



History

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H EY folks, exam time looms before you, and on May 26 you'll be sitting your History exam. With the adrenaline pumping it's easy to panic in an exam, so here are a few pieces of advice to calm you down.

First, make sure you've seen a past paper so you'll know what you'll be facing in the exam hall. Remember that every topic will be in the paper, and you only answer the questions from the area that you've studied.

Second, don't rush through the paper; know how much time you've got to answer each section and spend your time effectively to get the most marks you can.

Finally, study. You can't expect to enter an exam hall and pass an exam without putting the effort in. You need to know the course content and what the Scottish Qualifications Authority (SQA) expect you to have in a particular type of answer – and that is what this guide is designed to help you with.

STANDARD GRADE

There are three levels to the Standard Grade exam: Foundation, General and Credit. Each level has two elements: Knowledge and Understanding (KU, 40% of the final mark) and Enquiry Skills (ES, 60% of the final mark). Unit 1 is Changing Life In Scotland And Britain; Unit 2 is International Co-operation And Conflict; Unit 3 is People And Power.

Foundation: the exam lasts one hour. You will answer one context from Unit 1 and one context from Unit 2 or 3. Use the information in the sources to answer the questions.

General: the exam lasts one and a half hours. You will answer one context from each of the three units. To use your time effectively, spend 30 minutes on each of the three contexts.

Credit: the exam lasts one and three-quarter hours. You will answer one context from each of the three units. To use your time effectively, spend 35 minutes on each of the three contexts.

Knowledge and Understanding (KU)

There are four types of KU questions which apply throughout your learning of any area of History.

You should study your content according to these questions. It is reflected in your exam.

- Why did the event happen? This is asking for reasons, an explanation.
- What were the main facts during the event? This is asking for a factual story.
- What were the effects / results of the event? This is asking for consequences.
- How important / significant was the event? This is asking you to make a judgement.

Foundation: There will always be a source to help you answer the question, which will be worth three or four marks. There is space under the source for you to write your answers on. You do not need to add recalled knowledge.

General: There will always be a source to help you answer the question, which will be worth three or four marks. Start the answer by using the words from the question. Give evidence from the source, writing a new sentence for each point to avoid your answer looking like a list. Add one piece of recalled knowledge, using the words "I also know" to make it stand out.

Credit: The whole answer is based on recall. Each question will have a trigger statement and are worth 4 or 5 marks. Again, use the words from the question to start your answer and develop your points.

The other Credit KU question is the eight-mark short essay. This will appear in one of the units. You should structure your answer: include an introduction, a development and a conclusion. Here's an example from the 2007 exam: *In the Allied victory over Germany by 1918, how important was Allied use of new technology?*

To answer this question you should write a sentence or two of an introduction setting the question in context. Here's an example of an introduction:

After four years of fighting, Germany lost the First World War. The Allied use of new technology was important to ensuring success, but what other factors contributed to the victory?

The main body should outline a judgement on how important the new technology was, writing a new paragraph for a new topic. Remember, when you are asked to make a judgement, you should consider why something is important or isn't important, but also other factors that are important. With reference to this question you should consider the importance of new military technology such as the Dreadnought type of battleship,



Long after argument raged over whether railways were good or bad for the people (see General and Credit, opposite) the Beeching cuts of the early 1960s scrapped many old steam engines. Top left: books at the Mitchell Library, Glasgow, a great study resource

Main photograph: Newsquest

poison gas, machine-guns and new methods of communication.

You should then consider other reasons why Germany was defeated in the war, for example the failure of the Schlieffen Plan in 1914, the failure of the U-boats to starve Britain into surrendering and the entry of the US into the war in 1917.

End with a conclusion summarising your argument. For example: *In conclusion, the Allied use of new technology was important in determining the Allied victory, but other factors such as the failure of the Schlieffen Plan and the U-boat campaign and the US entry into the war were also significant.* However, all this comes with a warning: do not spend more than 12 minutes on this answer. It is only worth eight marks out of a possible 24.

Enquiry Skills

There are six different types of ES questions:

- How useful / valuable...?
- Comparing sources.
- Author's opinion.
- How fully ...?
- What evidence ...?
- Conclusion.



All these questions ask you to assess sources. ES1, 5 & 6 appear only in Unit 1 as the Issue to Investigate, which stands out as a subheading. There will then be a box with the issue in it. For example, "The issue for investigating is: the coming of the railways brought benefits to all people in nineteenth century Scotland." At General you'll be given two sources; at Credit you'll be given three sources. Let me show you the differences in the questions for exactly the same issue:

General and Credit

Here's an example: Source A is from the written recollections of the railway engineer who was trying to build the Perth to Inverness Railway in the 1840s.

Source A: *I remember a visit to Cullen House to seek approval for the railway across the Seafield Estates on Speyside. Lady Seafield very decidedly told us that she hated railways. "Cheap travel," she said, "brought together such an objectionable variety of people." Lord Seafield was no more enthusiastic, maintaining that the railway would frighten away the grouse from his moors. "Besides," he went on, "what would become of the floaters – the men who have for many years been*

employed to float timber down the River Spey to the sea. Would a railway replace them?"

Question 1 (ES1)

General: How useful is Source A for investigating attitudes to the building of railways in nineteenth century Scotland? (three marks)

Credit: How useful is Source A for investigating attitudes to the building of railways in nineteenth century Scotland? (four marks)

Question 2 (ES5)

General: What evidence in Source C agrees with the view that the coming of the railways benefited people in Scotland? What evidence in Source D does not agree with the view that the coming of the railways benefited people in Scotland? (five marks)

Credit: What evidence is there in the sources that the coming of the railways benefited people in Scotland? What evidence is there in the sources that the coming of the railways did not benefit people in Scotland? (six marks)

Question 3 (ES6)

General: How far do you agree that the coming

of the railways benefited all people in nineteenth century Scotland? You must use evidence from the sources and your own knowledge to come to a conclusion. (four marks)

Credit: How far do you agree that the coming of the railways benefited all people in nineteenth-century Scotland? You must use evidence from the sources and your own knowledge to reach a balanced conclusion. (five marks)

YOUR ANSWERS

In my experience, How useful/valuable ...? Is the question that causes the most difficulty. I teach my pupils to consider the Ws:

Who wrote the source? Give the person's name and job. Then consider: is this person biased? Or exaggerating? Or are they providing accurate information? Are they an eyewitness or an expert? Explain why.

When was the source written? Is it a primary or secondary source? Explain why. Include a date if there is one.

Where was the source written? Is it from a diary, a government poster, a newspaper, a history

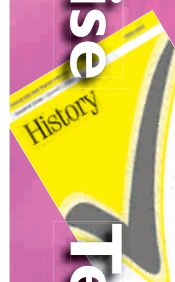
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textbook? Is it biased or accurate or propaganda? Explain why.

Why was the source written? – the reason for the source. Was it written for propaganda, information, education, to get sympathy, to get a view across? Explain why.

What is the source about? – state what the source is about and support it with an example.

What's missing? Why is the source not useful/valuable? At Credit level, you must consider why the source is useful/valuable and why it is not.

So for question 1, you might write something like: *Source A is partially useful for investigating attitudes to the building of railways in nineteenth-century Scotland. It is useful because it is a recollection from a railway engineer who was*

involved in building the railways and is therefore an eyewitness. It is also useful because it is a primary source, written at the time when railways were being built in the 1840s. It is also useful because it is detailed about the impact of railways on an area, eg cheap travel is introduced. However, Source A is not useful because it is limited to one man's experience and therefore does not provide a balanced account.

The second question is separated into two parts. For this answer you can construct a table. At General level you should simply extract evidence from the source you are directed to. You need five pieces of evidence in total over the two sides of the table.

EXAMPLE:

Evidence in Source C that agrees with the view that the coming of the railways benefited people in Scotland:

- ...
- ...
- ...

Evidence in Source D that does not agree with the

Lord Kitchener gazes sternly out of the famous British recruiting poster of the First World War (see Credit, p12), a striking example of a pictorial historical source. Can it be described as propaganda? Even if it is, can it still be a useful source for an essay on the war?

view that the coming of the railways benefited people in Scotland.

- ...
- ...
- ...

At Credit level you should extract evidence from all the sources. You need six pieces of evidence in total over the two sides of the table. If there is no evidence from the source, state this.

Example: Evidence in the sources that the coming of the railways benefited people in Scotland.

- A = ...
- B = ...
- C = ...

Evidence in the sources that the coming of the railways did not benefit people in Scotland.

- A = no evidence
- B = ...
- C = ...

In the third question, you are required to reach a conclusion. At General level, you are required to

answer the question including source evidence and one piece of recall. At Credit level, you are required to answer the question including source evidence, recall and balance (state why you agree and why you don't agree).

What about the other ES questions?

ES2, ES3 and ES4 appear in Units 2 and 3.

ES2 asks you to compare sources. Here's an example from the 2007 General paper. *How far do Sources C and D agree about the work women did during the First World War?* (Source C is a poster and Source D is a written source). To answer this type of question, you must decide in what ways they agree or disagree, then compare the sources point by point.

For example: both sources agree that women joined the Voluntary Aid Detachment. Source C shows a poster encouraging women to join the VAD; Source D agrees and states that the Voluntary Aid Detachment was an organisation set up to help the sick and wounded.

ES3 asks you to identify and discuss the author's opinion. Here's an example from the 2007 General paper. *What was the attitude of the authors of Source D towards War Communism?*

First you identify the attitude. In this case, is the author for or against War Communism? The answer is against. Second, state evidence from the source that supports the opinion you've identified. For example: *The author is against War Communism. He is annoyed that the workers cannot choose what work they want to do.* This shows just one piece of evidence; you will need to write more.

ES4 asks you how full the evidence in a source is. Here's an example from the 2007 Credit paper: *How fully does Source B describe the results of the Cripps Mission of 1914?* You must use evidence from the source and your own knowledge and give reasons for your answer.

Here's a hint – no source is completely full, there will always be something missing that would make it fuller. Therefore, you should start your answer by stating that the source is quite full. You should then back this up with evidence from the source. You should then state that the source is not full because it fails to mention ... and give one piece of recall at General level, two at Credit level.

INTERMEDIATE 2

The exam lasts one and three-quarter hours and has three parts to it.

Part 1: The Short Essay – you should answer one question.

Part 2: Scottish And British – you should answer one question.

Part 3: European And World – you should answer one question.

Answer one other context from either Part 2: Scottish And British or Part 3: European And World.

The Short Essay

It is answered very similarly to the eight-mark question at Standard Grade, but you need to write in more detail. The structure of introduction, development and conclusion is the same; without these you will not get a good mark. Spend between 20 and 25 minutes on this question. Here's an example from the 2007 paper: *Explain why a civil rights movement grew in the US in the 1950s and 1960s.*

Your introduction should set the context. The Civil Rights Movement of the 1950s and 1960s questioned the social prejudices in the US that determined the laws that kept black Americans as second-class citizens. The Civil Rights movement grew because of the social, economic, political and legal inequalities in the US.

You should then go on to develop your points. Include areas such as the existence of Jim Crow laws in the southern states; the existence of segregation in, for example, schools, hospitals, restaurants; inequalities in housing and education; the refusal of southern states to desegregate; the leadership of Martin Luther King; increasing support from whites, eg students and groups like Core. Remember to write the development in paragraphs.

Finish with a conclusion that summarises your essay. *The Civil Rights movement of the 1950s and 1960s grew in the US because of the inequalities facing black Americans with regards to housing, education and segregation through the law and political decisions. The leadership of Martin Luther King provided a figurehead for black Americans to*



Your short essay may feature civil rights leader Martin Luther King

follow and support from the white population helped the movement to expand.

Part 2 (Scottish And British) and Part 3 (European And World)

You will be asked two KU questions in each context. Both are worth five marks:

Question 1: A "describe" question. The whole answer is based on recall. You must write five developed points. Write a new sentence for each point. Here's an example from Context 13, The Cold War (2007): *What was meant by "the Cold War"?*

Question 2: An "explain why" question. You will be given a source. You must extract evidence from the source and add recall. Show you are adding recall by beginning the sentence "I also know ..." Write a new sentence for each point and develop.

Here's an example from Context 6, Immigrants And Exiles (2007). Source A explains why Irish people came to Scotland.

Source A: Southwest areas of Scotland like Ayrshire were close to Ireland and so attracted Irish people to go there. A large number settled in the Glasgow area as many ships with cheap fares arrived there. During the year 1848 the number of people landing in Glasgow numbered a thousand a week. Many Irish people went to Dundee, where they found work in the jute industry. Some Irish men and women came to Scotland for just part of the year and then returned home. They mainly worked on farms at times such as the harvest.

Question: *Why did many Irish people come to Scotland in the nineteenth century?* (Use Source A and recall.)

Example Answer: *Irish people came to Scotland in the nineteenth century for many reasons. One reason was that places like Ayrshire were geographically close to Scotland. Another reason was that there was work available in the factories such as the Dundee jute mills, especially for women. A third reason is that the Irish could do temporary farm work at harvest time and then return home to Ireland. I also know the Irish came to Scotland because the wages were higher in Scotland than in Ireland in many jobs such as farming. Finally, I also know the potato famine of the 1840s caused mass starvation due to the Irish dependence on the potato and they moved to Scotland to escape.*

You will also be asked one ES question in each context, worth four marks.

Question 1: A "how useful" question. Consider this question in a similar way as Credit level Standard Grade. You should assess each of the following in your answer:

The origin (who wrote it? When was it written?)
The purpose (why was the source written?)
The content (what is the source about?)
Content omission (what's missing?)

Question 2: A comparison question. Consider this question in a similar way as Credit level Standard Grade. Remember that it is essential to show a comparison. Use "comparing words" to show this, such as agree/disagree, support/oppose. Do not simply describe one source and then the other.

HIGHER

There are two papers. Paper 1 is essay-based, lasts one hour 20 minutes and is worth 40 marks. You have to write two essays: one from the Scottish And British section and one from European And World. To use your time effectively, spend 40 minutes on each essay. Do not spend too long on one essay, leaving yourself rushing the second one.

Paper 2 is source-based, lasts one hour 25 minutes and is worth 30 marks. There are five sources and five accompanying questions (two five-mark, two six-mark and one eight-mark). To use your time effectively, spend approximately 16 minutes on each of the five-mark and six-mark questions and 21 minutes on the eight-mark question.

Paper 1

Any essay should have an introduction, a development and a conclusion.

What will get a C? An essay that provides relevant evidence presented in a largely narrative, descriptive manner. There may be a basic analysis showing you know what the question is about. There is an attempt to end with a conclusion.

What will get a B? Better essays will show an understanding of the question. Their information will be relevant and substantial, used to illustrate and develop appropriate points that have been outlined in an introduction. Each paragraph will refer directly to the question. The essay will end with a conclusion that supports the evidence provided in the essay.

What will get an A? Again, an understanding of the question needs to be shown through detailed information. An analysis of the evidence will be made, showing a debate. It will be well structured, include historiography showing different interpretations, and be a clear and concise argument.

How to write an essay

I teach my pupils to imagine an essay like a burger. The bottom bun is the introduction that provides the foundation for the essay to be built upon. The development of the essay is the burger meat. To support the development, you have tomatoes, lettuce, cheese, mayonnaise; these are the statistics, historical debate, and analysis needed to improve your essay. Finally, the top bun is the conclusion that pulls it all together and stops it falling apart.

Here's a question from Later Modern History: Historical Study – European And World: *To what extent was there a growth in nationalism in Germany between 1815 and 1848?* Your introduction should set the essay in context and identify the areas your essay will discuss. In the very early 19th century,

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HISTORY EXAM TIMETABLE		
Level/Paper	Time	
Monday May 26		
Intermediate 1	9am-10.30am	
Intermediate 2	9am-10.45am	
Higher – Paper 1	9am-10.20am	
Higher – Paper 2	10.40am-12.05pm	
Advanced Higher	9am-12noon	
Foundation	9am-10am	
General	10.20am-11.50am	
Credit	1pm-2.45pm	

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Germany was part of the Holy Roman Empire. Napoleon invaded and dissolved the Holy Roman Empire in 1806 and created 39 states in its place, including the German Confederation.

This unification was the first step towards a growth of nationalism. Nationalism is the belief in self-rule for a country whose people share a language and a culture. This essay will discuss the extent to which there was a growth of nationalism in Germany in 1815-1848 by considering the invasion of Napoleon, the rule of Metternich, the Romantic Movement, economic change and liberalism.

Each of the areas that will be discussed in the essay are the separate paragraphs you should expand on in your development. This will obviously be the longest part of your essay. Refer to the question at the beginning and end of each paragraph, provide detailed knowledge and support it with historical debate of the issue.

Finish with a relevant, well-explained conclusion. Without it, your essay will struggle to pass. You should summarise each main point in your essay and analyse their importance. End your conclusion by stating what you think is the most important reason and why. A strong final sentence is essential, and a good way to do this is by ending on a quote from a historian supporting your opinion.

Paper 2

This paper assesses your ability to analyse sources for the Special Topic you have studied. Each source question requires a specific skill in answering, but



Striking Catholic and working Protestant shipyard workers clash in Belfast

Photographs: Hulton Archive/Getty Images

regardless of the question, every year pupils lose marks by not answering the question they have been asked and for not including enough recall. Make sure you are not one of these pupils.

Evaluating visual sources (worth five or six marks)

The visual sources require you to make an analysis of the artist's opinion about the event. You

should analyse the provenance and content of the source. Support it with recalled information and relate it all to the question that you have been asked and reach an appropriate conclusion.

A visual source may have a specific question attached to it. For example: *How significant is Source A as evidence of events at the time?* However, it may also be asked in relation to one of the five types of questions below.

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**Type A: Evaluating Evidence** (five marks)

This is an example from the Atlantic Slave Trade (Special Topic 4), 2007: *How useful is Source B as evidence of the slave experience on board ship?* In reaching a conclusion you should refer to the origin and possible purpose of the source, the content of the source, recalled knowledge.

A good answer refers to the question directly and deals with the origin and purpose of the source, explaining where it comes from and why it was written. You should consider if the source is biased. If it is, what side is it on? What does this do to the usefulness of the source? The content should be well explained, using evidence from the source to support any statements made. This in turn is supported by recalled knowledge. It is important to show a judgement – explain why the source is useful, but also why it is not useful.

Type B: Comparing Sources (five marks)

This question requires you to compare the similarities and differences between two sources. You are not being asked to describe sources, you are being asked to compare them. It is not enough to merely quote from one source and compare it to a quote from another; you should explain the point being made in your own words.

Start your answer by comparing the opinions of both sources – again, a good answer refers directly to the question. For example, in the Appeasement And Road To War section (Special Topic 7), you'll probably get one source that is for appeasement and one against. In the 2007 paper, the answer would begin along these lines: *The sources show contrasting views of the Munich Agreement. Chamberlain (Source D) is for appeasement, while Atlee (Source E) is opposed to it, although he's relieved that war has been avoided.* You should then compare the content of the sources, point by point. Make sure you use "comparison" words, eg Source D disagrees with Source E because ..., or Source E's opinion of X is opposed by Source D's attitude to Y because ...

Type C: Attitude (six marks)

This question asks you to evaluate a person's viewpoint about a person or event. Example question from Patterns Of Migration (Special Topic 6): *How typical are the views expressed in Source D of the attitudes towards Scots in the lands to which they emigrated in the nineteenth century?* Start your answer by referring directly to the question and identifying the opinion the author has.

In the case of this example, the source, which is a report from the Immigration Agent for Victoria, Australia, 1853, has a very negative attitude towards the Scots who had emigrated to Australia. You have been asked if the attitude is typical. You are required to make a judgement. Is it a typical attitude? Using evidence from the source and

recalled knowledge, you should prove if it is or isn't typical and explain. If the author's opinion is typical, can you bring in other people who agree with this perspective? If the author's opinion is not typical, can you discuss other opinions that are?

Type D: "How fully ...?" One source (six marks)

This question asks you to what extent a source explains something. You are asked to make a judgement. As with Standard Grade, no source is completely full. Use the source evidence to show that it is quite full, but then show that it is not full and explain why using recalled knowledge. Again, refer directly to the question.

Type E: "How fully ...?" Three sources (eight marks)

The eight-mark question asks you an overview question about the whole topic. You will have to evaluate three sources and support the evaluation with recalled knowledge, and lots of it. You should ensure that your answer is detailed, refers to the question and reaches an appropriate conclusion.

You will already have used two of the three sources in other answers. If you simply copy the information you have already used, you will not score well, as the question is asking you to focus on a thematic overview of the course and not simply one area of it. Here are a few examples: from Ireland 1900-1985 (Special Topic 9) *To what extent do Sources B, C and E illustrate the difficulties in achieving peace in Ireland between 1912 and 1922?* From Scotland 1689-1715 (Special Topic 3): *How far do Source A, C and D explain the reasons why the Scottish parliament passed the Act of Union?*

Here's an example from Appeasement And The Road To War (Special Topic 7), 2007.

Source B: from a letter by Douglas Reed, foreign correspondent of The Times, to his editor, March 1938. *I believe it is already too late. Britain's military defeat is coming. I saw the German fighting machine enter Austria. It is terrifying. Indeed worse than anything I imagined, and you will realise that is saying a great deal ... In my wildest nightmares I had not imagined anything so perfectly organised ... The vital thing to remember is they want to destroy Britain.*

In May 1936, I wrote some articles about these coming dangers which you did not use at the time because you thought they were too alarmist.

Source C: a cartoon (above right) by David Low, published in the Evening Standard, September 10 1938. The figure in the soldier's pocket represents Henlein, the Sudeten Nazi leader. The figure holding the lamb represents Benes, the leader of Czechoslovakia.

Source D: from a speech by Neville Chamberlain in the House of Commons, October 3 1938:

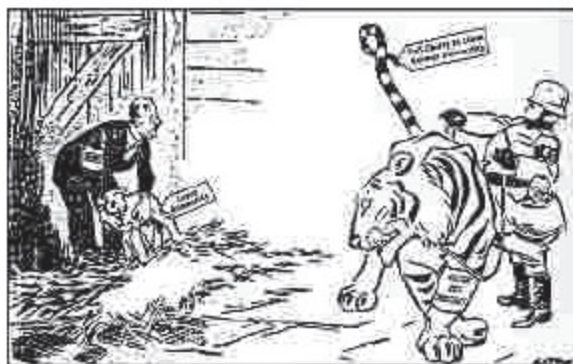
I think it is very essential not to forget certain things when the terms of the Munich agreement are being considered. All the elements were present for the outbreak of a conflict which might have brought about the catastrophe. In the Sudetenland we had extremists on both sides ready to work up and provoke incidents. We had considerable quantities of arms which were not confined to regular armies. Therefore, it was essential that we should quickly reach a conclusion, so that this painful and difficult operation of transfer might be carried out at the earliest possible moment.

Before giving a verdict upon the Munich agreement, we should do well to avoid describing it as a personal or national triumph for anyone. The real triumph is that it has shown that representatives of four great powers can find it possible to agree on a way of carrying out a difficult and delicate operation by discussion instead of by force of arms. Thereby, they have averted a catastrophe which would have ended civilisation as we have known it. The relief at our escape from this great peril of war has, I think, everywhere been mingled in this country with a profound feeling of sympathy.

I have nothing to be ashamed of.

Question: *To what extent was the British policy of appeasement justified in view of the issues facing Britain in the 1930s? Use Sources B, C and D and recalled knowledge.*

Sample Answer: During the 1930s the British

**"HE ONLY WANTS TO LIE DOWN WITH YOUR LAMB"**

adopted a policy of appeasement towards the increasing aggression of Nazi Germany, although it changed by 1939. To what extent was the policy of appeasement justified?

Source D justifies the policy of appeasement, while Sources B and C oppose it. Source D justifies the policy because Chamberlain believed appeasement prevented a war and reached a resolution between "extremists on both sides".

He claims that appeasement has "averted a catastrophe which would have ended civilisation", therefore emphasising the success of the role of political discussion over the use of arms. However, the policy of appeasement is not justified by Source C (Low) or Source B (Reed). Reed states that the policy of appeasement puts Britain in a deadly situation because Germany is intent on destroying Britain, and describes Germany's military strength as "terrifying" and Britain's defeat as imminent ("I believe it is already too late").

The political satirist Low shows in his cartoon that he does not believe the policy of appeasement can be justified. He shows the tiger of fascism threatening the lamb of Czechoslovakia, symbolising the power of Germany threatening weak and vulnerable states. The Nazi soldier is shown to have Henlein, the leader of the Sudeten German Party, in his pocket, hence Low is showing us that the Nazi policy is to subvert the democratic workings of Czechoslovakia.

Overall, the sources provide arguments for and against justifying the policy of appeasement, but it is not a fully comprehensive account.

The British government justified the policy of appeasement for economic reasons. There were concerns about the state of the country's economy, with the Labour Party arguing that the money should be spent on social reforms rather than arms. In addition, Britain wanted to protect her trade routes in the Far East from Japan.

Britain also wanted to avoid another war. The public did not want to relive the horrors of the First World War and were terrified of bombings after seeing what happened at Guernica in the Spanish Civil War. From a political standpoint, Britain had made no formal commitment to protect Czechoslovakia before 1939, and was aware that she would have no allies in a war against Germany because of the US's isolationist policy and the instability of the French government.

However, there were other arguments opposing the policy of appeasement. Britain was a main political player in the 1930s and a main pillar of the League of Nations, and should have led by example. She should have supported a democratic country like Czechoslovakia against the fascist dictatorship of Hitler. It is argued that by not supporting Czechoslovakia and by adopting a policy of non-intervention in the Spanish Civil War, Britain indirectly encouraged dictatorship.

Therefore, the extent to which the justification for the British policy of appeasement is shown in the sources is fairly balanced; one source (D) justifies appeasement, while the other two (B and C) do not.

Well, that's it, folks. You should already be studying for your exams. Providing you've worked hard, put the effort in and are aware what to expect in the paper, all will be well. Have a good night's sleep and eat something before your exam. Arrive at least 15 minutes before the exam is due to start and try to relax – take deep breaths. Best of luck.