explains why poor Scots were able to emigrate in the 19th century.

Source B

Some landlords saw it as in their own interests to encourage poor tenants to seek their fortunes elsewhere. The landlords were willing to pay the full travelling costs, especially to Canada. Landlords often wrote off rent arrears so that the tenants would have some money for their new life and some even bought their cattle which provided the emigrant with some extra help. Glasgow and Edinburgh feared a massive influx of Highlanders and the city authorities made a contribution towards their expenses in emigrating.

3. How fully does Source B explain the reasons why so many Scots emigrated during the 19th century?

(Use Source B and recall.)

4. Describe ways in which Scots helped to improve the lands to which they emigrated.
Part E – The Era of the Great War, 1910–1928

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

Source A is from Colonel Swinton, an officer who helped develop the tank during the First World War.

Source A

The immediate purpose of the tank was the destruction of the machine gun which, until the tank appeared, was responsible for more deaths than any other weapon. The tank was the one completely British invention in the war and a great one. It was a great life-saver of infantry. The tank took the place of the artillery bombardment, with more certain results. It also reintroduced the element of surprise in an attack which the artillery bombardment had lost.

1. Evaluate the usefulness of Source A as evidence of the use of new technology during the First World War.
   (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 women during World War One.

Source B

During World War One, many things changed. As men left their jobs to go and fight, their places in industry were increasingly taken by women. Women’s most vital work was in munitions factories where they produced weapons and shells. This work was both dirty and dangerous. Women worked on trams and buses to keep the transport system going. With so many men away fighting, women had to take the responsibility of being head of the family.

2. How fully does Source B describe the changing role of women during the First World War?
   (Use Source B and recall.)  

3. Describe the economic difficulties faced by Scotland after 1918.  

4. Explain the reasons why the actions of the militant Suffragettes harmed the campaign for votes for women.
Part C – The Atlantic Slave Trade, 1770–1807

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

Source A is from a description in 1789 by a former slave, Olaudah Equiano, of his experiences during the Middle Passage.

Source A

I can now tell of the hardships which cannot be separated from this accursed trade. The wretched conditions below decks were made worse by the chains. The shrieks of women, and the groans of the dying, rendered the whole scene one of unimaginable horror.

1. Evaluate the usefulness of Source A as evidence of the treatment of slaves during the Middle Passage. (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.)

2. Describe the effects of the slave trade on African societies.

3. Explain the concerns that people had about the treatment of slaves in the Caribbean.

Sources B and C are about the importance of the slave trade for Britain.

Source B

There were many reasons why it took so long to abolish the slave trade. One reason was that the slave trade had many powerful supporters. Plantation owners and merchants in British ports which relied on the slave trade were well organised and had political influence. They had enough wealth to bribe MPs to support them. They also had the support of King George III. Many people believed that the trade had helped them to make Britain wealthy and prosperous.

Source C

The Abolitionists faced powerful opposition. The plantation owners allied themselves with important groups to promote the case for slavery and the slave trade. Their case seemed overwhelming. Dozens of British ports and surrounding areas relied on the slave trade. British consumers had become addicted to the products of the slave trade, most notably sugar. The Atlantic slave trade represented a large amount of British trade and seemed vital to the continuing prosperity of Britain and the Caribbean Islands.

4. Compare the views in Sources B and C about the reasons why the slave trade continued in Britain throughout the 18th century. (Compare the sources overall and/or in detail.)
Part D – Changing Britain, 1760–1900

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

1. Explain the reasons why the health of the British population improved in the 19th century.

Source A was written by a visitor to a cotton mill in Bolton, Lancashire in 1847.

Source A

The factory people are better clothed and fed than many other working class people. I found the mill to be a large building and very clean. The working rooms were spacious and well ventilated. There were many windows in each room. This left me wondering if there was a window tax to pay. I observed that great care had been taken to put guards on dangerous machinery. I was told accidents in the factory were very rare and were caused by stupidity or negligence by the worker. However, accidents did occur.

2. Evaluate the usefulness of Source A as evidence about working conditions in cotton mills in the 19th century.

(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.)

3. Describe the impact of new technology on coal mining in the 19th century.

Sources B and C explain the rise of the Chartist movement.

Source B

Many working people had supported the 1832 Reform Act in the belief that this would be a first step towards wider democracy. They were angry at the Whig government’s failure to deliver. Also, these were hard times; trade was poor, wages were low and faced further cuts and there was fury over the new Poor Law which established the workhouse system. This led to an increased demand for revolutionary change in society which found an outlet in Chartism. This was also a time when, following the repeal of the anti-trade union Combination Acts, working people were becoming more confident in forming their own organisations.

Source C

The Great Reform Act of 1832 gave the vote to male householders who owned property which meant that more middle class men benefited. Only one man in every five had the vote in England this caused fury among many members of the working class who had expected to be given the vote. Two years later parliament passed the Poor Law Amendment Act which introduced the hated workhouses. This combined with the case of the Tolpuddle Martyrs created a working class backlash which gave rise to the Chartist movement.

4. Compare the views in Sources B and C on the reasons for the rise of the Chartist movement.

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

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

**Source A** is from a speech by Lloyd George, a leading Liberal MP in 1906.

**Source A**

What are some of the causes of poverty? There is the fact that a man’s earnings are not enough to maintain himself and his family. There is the inability to obtain employment for economic reasons. There is the inability of men to work owing to sickness, old age or lack of physical stamina or vitality. Then there is the most fertile cause of all – a man’s own habits such as drinking and gambling.

1. Evaluate the usefulness of **Source A** as evidence about the causes of poverty in the early 20th century.
   (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.)

**Sources B** and **C** describe the impact of the Liberal social reforms.

**Source B**

The Liberal social reforms were in no sense a welfare state. They were not intended as a comprehensive system of welfare provision. Rather, they involved targeting certain small areas of the problem of poverty. Those not included continued to need a safety net. The poor law was less important but still necessary.

**Source C**

All the Liberal reforms offered levels of support that were only designed to support the poor, not free them from poverty. They helped to insure certain types of workers against sickness and unemployment. Some people were freed from having to seek poor relief but living on 5 shillings a week in old age was almost impossible.

2. Compare the views in **Sources B** and **C** as evidence about the impact of the Liberal reforms.
   (Compare the sources overall and/or in detail.)

3. Describe the impact of the Blitz on people’s attitude towards poverty.

4. Explain the reasons why the Beveridge Report was popular with so many people.
Part B – “Tea and Freedom”: the American Revolution, 1774–1783

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

1. Describe the Boston Tea Party and the British government’s response to it. 6

**Source A** is from a letter written by the leaders of the 13 colonies when they met in May 1775.

**Source A**

On the 19th day of April, General Gage sent out a large detachment of his army who made an unprovoked attack on the inhabitants of the town of Lexington. They murdered eight of the inhabitants and wounded many others. The troops then proceeded to the town of Concord, where they cruelly slaughtered several people and wounded many more, until they were forced to retreat by a group of brave colonists suddenly assembled to repel this cruel aggression.

2. Evaluate the usefulness of **Source A** as evidence about what happened at Lexington and Concord in April 1775. 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.)

3. To what extent did the involvement of foreign countries cause difficulties for Britain in the War of Independence? 8
Part C – USA, 1850–1880

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

1. Explain the reasons why tensions existed between Native Americans and white settlers.

Source A is from George Ogden’s diary in which he describes the impact of Reconstruction on black Americans in the South.

Source A

My first impression of the South was shock at the shabby conditions of the living quarters that many black Americans still lived in. I was dismayed their life had shown no improvement. Initially I was puzzled why so many black Americans remained in the South, still working for their old masters, when they could move freely. Congress passed many laws. However, it always struck me as worrying that some white Americans felt justified in lynching and using violence against a black American. At first I found it strange that the white and black Americans did not work together in the field or elsewhere.

2. Evaluate the usefulness of Source A as attitudes towards Reconstruction in the South.
   (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.)

3. To what extent did differing attitudes to the union bring about the Civil War?
Part D – Hitler and Nazi Germany, 1919–1939

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

1. Explain the reasons why the Spartacist Revolt failed.  6

Source A is from the memories of Sebastian Haffner who lived in Germany in 1918. They were published in 2002.

Source A

Although November 1918 meant the end of the war, I recall no sense of joy. There was only confusion as men returned from the Front. On Saturday the papers announced the Kaiser’s abdication. On Sunday, I heard shots fired in the streets of Berlin. During the whole war I hadn’t heard a single shot, yet now the war was over they began shooting. I felt uneasy. On November 11th, I saw the newspaper headline “Armistice Signed”. I turned to stone. I felt my whole world had collapsed.

2. Evaluate the usefulness of Source A as evidence about Germany at the end of the First World War. (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.)  6

3. To what extent was Hitler’s success in 1933 due to violence and intimidation?  8

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

1. Explain the reasons why the Orthodox Church was important in Tsarist Russia.  
   6 marks

2. To what extent was defeat in the Russo-Japanese war the main cause of the 1905 Revolution?  
   8 marks

Source A is from a letter by the leader of the Provisional Government to his parents on 3 July 1917.

Source A

Without doubt, the country is heading for chaos. We are facing famine, defeat at the front and the collapse of law and order in the cities. There will be wars in the countryside as desperate refugees from the cities fight each other for food and land.

3. Evaluate the usefulness of Source A as evidence of the problems facing the Provisional Government.  
   (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.)  
   6 marks
Part G – Free at Last? Civil Rights in the USA, 1918–1968

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

1. Describe the problems facing European immigrants to the USA in the 1920s.  

2. Evaluate the usefulness of Source A as evidence of attitudes towards black Americans in the Southern states at the time of the Civil Rights Movement. 
   (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.)

3. To what extent was the growth of the Civil Rights Movement due to the experience of black Americans in the Second World War?
Part H – Appeasement and the Road to War, 1918–1939

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

1. Describe the ways in which Britain appeased Germany between 1933 and 1936.  

Source A is from a report by the British ambassador to Germany, August 1938.

Source A

No matter how badly the Germans behave, we must also condemn Czechoslovakia. No one has much faith in the Czech government’s honesty or even their ability to do the right thing over the Sudetenland. We must not blame the Germans for preparing their army because they are convinced that the Czechs want to start a war as soon as possible so they can drag Britain and France into it.

2. Evaluate the usefulness of Source A as evidence of Britain’s attitude to Czechoslovakia in 1938.  

(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.)

3. To what extent was fear of bombing the main reason why the people of Europe wanted to avoid war during the 1930s?
Part I – World War II, 1939–1945

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

1. To what extent was sea power the main reason for American success in the war with Japan 1941–1945?  

   Source A was written by a member of US President Truman’s government in 1945.

   Source A

   Using the atomic bomb was a mistake. Conventional bombing was increasingly effective. Using this barbarous weapon on Hiroshima and Nagasaki was of no real help in our war against Japan. The Japanese were already defeated and ready to surrender. The effectiveness of our sea blockade had brought them to their knees. It was all a dreadful waste of life.

2. Evaluate the usefulness of Source A as evidence of attitudes towards the atomic bombing of Japan.

   (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.)

3. Explain the reasons why Germany was finally defeated in 1945.

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

1. To what extent was the Cold War caused by mutual suspicion between the USA and the USSR?  

2. Describe the ways in which people showed their opposition to the war in Vietnam.

Source A is from a speech by President Leonid Brezhnev in 1976.

Source A

We are attempting to follow the path of peaceful co-existence. We are trying to bring about lasting peace to reduce, and in the longer term to eliminate, the danger of another world war. This is the main element of our policy towards the capitalist states. It may be noticed that considerable progress in this area has been achieved in the last five years.

3. Evaluate the usefulness of Source A as evidence of the Soviet attitude towards détente.

   (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 1, Part A

1. You should try to make 5 separate points from recall.
You could mention:
   • The death of Alexander III
   • The death of the Maid of Norway
   • The Guardians asked Edward to decide who would be king
   • Edward demanded that the (thirteen) Competitors recognise him as overlord
   • Edward chose Balliol
   • John Balliol did homage to King Edward
You can always get extra marks if you bring in more information to back up a point you are making. E.g. the first event that contributed to Edward becoming overlord was the death of Alexander III (1 mark). This severely weakened Scotland as he had no son to succeed him (1 mark).

2. Start off by saying that the source partly explains Edward’s decision. This allows you to go on to show what is and what is not in the source.
The source mentions:
   • The Scots organised a rebellion against Edward
   • The Scots rejected Edward’s claim to be Scotland’s overlord
   • Scotland made an alliance with France against England
However the source does not mention:
   • The Scots refused to obey Edward’s order to help him fight against the French
   • The Scots invaded the north of England
   • The Scots attacked Carlisle

3. You should try to make 5 separate points from recall.
You could mention:
   • Wallace organised the army of Scotland
   • He defeated the English at Stirling Bridge
   • He accepted the position of Joint Guardian of Scotland
   • He developed the idea of fighting in schiltrons
   • He continued to resist Edward until he was executed
You can always get extra marks if you add more information to back up a point you are making. E.g. the leadership of Wallace was important because he managed to organise the army of Scotland (1 mark) using guerrilla tactics against the English occupation (1 mark).

4. You need to make 5 clear points about the usefulness of the source.
You would probably start by arguing that the source does provide useful evidence about Bruce’s tactics. Comment on who wrote the source, when it was written and why it was written:
   • The author is an English monk who was present at the time of the raid
   • The source was written at the time of the raid
   • The source was written to describe what happened when Bruce’s army invaded England
However, you could say that the source is likely to be biased because it was written by an English monk.
You should then comment on the information contained in the source:
   • The source tells us that Bruce’s army attacked Durham and Richmond
   • English people had to resort to paying the Scots not to attack their town
You would gain marks by pointing out that in some ways the source is less useful because of important information that has not been mentioned. E.g. Bruce sent his brother to attack Ireland, and asked the Pope to overturn his excommunication.

Section 1, Part B

1. You should try to make 5 separate points from recall.
You could mention:
   • Henry wanted to break the Auld Alliance between Scotland and France
   • The Scots announced that they considered the Treaty of Greenwich was void
   • The government of Scotland was becoming more friendly towards France
   • The French had bribed Arran to change his mind about the Treaty of Greenwich
   • Henry intended to force the Scots into changing their mind
You can always get extra marks if you add more information to back up a point you are making. E.g. the Scots had angered Henry when they claimed that the Treaty of Greenwich was void (1 mark). This Treaty had arranged for Mary to marry Henry’s son (1 mark).

2. You need to make 5 clear points about the usefulness of the source.
You would probably start by arguing that the source does provide useful evidence about the growth of Protestantism. Comment on who wrote the source, when it was written and why it was written:
   • The source was written when Protestantism was growing in Scotland
   • It was written by John Knox an important Protestant leader of the time
   • It was written to provide an account of the growth of Protestantism
You should then comment on the information contained in the source:
   • It tells us that John Knox felt able to return to Scotland and preach openly
However, you could say that the source is likely to be biased because it was written by John Knox who was biased in favour of Protestantism.

You would gain marks by pointing out that in some ways the source is less useful because of important information that has not been mentioned. E.g. Elizabeth I’s accession to the throne in England also encouraged the growth of Protestantism in Scotland.

3. **Start off by saying that the source partly describes how well Mary ruled Scotland.** This allows you to go on to show what is and what is not in the source.

The source mentions:
- She established a successful government
- She defeated nobles who challenged her authority
- Her religious policy was tolerant and ahead of its time

However the source does not mention:
- She was more concerned about furthering her claim to the English throne
- She left the running of Scotland to a small group of nobles
- She failed to deal with religious problems in Scotland

4. **You should try to make 5 separate points from recall.**

You could mention:
- Mary was Elizabeth’s heir
- Her presence encouraged opposition to Queen Elizabeth in England
- Plots to remove Elizabeth and place Mary on the throne
- There would be dangers in allowing Mary to return to Scotland
- There would be dangers in allowing Mary to go to France

You can always get extra marks if you add more information to back up a point you are making. E.g. there were a number of plots to remove Elizabeth and place Mary on the throne (1 mark) for example the Ridolfi Plot (1 mark).

**Section 1, Part C**

1. **You should try to make 5 separate points from recall.**

You could mention:
- The English ship, Worcester was seized at Leith
- Captain Green and two of his crew were arrested and put on trial for piracy
- They were found guilty and sentenced to death
- Queen Anne’s government in England wanted her to pardon them
- Queen Anne wanted her Scottish Government to pardon them
- Captain Green and the two crewmen were hanged

You can always get extra marks if you bring in more information to back up a point you are making. E.g. Captain Green and two of his crewmen were hanged (1 mark). An Edinburgh mob put pressure on the Scottish Government not to pardon them (1 mark).

2. **You need to make 5 clear points about the usefulness of the source.**

You would probably start by arguing that the source does provide useful evidence about the Treaty of Union. Comment on who wrote the source, when it was written and why it was written:
- Written shortly after the Treaty of Union therefore a primary source
- Written by someone who had traveled in Scotland during the time
- Written to describe reaction to the Treaty in Scotland

You should then comment on the information contained in the source:
- Scots called the people who had negotiated the Union traitors
- Scots wanted to remain Scotsmen

You would gain marks by pointing out that in some ways the source is less useful because of important information that has not been mentioned e.g.:
- some Scots supported the Union
- some believed it would make Scotland wealthier

3. **Start off by saying that the source partly describes the arguments against the Union.** This allows you to go on to show what is and what is not in the source.

The source mentions:
- Scots feared that they would have little influence over government decisions
- Businesses in Scotland would suffer as a result of English imports
- The Treaty had been signed because of English bribes

However the source does not mention:
- Presbyterians feared a British parliament dominated by Anglican church
- Fears of reduction in status of Scottish nobility in British parliament
- Fear of new taxes
- Fear of taking on English debt

4. **You should try to make 5 separate points from recall.**

You could mention:
- Scotland had not become richer
- There was fear that English imports were ruining Scottish businesses
- There were new Customs and Excise taxes
- They disliked the changes in Scotland’s weights, measures, money, etc
- Nobles and important politicians had left Edinburgh for London
- The House of Lords had allowed “patronage” in the Church of Scotland (Patronage Act)

You can always get extra marks if you add more information to back up a point you are making. E.g. there were new Customs and Excise taxes (1 mark) for example a Malt Tax was introduced (1 mark).
Section 1, Part D

1. You should try to make 5 separate points from recall.
You could mention:
- Scotland was close to Ireland
- Travel was cheap
- There was work to be found in cotton/textile factories
- Many found work as navigators of the canals and railways
- There was work to be found on farms at harvest time
- Many Irish had already settled in Scotland which encouraged more to come
You can always get extra marks if you add more information to back up a point you are making. E.g. there was work to be found in cotton/textile factories (1 mark) which often provided jobs for the whole family (1 mark).

2. You need to make 5 clear points about the usefulness of the source.
You would probably start by arguing that the source does provide useful evidence about the impact of the Irish on law and order. Comment on who wrote the source, when it was written and why it was written:
- Comes from a newspaper which reported on events in Scotland
- Published during a time of Irish immigration
- Written to describe the impact of Irish Immigrants
You should then comment on the information contained in the source:
- Describes an attack by Irish navvies
- Describes how the police responded to the attack
However, you might point out that the source is taken from a Scottish newspaper and is less likely to give the Irish side of the story.
You would gain marks by pointing out that in some ways the source is less useful because of important information that has not been mentioned. E.g. most Irish immigrants were hardworking and law-abiding.

3. Start off by saying that the source partly explains why Scots emigrated. This allows you to go on to show what is and what is not in the source.
The source mentions:
- Landlords paid travelling costs
- Rent arrears written off so that emigrants had money
- Landlords often bought their cattle
- Edinburgh and Glasgow made a contribution towards their expenses in emigrating
However the source does not mention:
- Highlands and Islands Emigration Society (HIES) gave assistance
- Charities e.g. Barnardos, helped orphans/young women to emigrate
- Countries such as Australia and Canada sent agents to advise on emigration
- Family members living abroad gave encouragement and sent money for travel

Section 1, Part E

4. You should try to make 5 separate points from recall.
You could mention:
- Scots brought farming skills to Canada
- Scots developed sheep farming in Australia
- Tradesmen such as stone masons helped the building industry in USA
- Developed businesses, banks and trading companies
- Scots established education system e.g. Canada
- Scots brought a tradition of hard work
You can always get extra marks if you bring in more information to back up a point you are making. E.g. Scots developed businesses in their new countries (1 mark) for example Andrew Carnegie’s success in the American steel industry (1 mark).

5. You need to make 5 clear points about the usefulness of the source.
You would probably start by arguing that the source does provide useful evidence about the use of new technology during the First World War. Comment on who wrote the source, when it was written and why it was written:
- The source was written by someone who was involved in developing new technology
- It was written in 1918 not long after the invention of the tank
- It was written to explain how the tank was used
You should then comment on the information contained in the source:
- The tank helped to deal with enemy machine guns
You would gain marks by pointing out that in some ways the source is less useful because of important information that has not been mentioned. E.g. early tanks were very unreliable and very slow moving.

2. Start off by saying that the source partly describes the changing role of women during the war. This allows you to go on to show what is and what is not in the source.
The source mentions:
- Women took over jobs vacated by men
- They carried out vital work in the munitions industry
- They kept transport going
- They had to take on greater responsibility in the home
However the source does not mention:
- Women worked on farms
- They coped with food shortages/ rationing
- They joined the armed services

3. You should try to make 5 separate points from recall.
You could mention:
- Lack of investment and foreign competition resulted in decline of the coal industry
- The demand for ships declined
- Shipyards were hit by labour disputes
- Other countries increased their steel making
• Jute prices collapsed after the war
• The collapse of foreign markets for herring greatly affected the industry
• Cheap foreign imports of food competed with agriculture when trade was resumed after the war

You can always get extra marks if you bring in more information to back up a point you are making. E.g. the demand for ships declined (1 mark) for example Clyde yards produced warships which were no longer needed after the war (1 mark).

4. You should try to make 5 separate points from recall.
You could mention:
• Militancy gained a lot of negative publicity
• Many campaigners felt that militant action undermined their efforts
• Government determined not to give into acts of vandalism/force
• Attacks on MPs alienated support/turned many people against the cause who had previously supported votes for women
• Violent actions e.g. window smashing annoyed the public
• Upset Suffragists/damaged Suffragist campaign
• Once imprisoned Suffragettes could no longer campaign effectively

You can always get extra marks if you add more information to back up a point you are making. E.g. militancy gained a lot of negative publicity (1 mark) newspapers such as the Daily Mail condemned the Suffragettes as mad and irresponsible (1 mark).

Section 2, Part C

1. You need to make 6 clear points about the usefulness of the source.
You would probably start by arguing that the source does provide useful evidence about the treatment of slaves on the Middle Passage. Comment on who wrote the source, when it was written and why it was written:
• The source was written by a slave who had experienced the Middle Passage
• Written in 1789 at the time of the slave trade
• Written to describe what the Middle Passage was like
You should then comment on the information contained in the source:
• The source mentions terrible conditions below decks
• It mentions the shrieks of the women
You would gain marks by pointing out that in some ways the source is less useful because of important information that has not been mentioned. E.g. the source does not mention slaves being forced to exercise on deck.

2. You should try to make 5 separate points from recall.
You could mention:
• Millions of enslaved people taken from Africa
• Mostly strong young males and females
• Some African kings became rich through selling slaves to Europeans
• Europeans sold cloth, alcohol and firearms to Africans
• Some tribes went to war against neighbouring tribes in order to capture people to enslave
• Some tribes carried out raids on other tribes to kidnap people to enslave

You can always get extra marks if you bring in more information to back up a point you are making. E.g. some African Kings grew rich through selling slaves to Europeans (1 mark). For example the Kings of Dahomey earned fortunes from enslaving neighbouring tribes (1 mark).

3. You should try to make 5 separate points from recall.
You could mention:
• Slaves were often branded by their owners
• Slaves were punished severely for minor crimes
• Slaves were paired off by their owner for breeding purposes
• Slave families could be split up by their owners
• Female slaves were subjected to sexual abuse by their owners
• Slaves were forced to work very long hours

You can always get extra marks if you add more information to back up a point you are making. E.g. slaves were punished severely for minor crimes (1 mark). A runaway might be whipped and forced to wear a collar (1 mark).

4. For this type of question you must say whether you think the sources agree or not and then support your decision by making two comparisons using evidence from the sources.
For this question you would probably decide that the two sources agree. You could then back this up with two of the following comparisons:
• Source A says that plantation owners had political influence and Source B supports this by saying that the plantation owners allied themselves with important groups to promote the case for slavery
• Source A points out that there were British ports which relied on the slave trade and Source B backs this up by mentioning that dozens of British ports relied on the slave trade
• Source A says that people believed that the trade had helped them to make Britain wealthy and prosperous and Source B supports this by pointing out that slavery seemed vital to the continuing prosperity of Britain
Section 2, Part D

1. You should try to make 5 separate points from recall.
   You could mention:
   - Revolution in agriculture helped feed the urban population
   - Fertility of mothers increased as a result of an improved diet
   - Improved medical knowledge e.g. better understanding of the connection between dirt and disease/bacteria
   - Vaccinations against killer diseases: 1853 smallpox; 1897 tetanus, etc
   - Improvements in sanitation e.g. flushing toilet

   You can always get extra marks if you add more information to back up a point you are making. E.g. revolution in agriculture helped feed the urban population (1 mark) and scientific farming methods increased the range of food crops (1 mark).

2. You need to make 6 clear points about the usefulness of the source.
   You would probably start by arguing that the source does provide useful evidence about working conditions in cotton mills. Comment on who wrote the source, when it was written and why it was written:
   - The source was written by a visitor to a cotton mill
   - The source was written during a time when working conditions were being improved
   - The source was written to describe what a cotton mill was like

   You should then comment on the information contained in the source:
   - The source mentions that the factory is well ventilated
   - The source mentions that there were guards on dangerous machinery

   You would gain marks by pointing out that in some ways the source is less useful because of important information that has not been mentioned. E.g. factory acts had been introduced to improve working conditions especially for children, and many mill owners did not obey the new regulations.

3. You should try to make 5 separate points from recall.
   You could mention:
   - More use of steam powered machinery for pumping water
   - Improvements made to ventilation
   - Wider use of mechanical cage lifts
   - Davy Lamp which reduced pit explosions
   - Metal props made roof falls less likely
   - Coal cutting machinery available from the 1880s

   You can always get extra marks if you bring in more information to back up a point you are making. E.g. more use of steam powered machinery for pumping water (1 mark). This allowed deeper mining to be safer (1 mark).

4. For this type of question you must say whether you think the sources agree or not and then support your decision by making two comparisons using evidence from the sources.

   For this question you would probably decide that the two sources agree. You could then back this up with two of the following comparisons:
   - Source A mentions working class anger at the Whig government over the 1832 act. Source B describes working class fury at continuing restriction on voting which remained after the Act
   - Source A mentions people’s anger at the Poor Law and Source B tells us about the hatred of the poor law
   - Source A mentions working class people being confident about forming their own organizations. Source B mentions a working class backlash

Section 2, Part E

1. You need to make 6 clear points about the usefulness of the source.
   You would probably start by arguing that the source does provide useful evidence about the causes of poverty in the early 20th century. Comment on who wrote the source, when it was written and why it was written:
   - The source was written by a Liberal MP who would be well informed about problems in Britain
   - The source was written in the early 20th century when the causes of poverty were being debated
   - The source was written to explain the causes of poverty

   You could argue that the source is less useful because the author was a liberal reformer and could be biased.

   You should then comment on the information contained in the source:
   - The source mentions that some men’s earnings are not enough to keep a family
   - It mentions that some people find it difficult to find work

   You would gain marks by pointing out that in some ways the source is less useful because of important information that has not been mentioned. E.g. the lack of free secondary education made it difficult for young people to escape poverty, and the lack of affordable housing.

2. For this type of question you must say whether you think the sources agree or not and then support your decision by making two comparisons using evidence from the sources.

   For this question you would probably decide that the two sources agree. You could then back this up with two of the following comparisons:
   - Source A says that the reforms were in no sense a welfare state and Source B says that reforms were not designed to free people from poverty
   - Source A says that the reforms targeted small areas of poverty and Source B mentions that only certain types of worker were supported for sickness and unemployment
   - Source A says that the poor law was still necessary and Source B says that only some people were freed from having to seek poor relief
3. **You should try to make 5 separate points from recall.**

You could mention:
- Middle class people became more aware of the problems of poverty through the experience of evacuation
- People from different classes also came together to do air-raid duties like firewatching
- People from different classes were brought together in the air-raid shelters
- Both rich and poor faced the same problems such as bomb damage to their homes
- People were more sympathetic towards people living in inadequate housing due to the blitz

You can always get extra marks if you bring in more information to back up a point you are making. E.g. people from different classes were brought together in the air-raid shelters (1 mark). Better off people learned about the problems of the poor for themselves (1 mark).

4. **You should try to make 5 separate points from recall.**

You could mention:
- Beveridge proposed a system which was open to everyone regardless of wealth
- There would be no return to the hated means test
- The National Health Service would be free to everyone meaning that poor people could receive good medical attention
- Proposed a fair insurance scheme where everyone would pay the same contribution to receive the same benefits
- Promised every family an allowance for every child

You can always get extra marks if you add more information to back up a point you are making. E.g. there would be no return to the hated means test (1 mark) and benefits would be universal and based on contributions (1 mark).

**Section 3, Part B**

1. **You should try to make 6 separate points from recall.**

You could mention:
- Colonists were angered by the passing of the Tea Act in 1773 which allowed the East India Company to undercut the colonial merchants and smugglers
- Bostonians disguised themselves as Mohawk Indians and boarded the three tea ships
- Tea was emptied into the water of Boston harbour
- Some of the tea was stolen
- King George III and Parliament were outraged when they heard of these events
- Lord North rejected the offer of compensation from some of the colonial merchants
- Led to the passing of the “Intolerable Acts”

You can always get extra marks if you bring in more information to back up a point you are making. E.g. led to the passing of the “Intolerable Acts” (1 mark) such as the Massachusetts Act (1 mark).

2. **You need to do 6 clear points about the usefulness of the source.**

You would probably start by arguing that the source does provide useful evidence about what happened at Lexington and Concord in April 1775. Comment on who wrote the source, when it was written and why it was written:
- The source was written only a month after events at Lexington and Concord/written at the start of the year
- The source was written by the leaders of the colonies, who would have detailed first-hand knowledge of what had taken place
- The source was written to condemn the actions of the British army

You might want to point out ways in which the source is less useful, for example the writers of the source were leaders of the colonies so might be biased against the British.

You should then comment on the information contained in the source:
- The attack is described as unprovoked
- The colonists were cruelly slaughtered

You would gain marks by pointing out that in some ways the source is less useful because of important information that has not been mentioned. E.g. militia in Massachusetts had been training for war and spies had warned of the British army’s movements and counter-attack was launched at Concord.

3. **If the question starts with “To what extent” you must write a balanced answer.**

In this question you should show that you understand that the involvement of foreign countries caused difficulties for Britain in the War of Independence.

You could mention:
- The French attacked British colonies in the Caribbean and elsewhere which undermined Britain’s control
- The French harassed British shipping in the Atlantic interfering with trade
- Britain lost control of the seas for the first time that century
- Britain found it more difficult to reinforce and supply its forces in America.
- France provided the colonies with finance
- France provided the colonies with military assistance—soldiers, gunpowder
- Spain distracted Britain by attacking Gibraltar
- A Franco-Spanish force threatened Britain with invasion in 1779

You should then balance your answer by giving other reasons for Britain’s defeat such as:
- Leadership qualities of George Washington
- Public opinion with in Britain was split over the war
- Military leadership was poor
- Major defeats at Saratoga and Yorktown
- Supplying an army fighting so far away from Britain posed major problems
- Colonists knew the territory on which battles were fought
Section 3, Part C

1. You should try to make 6 separate points from recall.

You could mention:
- White Americans believed in Manifest Destiny
- Native Americans wanted a home where the buffalo roam while the white Americans wanted to farm
- Treaty made with the Native Americans was broken
- White settlers had a ‘property attitude’ towards land
- Native Americans believed that Great Spirit had created land for their care
- Grants to encourage gold prospecting alarmed Native Americans
- Sacred land had to be protected by the Native Americans
- Many white Americans favoured setting up reservations
- Native Americans objected to reservation life
- Loss of freedoms associated with the move back to reservations

You can always get extra marks if you add more information to back up a point you are making. E.g. white Americans believed in Manifest Destiny (1 mark), a belief in being able to occupy land from the Pacific to the Atlantic (1 mark).

2. You need to make 6 clear points about the usefulness of the source.

You would probably start by arguing that the source does provide useful evidence about the impact of Reconstruction on black people in the South. Comment on who wrote the source, when it was written and why it was written:
- The source was written by a visitor to the South
- The source is taken from a diary written at the time of reconstruction
- The source was written to describe the impact of Reconstruction on black people in the South

You should then comment on the information contained in the source:
- The source mentions that black people were living in shabby conditions
- The source mentions violence used against black people

You would gain marks by pointing out that in some ways the source is less useful because of important information that has not been mentioned. E.g. secret organizations were set up in the South to terrorise black people. Black people were too poor to move.

3. If the question starts with “To what extent” you must write a balanced answer.

In this question you should show that you understand that differing attitudes to the union brought about Civil War.

You could mention:
- North Eastern States were in favour of a strong Union with power exercised from the centre
- Southern States believed States Rights should not be infringed upon by federal government
- Southern States held that it was their right to secede from the union if it was no longer acting in their interests
- Northern states believed that the South had no right to secede

You should then balance your answer by giving other reasons such as:
- North believed in protection of trade through tariffs
- South relied on free trade
- Northerners were opposed to the expansion of slavery
- Southerners believed that the expansion of slavery was necessary

Finish with a conclusion giving an overall answer to the question supported with a reason for the judgement you have made. E.g. overall, attitudes to the union were an important cause of the Civil War but it was the conflicts over the expansion of slavery, which was the main cause of the war.

Section 3, Part D

1. You should try to make 6 separate points from recall.

You could mention:
- The Spartacists had no organised plan for an armed revolution
- The Government used the Freikorps to crush the revolt
- The well equipped Freikorps quickly crushed the revolt
- The Freikorps used artillery to recapture buildings in Berlin
- The Spartacist leaders Karl Liebknecht and Rosa Luxemburg were arrested
- Both Spartacist leaders were executed/murdered by the Freikorps

You can always get extra marks if you add more information to back up a point you are making. E.g. the Government used the Freikorps to crush the revolt (1 mark). The Freikorps received support for their actions from the German army (1 mark).

2. You need to make 6 clear points about the usefulness of the source.

You would probably start by arguing that the source does provide useful evidence about Germany at the end of the First World War. Comment on who wrote the source, when it was written and why it was written:
- The source was written by an eye witness
- The source was written to describe Germany at the end of the war
You might want to argue that in some ways the source is less useful for example:

- The writer of the source is looking back at events which may be less reliable.

You should then comment on the information contained in the source:

- The source mentions gunfire on the streets.
- The source mentions the arms being taken at the announcement of the armistice.

You would gain marks by pointing out that in some ways the source is less useful because of important information that has not been mentioned. E.g. Germany had signed the armistice unconditionally. A socialist government took power at the end of the war.

3. If the question starts with “To what extent” you must write a balanced answer.

In this question you should show that you understand that Hitler’s success was due to violence and intimidation.

You could mention:

- Violent activities of the SA.
- Destruction of opposition offices and printing presses.
- Intimidation of opposition Reichstag deputies.

You should then balance your answer by giving other reasons such as:

- Divisions in opposition.
- Economic chaos led Germans to support extremism.
- Hitler offered simple solutions to Germany’s problems.

Finish with a conclusion giving an overall answer to the question supported with a reason for the judgement you have made. E.g. overall, violence and intimidation played a major part in Hitler’s success but Hitler was also able to convince enough Germans to vote for him to allow him to gain power “legally.”

Section 3, Part E

1. You should try to make 5 separate points from recall.

You could mention:

- Most Russians were religious.
- Close link between the Church and the Tsar.
- The Church supported the Tsar’s rule.
- Orthodox Church was the largest in Russia.
- Orthodox Church was very wealthy.
- Orthodox Church controlled education.
- Orthodox Church encouraged the people to regard the Tsar as their “little father.”

You can always get extra marks if you add more information to back up a point you are making. E.g. most Russians were religious (1 mark) and priests were held in high regard (1 mark).

2. If the question starts with “To what extent” you must write a balanced answer.

In this question you should show that you understand how the Russo-Japanese War caused the 1905 Revolution.

You could mention:

- The Tsar had hoped that a short, successful war would unite the country and boost his popularity.
- The war had gone very badly from the start and the Tsar was blamed.
- There were stories of soldiers and sailors being killed due to the incompetence of their leaders.

You should then balance your answer by giving other reasons such as:

- There was growing poverty among workers and peasants.
- There was rising unemployment in the cities.
- There were food shortages.
- The cruelty of the Tsar’s government/secret police.

Finish with a conclusion giving an overall answer to the question supported with a reason for the judgement you have made. E.g. overall, the war was the most important cause of the 1905 Revolution because defeat provided the spark which led to the explosion of discontent against the Tsar.

3. You need to make 6 clear points about the usefulness of the source.

You would probably start by arguing that the source does provide useful evidence about the problems facing the Provisional Government. Comment on who wrote the source, when it was written and why it was written:

- The source was written by the leader of the Provisional Government who would be aware of events in Russia.
- The source was written at the time when the Provisional Government was facing problems.
- It was written to describe the problems facing the Provisional Government.

You should then comment on the information contained in the source:

- The source mentions defeat at the front.
- The source also mentions shortages of food and land.

You would gain marks by pointing out that in some ways the source is less useful because of important information that has not been mentioned. E.g. opposition groups such as the Bolsheviks were plotting the downfall of the Provisional Government. The Soviets were interfering in the government of Russia.

Section 3, Part G

1. You should try to make 6 separate points from recall.

You could mention:

- European immigrants often arrived with little wealth or possessions.
- They faced discrimination on the grounds of race or religion.
- They faced discrimination in most areas of life and work simply because they were immigrants.
They did the poorest jobs with lowest pay
They lived in poor housing often in insanitary slums
They became stereotyped by public and media as a threat
They were blamed for political extremism e.g. Red Scare

You can always get extra marks if you bring in more information to back up a point you are making. E.g. faced discrimination on the grounds of race or religion (1 mark). Many were Catholics or Jews whilst most old immigrants were protestant (1 mark).

2. **You need to make 6 clear points about the usefulness of the source.**

You would probably start by arguing that the source does provide useful evidence about attitudes towards black Americans in the South at the time of the Civil Rights Movement. Comment on who wrote the source, when it was written and why it was written:

- The source was written by a person from Alabama which is in the deep South
- The source was written at the time of the growth of the Civil Rights Movement
- The source was written to describe the attitude of southerners to black people

You might want to comment on ways in which the source is less useful:
- The source was written by a leader of the KKK who would have extreme views

You should then comment on the information contained in the source:
- Black people should ignore what Northerners say
- Black people should work hard

You would gain marks by pointing out that in some ways the source is less useful because of important information that has not been mentioned. E.g. does not mention support for segregation in the South or that many southerners regarded black people as inferior.

3. **If the question starts with “To what extent” you must write a balanced answer.**

In this question you should show that you understand that their experiences in the Second World War encouraged the growth of the Civil Rights Movement.

You could mention:
- Black servicemen overseas had some experience of integration
- Some black people gained employment in war industries where they were treated as equals
- Government propaganda described the war as a fight for freedom which highlighted the lack of freedom for black people

You should then balance your answer by giving other reasons such as:
- Hardship and humiliation caused by the Jim Crow laws
- Segregation of schools, transport, etc
- Inequality faced by black Americans in employment and housing

Finish with a conclusion giving an overall answer to the question supported with a reason for the judgement you have made. E.g. overall, the experience of the Second World War encouraged the growth of the Civil Rights Movement but other reasons such as the injustices of segregation were important in keeping it going.

**Section 3, Part H**

1. **You should try to make 5 separate points from recall.**

You could mention:
- Britain allowed Germany to break the Treaty of Versailles
- British government and public opinion had revised their attitude to the Treaty of Versailles and agreed it was too harsh
- Britain did not protest about the re-introduction of conscription
- Britain took no action over the creation of a German air force
- the Anglo-German Naval Agreement allowed Germany to build a navy
- Britain accepted the reoccupation of the Rhineland

You can always get extra marks if you bring in more information to back up a point you are making. E.g. Britain accepted the reoccupation of the Rhineland (1 mark). Members of the government felt Germany was only going into its own backyard (1 mark).

2. **You need to make 6 clear points about the usefulness of the source.**

You would probably start by arguing that the source does provide useful evidence about Britain’s attitude to Czechoslovakia in 1938. Comment on who wrote the source, when it was written and why it was written:

- The source was written by the British ambassador who would reflect British attitudes
- The source was written at the time of the Czech crisis
- The source was written to influence British attitudes towards Czechoslovakia

You might want to comment on ways in which the source is less useful:
- The source was written by a supporter of appeasement

You should then comment on the information contained in the source:
- Says that Czechoslovakia must take some blame
- Says that the Czechs cannot be trusted

You would gain marks by pointing out that in some ways the source is less useful because of important information that has not been mentioned. E.g. Czechs had grievances that were genuine.

3. **If the question starts with “To what extent” you must write a balanced answer.**

In this question you should show that you understand that fear of bombing was a reason why British people wanted to avoid war during the 1930s.
You could mention:
- British people felt that the bomber would always get through
- British people overestimated Germany’s aerial threat
- British people were frightened by images of air raids from the Spanish Civil War

You should then balance your answer by giving other reasons such as:
- Many British people believed that Germany had genuine grievances which should be settled peacefully
- Many British people supported the League of Nations
- Most British people had memories of the death and destruction caused by the Great War

Finish with a conclusion giving an overall answer to the question supported with a reason for the judgement you have made. E.g. overall, fear of bombing was an important reason why British people wanted to avoid another war but there were also important reasons for them to believe that war was unnecessary.

Section 3, Part I

1. If the question starts with “To what extent” you must write a balanced answer.

In this question you should show that you understand that sea power played a part in American success in the war with Japan.

You could mention:
- Sea power based on aircraft carriers allowed for air power to support landings and sea battles e.g. Midway
- Sea power victory at the Battle of Midway destroyed major part of Japanese fleets and therefore their ambitions in the Pacific. Four out of five Japanese aircraft carriers sunk, along with cruisers and destroyers
- Sea power allowed for “island hopping” to push Japanese forces back in the Pacific
- Sea power, especially US submarine fleet, contributed to blockade of Japan and led to a lack of resources for Japanese war effort

You should then balance your answer by giving other reasons such as:
- US code breakers successfully intercepted and read most Japanese communication during the war and knew what the enemy plans were
- Codebreakers were vital to victory at Midway
- US used Navaho language in their codes that Japanese could not break
- Codebreakers knew about the journey of Japanese Navy Commander Yamamoto to the South Pacific. He was intercepted, shot down and killed
- US resources and men – better equipped
- US development of A bomb and attack on Hiroshima and Nagasaki

Finish with a conclusion giving an overall answer to the question supported with a reason for the judgement you have made. E.g. overall, sea power was an important reason for American success in the war against Japan but the overall military superiority of the United States and the devastation it was able to inflict on Japan itself was the most important reason for American victory.

2. You need to make 6 clear points about the usefulness of the source.

You would probably start by arguing that the source does provide useful evidence about attitudes towards the atomic bombing of Japan. Comment on who wrote the source, when it was written and why it was written:
- The source was written by a member of the US government who would be aware of the facts around the use of the bomb
- The source was written shortly after the bomb had been used against Japan
- The source was written to explain why the bomb should not have been dropped

You might want to comment on ways in which the source is less useful:
- The source was written by an opponent of the bomb showing possible bias

You should then comment on the information contained in the source:
- The bomb was unnecessary because Japan was already on the verge of defeat
- The bomb was unnecessary because the blockade was working

You would gain marks by pointing out that in some ways the source is less useful because of important information that has not been mentioned. E.g. the bomb ended the war more quickly than other methods would have done, and probably saved the lives of many US servicemen who would have had to continue with conventional tactics.

3. You should try to make 5 separate points from recall.

You could mention:
- British and American forces advancing from the west
- Russians were advancing from the east
- Soviets managed to encircle Berlin
- Allied airforces controlled the skies over Germany
- The German defences consisted of several depleted, badly equipped, and disorganised units
- Hitler and a number of his followers committed suicide

You can always get extra marks if you bring in more information to back up a point you are making. E.g. allied airforces controlled the skies over Germany (1 mark) and were bombing German cities day and night (1 mark).

Section 3, Part J

1. If the question starts with “To what extent” you must write a balanced answer.

In this question you should show that you understand that the developing arms race was the main cause of the Cold War.

You could mention:
- Stalin was angry with Truman for not informing them about the development of the bomb
- Use of atomic bombs on Hiroshima and Nagasaki started the nuclear arms race
- USSR developed it’s own atomic bomb – first test 1949
• Both USA and USSR raced to develop the first hydrogen bomb

You should then balance your answer by giving other reasons such as:
• USA remembered that USSR had made an alliance with Hitler in 1939
• USSR remembered that the USA had supported the white forces during the Civil War
• USA opposed the conquest of Eastern Europe by the USSR at the end of WW2
• USSR felt that USA had deliberately delayed entry into the war against Hitler
• USA was capitalist and USSR was Communist
• USSR wanted control of West Berlin but USA was determined to keep it free
• Berlin blockade and airlift

Finish with a conclusion giving an overall answer to the question supported with a reason for the judgement you have made. E.g. overall, the developing arms race was an important cause of tension but it was the difference in ideologies between communist USSR and capitalist USA that was the main reason for the tension between the two superpowers before 1950. The USA was desperate to stop the spread of communism and the USSR wanted protection against another attack from capitalist countries.

2. You should try to make 6 separate points from recall.
You could mention:
• Many of those conscripted avoided enlisting by draft dodging
• Students protested against President Johnson
• Large demonstrations against the war often lead to violent clashes
• Students held protests in many universities across the USA e.g. Kent State
• Prominent figures such as Martin Luther King spoke out against the war
• Many musicians of the time wrote and performed anti-Vietnam songs
• Vietnam veterans spoke out against the war

You can always get extra marks if you bring in more information to back up a point you are making. E.g. many of those conscripted avoided enlisting by draft dodging (1 mark) many protesters burned their draft cards to demonstrate their opposition to the war (1 mark).

3. You need to make 6 clear points about the usefulness of the source.
You would probably start by arguing that the source does provide useful evidence about the Soviet attitude to détente. Comment on who wrote the source, when it was written and why it was written:
• The source was written by the leader of the Soviet Union
• The source was written at the time of détente
• The source was written to explain why the Soviets wanted détente