

# X044/301

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NATIONAL  
QUALIFICATIONS  
2009

TUESDAY, 2 JUNE  
9.00 AM – 10.20 AM

HISTORY  
HIGHER  
Paper 1

Answer questions on **one** Option only.

Take particular care to show clearly the Option chosen. On the **front** of the answer book, **in the top right-hand corner**, write A or B or C.

Within the Option chosen, answer **two** questions, one from Historical Study: Scottish and British and one from Historical Study: European and World.

All questions are worth 20 marks.



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## OPTION A: MEDIEVAL HISTORY

Answer TWO questions, one from Historical Study: Scottish and British and one from Historical Study: European and World

### Historical Study: Scottish and British

#### Medieval Society

1. “Brutal, poor and without hope.” How accurate is this view of the lives of peasants during the Middle Ages?
2. To what extent was the secular church more important than the regular church in the Middle Ages?
3. How important were towns to medieval society in England and Scotland?
4. How far can it be argued that David I was a successful feudal monarch?
5. “Henry II’s greatest achievement was the establishment of a new justice system in England.” How accurate is this statement?

### Historical Study: European and World

#### EITHER

#### Nation and King

6. To what extent were his failures in foreign policy the cause of baronial revolt against King John?
7. How important a contribution did William Wallace make to Scotland’s eventual victory in the Scottish Wars of Independence?
8. How successful was Philip II in expanding royal power in France?
9. How far does the effective leadership of Louis IX explain the lack of baronial opposition to his attempts to strengthen the French monarchy?

#### OR

#### Crisis of Authority

10. “English success in the Hundred Years’ War up to 1421 was due almost entirely to French weaknesses.” How accurate is this statement?
11. To what extent was the Peasants’ Revolt caused by a desire to end serfdom?
12. To what extent were the long-term consequences of the Black Death beneficial to Europe?
13. How successful was the Conciliar Movement in limiting the authority of the Papacy in Europe?

**OPTION B: EARLY MODERN HISTORY**

**Answer TWO questions, one from Historical Study: Scottish and British  
and one from Historical Study: European and World**

**Historical Study: Scottish and British**

**EITHER**

**Scotland in the Age of the Reformation 1542–1603**

1. To what extent was Scotland dominated by France in the period 1542–1560?
2. How important was the role of John Knox in bringing about the Reformation in Scotland?
3. “A Catholic Queen in a Protestant land.” How important was religion as a reason for Mary Queen of Scots losing her throne?
4. How significant was the impact of the Reformation on Scotland by 1603?
5. How successfully had James VI established his authority over Scotland by 1603?

**OR**

**Scotland and England in the Century of Revolutions 1603–1702**

6. “Here I sit and govern with my pen.” How justified is this view of James VI and I’s control of Scotland after 1603?
7. How important was foreign policy as a source of disagreement between James VI and I and his English Parliament?
8. To what extent was Charles I to blame for the outbreak of civil war in England?
9. How successful was Cromwell in his attempts to rule by constitutional means?
10. To what extent was the revolutionary settlement of 1688–1689 a successful compromise?

## **Historical Study: European and World**

**EITHER**

### **Royal Authority in 17th and 18th Century Europe**

11. To what extent did Louis XIV establish absolute authority over France?
12. How successfully did Louis XIV deal with the religious challenges which faced him?
13. How far did the reforms introduced by Frederick II of Prussia improve the lives of his subjects?
14. To what extent was Joseph II successful in his efforts to introduce enlightened reforms in Austria?

**OR**

### **The French Revolution: The Emergence of the Citizen State**

15. How important were economic problems in weakening the authority of the Ancien Regime?
16. To what extent was Louis XVI responsible for the failure of the constitutional monarchy of France?
17. "France became ungovernable during the Reign of Terror 1793–1794." How justified is this view?
18. How far did the French people benefit from the effects of the Revolution by 1799?

**[Turn over**

## OPTION C: LATER MODERN HISTORY

Answer TWO questions, one from Historical Study: Scottish and British and one from Historical Study: European and World

### Historical Study: Scottish and British

#### Britain 1850s–1979

1. “By 1928, Britain was a fully democratic country.” How accurate is this view?
2. How important were the trade unions in the growth of the Labour Party by 1906?
3. “Between 1931 and 1939, the British people suffered severe economic hardship.” How accurate is this statement?
4. How significant an impact did the welfare reforms of the Labour Government 1945–1951 have on the lives of the British people?
5. **Either**
  - (a) “Urbanisation brought more problems than benefits to the lives of the Scottish people between 1880 and 1939.” How accurate is this view?

**Or**

- (b) How far had Scotland developed its own political identity by 1979?

## Historical Study: European and World

### EITHER

#### The Growth of Nationalism

##### *Germany*

6. How important were economic factors in the growth of national feeling in Germany during the period 1815 to 1850?
7. How important was the role of Prussia in the achievement of German unification by 1871?
8. "Hitler's promise of a better future for the German people was the most important reason for the growth in support for the Nazis up to 1933." How accurate is this view?
9. To what extent was Nazi control of Germany from 1933 to 1939 due to the popularity of their policies?

##### *Italy*

10. How important were economic factors in the growth of national feeling in Italy during the period 1815 to 1850?
11. How important was the role of Piedmont in the achievement of Italian unification by 1871?
12. "Mussolini's promise of a better future for the Italian people was the most important reason for the growth in support for the Fascists up to 1922." How accurate is this view?
13. To what extent was Fascist control of Italy from 1922 to 1939 due to the popularity of their policies?

[Turn over for The Large Scale State on *Page eight*

**OR**

**The Large Scale State**

*The USA*

14. To what extent was the increase in hostility towards immigrants in the USA during the 1920s due to fear of revolution?
15. To what extent was the economic boom of the 1920s caused by the development of mass production methods?
16. "The economic recovery of the 1930s can be explained entirely by the effects of the New Deal." How accurate is this view?
17. How successful were the black radical protest movements of the 1960s in achieving their aims?

*Russia*

18. How important was military power in maintaining the Tsarist state up to 1905?
19. "The power of the Tsarist state was relatively unchanged after the 1905 Revolution." How accurate is this view?
20. To what extent was the seizure of power by the Bolsheviks in October 1917 due to the failings of the Provisional Government?
21. How secure was the Bolsheviks' hold on power by 1921?

[END OF QUESTION PAPER]

# **X044/302**

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NATIONAL  
QUALIFICATIONS  
2009

TUESDAY, 2 JUNE  
10.40 AM – 12.05 PM

HISTORY  
HIGHER  
Paper 2

Answer questions on only **one** Special Topic.

Take particular care to show clearly the Special Topic chosen. On the **front** of the answer book, **in the top right-hand corner**, write the number of the Special Topic.

You are expected to use background knowledge appropriately in answering source-based questions.

Marks may be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

Some sources have been adapted or translated.



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<i>Option</i>		<i>Special Topic</i>	<i>Page</i>
<b>A Medieval History</b>	1	Norman Conquest and Expansion 1050–1153	4
	2	The Crusades 1096–1204	6
<b>B Early Modern History</b>	3	Scotland 1689–1715	8
	4	The Atlantic Slave Trade	10
	5	The American Revolution	12
<b>C Later Modern History</b>	6	Patterns of Migration: Scotland 1830s–1930s	14
	7	Appeasement and the Road to War, to 1939	16
	8	The Origins and Development of the Cold War 1945–1985	18
	9	Ireland 1900–1985: a Divided Identity	20

## OPTION A: MEDIEVAL HISTORY

### SPECIAL TOPIC 1: NORMAN CONQUEST AND EXPANSION 1050–1153

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

**Source A:** The Battle of Hastings described in the Anglo-Saxon Chronicle, c. 1085.

Therefore King Harold at once, and in great haste, marched with his army to London. Although he well knew that some of the bravest Englishmen had fallen in the two former battles, and that one half of his army had not yet arrived, he did not hesitate to advance with all speed into Sussex against his enemies. On Saturday 14 October, before a third of his army was in order for fighting, he joined battle nine miles from Hastings, where his foes had built a castle. As the English were drawn up in a narrow place, many retired from the ranks, and very few remained true to him. At last, after great slaughter on both sides, about twilight the King, alas, fell. There were slain also Earl Gyrth and his brother, Earl Leofwine, and nearly all the magnates of England.

**Source B:** from the Ecclesiastical History of Orderic Vitalis, written between 1114 and 1141.

After the King's return from Normandy in 1068, he was at great pains to appease everyone. Every city and district which he had visited in person or occupied with his garrison obeyed his will. But in the marches of his kingdom, to the west and north, the inhabitants were still barbarous, and had only obeyed the English king in the time of Edward and his predecessors when it suited them. Exeter was the first town to fight for liberty, but it was defeated by the valiant forces that fiercely assaulted it.

The king commanded the leading citizens to swear fealty to him. They replied, "We will neither swear fealty nor admit him within our walls. But we will pay tribute to him according to ancient custom." The king replied, "It is not my custom to have subjects on such terms". He then marched on them in force and for the first time called out Englishmen to his army.

Finally, the citizens were compelled to take wiser counsel and humbly plead for pardon.

**Source C:** from the Ecclesiastical History of Orderic Vitalis, written between about 1114 and 1141.

But meanwhile the English were groaning under the Norman yoke, and suffering oppressions from the proud lords who ignored the commands of the king. The petty lords who were guarding the castles oppressed all the native inhabitants of high and low degree, and heaped shameful burdens on them. For Bishop Odo and William fitz Osbern, the king's vice regents, were so swollen with pride that they would not deign to hear the reasonable plea of the English or give them impartial judgement. When their men at arms were guilty of crimes such as plunder and rape, they protected them by force, and treated even more cruelly all those who complained of the cruel wrongs they suffered.

**Source D:** from Ian D Whyte, *Scotland before the Industrial Revolution* (1995).

In Scotland, Norman influence arrived peacefully through the deliberate policies of the Scottish Kings. Feudalism was imported gradually in a fully developed form. In practice, many aspects of eleventh century Scottish society, notably tenure, food renders and military service were already essentially feudal. It is doubtful if the bulk of the population noticed much difference with the transition from Celtic to feudal lordship.

It was not the case of Celtic traditions and institutions being replaced by Norman ones so much as the two blending and interacting. Scottish kings in the twelfth and thirteenth centuries were careful to strike a balance between continuity and change. Many developments, such as the spread of the parish system, involved standardising and improving existing structures which had previously developed in a piecemeal manner.

**Source E:** from B. Golding, *Conquest and Colonisation* (2001).

Eadmer of Canterbury, writing at the beginning of the twelfth century, maintained that William had brought from Normandy a heritage of tight secular control over the Church, which he then successfully imposed on its English counterpart. There can be no doubt that William I took an active interest in the affairs of the Anglo-Norman Church, or that William Rufus was equally forceful, if less diplomatic. Yet, when we look at the post-Conquest church, it is hard to evaluate what developments were directly attributable to the Normans. By introducing bishops and abbots from Normandy and beyond, William may have accelerated the pace of change, but he did not alter direction. Reform was already in the air before 1066, but in many aspects post conquest reform was archaic, in the light of new ideas current at the Roman Curia.

[END OF SOURCES FOR SPECIAL TOPIC 1]

### SPECIAL TOPIC 1: NORMAN CONQUEST AND EXPANSION 1050–1153

Answer *all* of the following questions.

- |   | <i>Marks</i> |
|---|--------------|
| 1. How fully does <b>Source A</b> explain the defeat of the English forces at the battle of Hastings?<br><i>Use the source and recalled knowledge.</i>  | 6            |
| 2. How valuable is <b>Source B</b> as evidence of the nature of William's control of England immediately after the battle of Hastings?<br><i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none"><li>• <i>the origin and possible purpose of the source;</i></li><li>• <i>the content of the source;</i></li><li>• <i>recalled knowledge.</i></li></ul> | 5            |
| 3. Compare the views expressed in <b>Source C</b> and <b>Source D</b> about the influence of the Normans on English and Scottish society.<br><i>Compare the content overall and in detail.</i>  | 5            |
| 4. How accurately does <b>Source E</b> illustrate Norman control over the church in England?<br><i>Use the source and recalled knowledge.</i>   | 6            |
| 5. To what extent did the Normans succeed in expanding their power and influence in medieval Europe?<br><i>Use Sources B, C and E and recalled knowledge.</i>   | 8            |
|   | <b>(30)</b>  |

[END OF QUESTIONS ON SPECIAL TOPIC 1]

## SPECIAL TOPIC 2: THE CRUSADES 1096–1204

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

**Source A:** is an account of Urban II's speech at Clermont, 1095, as recorded many years later by Robert the Monk.

Upon you, therefore, is the task of avenging these wrongs and of recovering this territory. God has conferred upon you remarkable glory in arms, great courage, bodily activity, and strength to humble the heads of those who resist you. Let the deeds of your ancestors encourage you and incite your minds to manly achievements: the greatness of King Charlemagne, and of his son Louis, and of your other monarchs, who have destroyed the kingdoms of the Turks and have extended the influence of the Church over lands previously possessed by the pagan.

Let the holy sepulchre of our Lord and Saviour, which is possessed by pagan nations, especially inspire you. The holy places are now treated with irreverence and contempt by unbelievers. Oh, most valiant soldiers, recall today the valour of your invincible ancestors.

**Source B:** is from *God's War*, by Christopher Tyerman (2006).

The shambles in the Balkans served as a prelude to disaster. Alexius advised Peter the Hermit against pressing forward immediately, and urged him to wait for the arrival of the rest of the forces being assembled. Reunited with Walter Sans-Avoir and reinforced with Italian troops, Peter was provided with a well-supplied base. There, the usual difficulty of countering the boredom in an army camp was exaggerated by regional rivalries and the nearby territory of the Seljuk Turks, whose capital in Asia Minor was at Nicea, only twenty five miles away. In September, French raiders penetrated to the walls of Nicea. Not to be undone, a contingent of Germans and Italians, under the leadership of Rainaldo, ranged further ahead, seizing a castle at Xerigordo near Nicea. There they were trapped and massacred by Seljuks from Nicea.

**Source C:** is written by Raymond d'Aguiliers, the Chaplain of Raymond of Toulouse. He recorded the events of the Battle of Antioch shortly after the fall of Jerusalem.

When Kerbogha, the leader of the Turks, heard that the Franks were advancing to battle, he was very anxious. "What is this?" he said. "Didn't you tell me the Franks were few and would not fight us?"

God sent down upon all His army a divine shower of rain, full of blessing. All those touched by this were filled with all grace and courage. This miracle also affected our horses no less. For whose horse failed until the fight was over, even though it had tasted nothing except the bark or leaves of trees for eight days?

When all our fighting men had left the city, five other lines of troops appeared among us. For our princes had drawn up only eight, and there were thirteen lines of troops outside the city. In the beginning of the march out to battle God so multiplied our army that we, who before seemed fewer than the enemy, were in the battle more numerous than they. And when our men had thus advanced and formed in line, the enemy turned in flight without giving us a chance to engage in battle.

**Source D:** is from *The Crusades through Arab Eyes* (1984) and tells the events of the Battle of Antioch from a Muslim perspective.

The Muslim army was decidedly not a united force, but a coalition of princes with conflicting interests. Everyone was aware of Kerbogha's desire to acquire more territory. Their real enemy was Kerbogha. If he emerged victorious from battle against the infidels, no city would escape his rule.

They were not alarmed at Christian attempts to retake Antioch; it was inconceivable that the Franks would create states of their own in Syria. The Franks had suffered famine during the past months, and Antioch's food reserves were practically exhausted.

If the Franks were ready to join the battle, Kerbogha did not want to frighten them, before they left the city, with an excessively massive attack, which would drive them back into the city. While the Franks continued their deployment, desertions began in the Muslim camp. There were accusations of treason and cowardice. Kerbogha asked for a truce, but the Franks charged without even responding to his offer. Realising his mounting isolation Kerbogha ordered a general retreat, which immediately degenerated into a rout.

**Source E:** is taken from the Itinerary of Richard I, based on eyewitness accounts. It was written in London sometime after the Third Crusade.

King Richard had not yet fully recovered from his illness. He was anxious to be doing things and he was eager especially to attend to the capture of Acre. He saw to it therefore that the city was attacked by his men so that, perhaps by divine grace, the deed might be accomplished in accord with his wishes. He had a latticework shed built (crude wooden shelter) and he ordered it to be taken to the trench outside the city walls. When his most experienced crossbowmen were in position, he had himself carried out on a silken stretcher, so that the Saracens might be awed by his presence and also so that he could encourage his men for the fight. His crossbow, with which he was experienced, was then put into action and many were killed by the missiles and spears which he fired. His miners also made an underground passage to the tower at which his siege engines were firing. The miners sought out the foundations of the tower and hacked out part of it. They filled up the hole with timbers which they set afire. Then the repeated hits of the stone missiles suddenly knocked the tower to bits.

[END OF SOURCES FOR SPECIAL TOPIC 2]

### SPECIAL TOPIC 2: THE CRUSADES 1096–1204

Answer *all* of the following questions.

- |  | <i>Marks</i> |
|--|--------------|
| 1. How useful is <b>Source A</b> as evidence of the motives of the Crusaders?<br><i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none"><li>• <i>the origin and possible purpose of the source;</i></li><li>• <i>the content of the source;</i></li><li>• <i>recalled knowledge.</i></li></ul> | 5            |
| 2. How fully does <b>Source B</b> explain the failure of the People's Crusade?<br><i>Use the source and recalled knowledge.</i>  | 6            |
| 3. Compare the descriptions of the capture of Antioch given in <b>Source C</b> and <b>Source D</b> .<br><i>Compare the content overall and in detail.</i>  | 5            |
| 4. To what extent do <b>Sources A, B</b> and <b>E</b> describe the crusading ideal?<br><i>Use <b>Sources A, B</b> and <b>E</b> and recalled knowledge.</i>   | 8            |
| 5. How fully does <b>Source E</b> describe the capture of Acre during the Third Crusade?<br><i>Use the source and recalled knowledge.</i>  | 6            |
|  | (30)         |

[END OF QUESTIONS ON SPECIAL TOPIC 2]

## OPTION B: EARLY MODERN HISTORY

### SPECIAL TOPIC 3: SCOTLAND 1689–1715

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

**Source A:** from T. M. Devine, *The Scottish Nation* (1999).

This Parliament (1703) now seemed virtually outside the control of the Duke of Queensberry, the Queen's Commissioner, and his ministers and supporters. The resentment, which had been building up in earlier sessions, boiled over with a vengeance. First, the parliament refused to vote the financial supply. Second, an Act of Security was passed, in open defiance of Queensberry and the Court or governing party, stating that the Scots parliament had the right to decide on Queen Anne's successor and that England and Scotland could not have the same sovereign in the future unless the London Parliament granted the Scots "free communication of trade . . . and access to her colonies". Not surprisingly, the queen initially refused to give her assent, although she gave it reluctantly, in the following year. The ministry was then forced to accept the Act anent (concerning) Peace and War, which gave the Scots parliament the right to declare war and make peace if the two nations continued to share a sovereign after Anne's death. In the vain attempt to get financial supply in return for these concessions, the ministry allowed this to pass, despite the fact that its whole emphasis suggested a separate Scottish foreign policy.

**Source B:** from Lockhart of Carnwath, *Memoirs* (1714).

The ministers were concerned about the government of the Kirk, and roared against the wicked union from their pulpits, and sent addresses against it from several presbyteries and the Assembly. But no sooner did Parliament pass an act for the security of the Kirk than most of their zeal was cooled, and many of them changed their tune and preached in favour of it.

But the truth of the matter lies here: a sum of money was necessary to be distributed amongst the Scots. And this distribution of it amongst the proprietors of the Company of Scotland was the best way of bribing a nation . . . alas it had the desired effect.

**Source C:** from a pamphlet by Seton of Pitmedden, "*Scotland's great advantage by a Union with England*", (1706).

With Union, England secures an old and dangerous enemy to be her friend, and thereby ensures peace at home, and is more safe to conduct her policy abroad. Scotland will not be alarmed by the threatenings of a powerful and rich neighbour, not so easily put under the yoke of a foreign enemy. England gains a considerable addition of brave and courageous men to their fleet, armies and plantations, and Scotland is secured by their protection, and enriched by their labours. We send our produce and useful manufactured goods to them and have money and other things we need given to us. They have free access to all our seas and ports and are capable of all privileges of citizens. We are the same among them, can start colonies at a cheaper rate, and with more assurance than before.

**Source D:** from William Ferguson, *Scotland's Relations with England* (1977).

As it was, once the contents of the treaty had been leaked, nearly every sector of the Scottish nation found something objectionable in the proposed union. The Jacobites, rightly enough from their standpoint, saw it as a deadly blow to the hopes of the exiled Stewarts. The Episcopalians, most of whom favoured the Stewarts, were afraid that the union would secure Presbyterianism. The Presbyterians welcomed the protestant succession, but feared that, under the union, bishops would again be thrust upon the Church of Scotland. Strangely, the offer of free trade gained little enthusiasm in many of the royal burghs, including Glasgow.

**Source E:** from a letter from the Earl of Mar to the Earl of Oxford, 1711.

I am not yet tired of the union and still think it for the good of the whole island, and also that it is the only thing which can keep Scotland and England from bloodshed and disorder, so I am not sorry for any part I had in bringing it about. But, should the issue of the Peerage be dealt with unfairly and if our trade is not encouraged more than it has been so far, how is it possible that flesh and blood can bear it, and what Scotsman will not be tired of the union and do all he can to end it?

[END OF SOURCES FOR SPECIAL TOPIC 3]

### SPECIAL TOPIC 3: SCOTLAND 1689–1715

Answer *all* of the following questions.

- |  | <i>Marks</i> |
|--|--------------|
| 1. How fully does <b>Source A</b> explain the growing tension between Scotland and England in the period up to 1705?<br><i>Use the source and recalled knowledge.</i>  | 6            |
| 2. How useful is <b>Source B</b> as evidence of the methods used to pass the Treaty of Union?<br><i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none"><li>• <i>the origin and possible purpose of the source;</i></li><li>• <i>the content of the source;</i></li><li>• <i>recalled knowledge.</i></li></ul> | 5            |
| 3. Compare the views expressed in <b>Source C</b> and <b>Source D</b> on the value of having a Treaty of Union.<br><i>Compare the content overall and in detail.</i>   | 5            |
| 4. How far do <b>Sources A, B</b> and <b>C</b> explain why the Treaty of Union was passed?<br><i>Use <b>Sources A, B</b> and <b>C</b> and recalled knowledge.</i>  | 8            |
| 5. How typical is <b>Source E</b> of attitudes towards the Treaty of Union in the period after 1707?<br><i>Use the source and recalled knowledge.</i>  | 6            |
|  | <b>(30)</b>  |

[END OF QUESTIONS ON SPECIAL TOPIC 3]

## SPECIAL TOPIC 4: THE ATLANTIC SLAVE TRADE

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

**Source A:** from a speech by Lord Penrhyn during the Debate on the Slave Trade, House of Commons, 1788.

Mr. Speaker, let us have an enquiry. It will reveal that those concerned in the African Trade and the planters, both of whose characters have been blackened and their conduct grossly criticised, do not deserve this condemnation.

The abolition of the Slave Trade is unnecessary and impracticable. In considering the subject, I hope the House will not forget the trade, commerce, and navigation of this country.

There are no cruel practices! It is absurd to suppose that men, whose profit depends on the health and vigour of the African natives, would deliberately torment and distress them during the passage! We need a candid and careful investigation, and then you will find that all the idle stories of cruelty are complete lies.

I also have a petition from the merchants and traders of Liverpool. It states how much the country benefits from the Trade. My constituents have continued for many years to carry on the African Trade—they have had every reason to think it a legal trade. The Bill is an attack upon them, which is not justified by either fact or necessity.

**Source B:** From R. Anstey, *The Atlantic Slave Trade and British Abolition* (1975).

Wilberforce devoted much time to writing to his friends urging them to secure petitions from meetings in the counties; so did the London Abolition Committee. Clarkson helped to form the Newcastle and Nottingham abolition societies, whilst many other societies sprang up during the winter months. The association with radicalism came because the Manchester committee produced a petition with no less than 20,000 signatures. A number of abolitionists also renounced the use of sugar at this time. This appeal brought results in a way that had not been previously achieved by the abolitionists. Traditional methods, however, were not neglected: a sub-committee was set up to “wait upon” potential supporters in the House of Commons in order to strengthen the abolitionists’ interest.

**Source C:** an account by Olaudah Equiano of his experience on board a slave ship on the Middle Passage in the 1750s after his capture in Nigeria.

When I was on board, I looked around the ship and I saw a multitude of black people of every description chained together, every one of their faces expressing dejection and sorrow. I was soon put down under the decks, and I became so sick with the stench that I was not able to eat. I wished for death to relieve me. When I refused to eat, two white men held me by the hands and laid me down and flogged me severely.

If I could have got over the nettings, I would have jumped over the side, but I could not. The white people acted in a savage manner. I had never seen among any people such instances of brutal cruelty. The closeness of the hold, the heat, and the number in the ship almost suffocated us. The air became unfit for breathing and brought on a sickness amongst the slaves, of which many died. This situation was aggravated by the chains, the shrieks of the women and the groans of the dying.

In this manner we continued to undergo more hardships than I can now relate.

**Source D:** from an eye-witness account by Alexander Falconbridge, a surgeon, of the experiences of slaves on board ship on the Middle Passage in 1788.

It often happens that slaves tumble over their companions in consequence of their being shackled together. In favourable weather they are fed upon deck, but in bad weather their food is given to them below deck. Their allowance of water is about half a pint each, at every meal. Upon the slaves refusing to take food, I have seen coals of fire put on a shovel and placed so near their lips as to burn them.

Most ships have air-hatches, but when the sea is rough and the rain heavy, these are shut. The exclusion of fresh air is intolerable. The Africans are more violently affected by sea-sickness than Europeans. It frequently ends in death, especially among the women. The ship's officers are sometimes guilty of such brutal excesses as disgrace human nature. The excruciating pain which the poor sufferers feel from being obliged to continue in so dreadful a situation is not to be conceived or described. The surgeon going between decks in the morning frequently finds several of the slaves dead.

**Source E:** from H. Thomas, *The Slave Trade: A History of the Atlantic Slave Trade 1440–1870* (1997).

By 1790 an alliance against abolition was forming at Westminster. This included articulate members of the royal family, of whom several were willing to speak and vote in Parliament; most of the admirals, active and retired; many landowners who feared any change; and, of course, the main commercial interests in London, such as people interested in cotton as well as sugar, for cotton was needed in the new industrial revolution even more than sugar. At that time, 70% of the cotton used in Britain came from the West Indies, and the income from the West Indian plantations was estimated by Prime Minister Pitt as £4,000,000 compared with £1,000,000 from the rest of the world.

[END OF SOURCES FOR SPECIAL TOPIC 4]

#### SPECIAL TOPIC 4: THE ATLANTIC SLAVE TRADE

Answer *all* of the following questions.

- |   | <i>Marks</i> |
|---|--------------|
| 1. How fully does <b>Source A</b> illustrate the arguments used by British opponents of abolition?<br><i>Use the source and recalled knowledge.</i>   | 6            |
| 2. How accurately does <b>Source B</b> identify the methods used by abolitionists?<br><i>Use the source and recalled knowledge.</i>   | 6            |
| 3. How valuable is <b>Source C</b> as evidence of life for slaves on the Middle Passage?<br><i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none"><li>• <i>the origin and possible purpose of the source;</i></li><li>• <i>the content of the source;</i></li><li>• <i>recalled knowledge.</i></li></ul> | 5            |
| 4. Compare the views expressed in <b>Source C</b> and <b>Source D</b> on the experiences of slaves in the Middle Passage.<br><i>Compare the content overall and in detail.</i>  | 5            |
| 5. To what extent do <b>Sources A, D</b> and <b>E</b> illustrate the range of opinions in the debate surrounding the slave trade?<br><i>Use Sources A, D and E and recalled knowledge.</i>  | 8            |
|   | (30)         |

[END OF QUESTIONS ON SPECIAL TOPIC 4]

## SPECIAL TOPIC 5: THE AMERICAN REVOLUTION

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

**Source A:** from a letter written by Benjamin Franklin during a visit to Britain.

Every man in England seems to consider himself to have sovereignty over America and seems to jostle himself into the throne with the King, and talks of “our subjects in the colonies.” But America, an immense territory, with all the advantages of climate, soils, rivers, lakes, etc, must become a great country, populous and mighty; and will be able to shake off any shackles that may be imposed on her, and perhaps place them on the imposers. And yet there remains among the colonists so much respect and affection for Britain that, if cultivated prudently, with a kind tenderness, they might be easily governed for ages, without force or any considerable expense. But I do not see in London a sufficient quantity of the wisdom that is necessary to produce such a conduct, and I regret this.

**Source B:** from D. L. Ammerman, *The Tea Crisis and its Consequences* (2000).

It was possible to single out Boston and Massachusetts for punishment. Parliament adopted four specific Acts in direct response to the Boston Tea Party. The Boston Port Act closed the port of Boston. Declaring shipping to be unsafe in that area, Parliament forbade ships to enter or leave the port until compensation had been made for the tea. Even then, commerce would not be restored until the King determined that it was safe. The Massachusetts Government Act altered the basic structure of colonial government. It provided that the upper house, or Council, should henceforth be appointed by the King rather than selected by the governor from a list nominated by the lower house. The Justice Act was intended to protect British officials in their efforts to enforce the law. It provided that in capital cases government officials, or those working under their direction, be protected from vindictive local juries. The Quartering Act altered existing legislation in an effort to provide more effectively for British troops. It stipulated that when the colony offered quarters which were unacceptable, the governor could take over unoccupied public buildings for the use of the troops.

**Source C:** from a letter written by Lord George Germain in London to Lord Cornwallis in the colonies, June 4, 1781.

The promising rapidity of your movements through a country so thinly inhabited and so little cultivated is justly a matter of astonishment to all Europe as well as to the rebels in America. Although Washington’s limited troops appear to make every possible exertion to oppose your progress and conduct their enterprises in Carolina with more spirit than they have shown in any other part of America, the outcome is certain. His Majesty has such confidence in your lordship’s great military talents that he entertains no doubt of your fulfilling his utmost expectations of success in the course of your campaign.

**Source D:** from a letter from Benjamin Gilbert, an American soldier, to his father, September 19, 1781.

Military affairs in this area bear a more favourable aspect than they have for some time past. Count de Grasse has arrived with 28 ships and 5,200 French troops. General Washington has arrived with Count Rochambeau, and has 8,000 troops both French and American. The troops raised by Pennsylvania, Maryland and Virginia this summer are also with us in Carolina, so that makes our strength 16,000 regulars, plus artillery, cavalry and militia.

The French fleet has shut Lord Cornwallis into York River and he is fortifying himself in Yorktown where we expect to soon lay siege to him. If the French fleet continues to do this, and fate smiles on us, then we shall give as good an account of ourselves as we did against Burgoyne. Our spirits are kept high by the warmest expectations of capturing Cornwallis and his army.

**Source E:** from Gary B. Nash, *The Unknown American Revolution* (2005).

The year 1778 figured crucially for the American patriots. Benjamin Franklin's charm and genius in Paris plucked the American cause from near disaster. By engineering a treaty of commerce and unity with the French, announced in March 1778, the Americans soon celebrated the French declaration of war on Great Britain, and the arrival of French troops, a formidable French fleet, and great quantities of war material. American prospects brightened, at least momentarily.

Yet French intervention did not yet tip the balance. The French alliance kept the American nation in the war but could not enable them to win it. During the years from 1778 to 1781, when the fortunes of the quest for independence hung in the balance, the American Revolution had to be carried forward on multiple fronts.

[END OF SOURCES FOR SPECIAL TOPIC 5]

### SPECIAL TOPIC 5: THE AMERICAN REVOLUTION

Answer *all* of the following questions.

- |   | <i>Marks</i> |
|---|--------------|
| 1. To what extent does <b>Source A</b> illustrate the issues which led to the growing colonial challenge to British authority by 1774?<br><i>Use the source and recalled knowledge.</i>   | 6            |
| 2. How fully does <b>Source B</b> identify the British policies which led to increased hostility from the colonists between 1774 and 1776?<br><i>Use the source and recalled knowledge.</i>   | 6            |
| 3. How useful is <b>Source C</b> as evidence of British progress in the war during 1781?<br><i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none"><li>• <i>the origin and possible purpose of the source;</i></li><li>• <i>the content of the source;</i></li><li>• <i>recalled knowledge.</i></li></ul> | 5            |
| 4. Compare the views on the military situation in 1781, expressed in <b>Source C</b> and <b>Source D</b> .<br><i>Compare the content overall and in detail.</i>   | 5            |
| 5. How fully do <b>Sources C, D</b> and <b>E</b> explain the outcome of the War of Independence?<br><i>Use <b>Sources C, D</b> and <b>E</b> and recalled knowledge.</i>   | 8            |
|   | <b>(30)</b>  |

[END OF QUESTIONS ON SPECIAL TOPIC 5]

OPTION C: LATER MODERN HISTORY

SPECIAL TOPIC 6: PATTERNS OF MIGRATION: SCOTLAND 1830s–1930s

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

**Source A:** a photograph of a close in the High Street of Glasgow in the 1870s.



**Source B:** from *The Ayr Advertiser*, 1849.

Over most of Scotland a deplorable change is at present being made in the habits of the people . . . a change which is every day becoming more apparent, and which forms an increasing cause of alarm to those who have the interest of their native land at heart. Driven by the increasing poverty in their own country to emigrate to Scotland, by the enterprise of whose people railways are being formed and new and important sources of wealth opened up, the Irish, during the past ten years, have absolutely inundated this country. They have swallowed up our rapidly increasing Poor Rates, have directed charity away from its proper channels, and have filled our jails. By their great numbers they have lessened wages or totally deprived thousands of the working people of Scotland of that employment which legitimately belonged to them. Lastly, there can be no doubt that their contact with the Scotch has not been for the benefit morally or intellectually of the latter.

Let us redouble our efforts not to keep Scotland for the Scotch, for that is impossible; but to keep Scotland—Scotch! Scotch in religion, morality and intelligence.

**Source C:** from “*The Irish*”, *History Today*, Volume 35 (1985).

Certainly the Irish Catholic immigrants look like the outcasts of Victorian society, outcast from British business and enterprise as the poorest of the poor, from mainstream British politics as separatist Nationalists and Republicans, from the “Anglo-Saxon” race as “Celts”, and as Catholics from the dominant forms of British Protestantism. The Irish were, thus, the outcasts of Victorian Britain, with an accumulated body of disadvantages possessed by no other group of immigrants. They were the largest unassimilated section of society, set apart and everywhere rejected and despised. In Glasgow, the Catholic Irish found jobs in mills and mines, although they were excluded from engineering, the shipyards which were dominated by the Orange Order, and skilled trades controlled by craft unions.

**Source D:** from the *Inverness Courier*, 30 May 1838.

After months of expectation and anxiety, the Government emigration agent for Australia, arrived at Fort William. The news of his arrival spread like wildfire, through every glen in the district. At a very early hour on the Monday, thousands of enterprising Highlanders, most with some capital and possessing marketable skills which were in demand in their newly adopted lands, were seen crowding around the Caledonian Hotel, anxious to leave the land of their ancestors and to go and possess the limitless quantity of land in Australia. While it is to be regretted that so many active men should feel it necessary to leave their own country, the Highlands will be considerably relieved of its surplus population. Further, the opportunities which exist for improving the lives of themselves and their families is too great an attraction for these men to ignore.

**Source E:** from *Adventurers and Exiles The Great Scottish Exodus* by Marjory Harper (2003).

For most emigrants, hope and adventure were far stronger sentiments than despair and resignation. Bitterness was rarely the sole reason for emigration; most often it was mixed with an element of ambition. At the very least, they anticipated an improvement on conditions and prospects at home, often for the sake of the next generation as much as for themselves. By no means were all emigrants destitute, disillusioned or driven out of their country of birth. Many had cash in their pockets as well as hope in their hearts. They were not reluctant refugees from a backward rural economy, but voluntary exiles from a vibrant, industrialising and increasingly urban society which offered good employment opportunities and a rising standard of living. Opponents of emigration frequently expressed concern at the loss of the best section of the Scottish population, those who were rich in skills and enterprise as well as capital.

[END OF SOURCES FOR SPECIAL TOPIC 6]

#### SPECIAL TOPIC 6: PATTERNS OF MIGRATION: SCOTLAND 1830s–1930s

Answer *all* of the following questions.

- |   | <i>Marks</i> |
|---|--------------|
| 1. How useful is <b>Source A</b> as evidence of the kind of living conditions faced by Irish immigrants in Victorian Scotland?<br><i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none"><li>• <i>the origin and possible purpose of the source;</i></li><li>• <i>the content of the source;</i></li><li>• <i>recalled knowledge.</i></li></ul> | 5            |
| 2. To what extent do the views expressed in <b>Source B</b> reflect the reaction of native Scots to Irish immigration?<br><i>Use the source and recalled knowledge.</i>   | 6            |
| 3. How fully do <b>Sources A, B and C</b> illustrate the problems faced by Irish immigrants to Scotland during the period 1830–1939?<br><i>Use Sources A, B and C and recalled knowledge.</i>   | 8            |
| 4. Compare the views on Scottish emigration as expressed in <b>Source D</b> and <b>Source E</b> .<br><i>Compare the content overall and in detail.</i>  | 5            |
| 5. How fully does <b>Source E</b> explain the reasons for Scottish emigration?<br><i>Use the source and recalled knowledge.</i>   | 6            |
|   | <b>(30)</b>  |

[END OF QUESTIONS ON SPECIAL TOPIC 6]

## SPECIAL TOPIC 7: APPEASEMENT AND THE ROAD TO WAR, TO 1939

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

**Source A:** from Gordon Craig, *Germany 1866–1935* (1978).

As the troops moved in, Germany accused the French Government of having destroyed the Locarno Treaty by signing an agreement with the Soviet Union that was clearly directed against Germany, and stated that Germany's remilitarisation of the Rhineland was an act of self defence. Germany declared it was ready to negotiate with the French and Belgian governments for new demilitarised zones on both sides of their common border, to negotiate mutual guarantees against attacks from the air and to return to the League of Nations.

Germany's statement was enough not only to persuade a number of prominent politicians to come out openly in defence of the German action, but probably influenced the strong popular feeling that Germany had only done what other nations normally did, namely strengthened its borders against possible attack.

**Source B:** a cartoon by David Low in *The London Evening Standard*, 4 June, 1937.



**Source C:** from the leading article in *The Dundee Courier and Advertiser*, 1 October, 1938.

*The Peacemaker.*

No returning hero ever had as enthusiastic a reception as Mr Chamberlain received in London yesterday. No longer is there any doubt that were it not for the right-mindedness and strong-heartedness of this one man, the most devastating of wars would be on us now. There is one consideration that outweighs all others and it is this—if we had gone to war to resist German claims in Czechoslovakia we should be fighting for a bad cause. Mr Chamberlain never lost grip of that essential point. The Czechoslovakian settlement, with the inclusion of three and a half million Germans in an alien republic, was one of the great blunders of the post war peace treaties.

If Hitler has won a victory it is because, for once, he has right on his side. It is that fact, always recognised by Mr Chamberlain, that helped him more than all his massive armed forces.

**Source D:** from a speech by Winston Churchill in the House of Commons, 5 October, 1938.

I will therefore begin by saying the most unpopular and most unwelcome thing. I will begin by saying what everybody would like to ignore or forget, namely that we have sustained a total and unmitigated defeat.

The utmost the Prime Minister has been able to secure by all his immense exertions, by all the great efforts and mobilisation which took place in this country, and by all the anguish and strain through which we have passed in this country, the utmost he has been able to gain for Czechoslovakia and in the matters which were in dispute has been that the German dictator, instead of snatching what he wants from the table, has been content to have it served to him course by course.

Our people should know that there has been gross neglect and deficiency in our defences. They should know that we have sustained a defeat without a war, the consequences of which will travel far with us along our road. They should know that we have passed an awful milestone in our history, when the whole balance of Europe has been deranged.

And do not suppose that this is the end. This is only the beginning of the reckoning.

**Source E:** from a speech by Winston Churchill to the New Commonwealth Society, November 25, 1936.

Europe is now approaching the most dangerous moment in history. The struggle which is now opening between rival forms of dictatorships and democracies threatens to disturb the internal peace of many countries. That alone would bring us into grave danger. Yet I feel that danger has been made worse by the development of the aeroplane. The aeroplane has put all countries and all parts of every country simultaneously at the mercy of a sudden blasting attack. Already helpless nations have accepted the bombing of open cities and the indiscriminate slaughter of civilians as the inevitable result of war.

It is this combination of new air power with the rise of dictatorships that has brought all countries into a danger unknown previously.

[END OF SOURCES FOR SPECIAL TOPIC 7]

### SPECIAL TOPIC 7: APPEASEMENT AND THE ROAD TO WAR, TO 1939

Answer *all* of the following questions.

Marks

1. How fully does **Source A** explain why remilitarisation of the Rhineland led to so little reaction from Britain and other European countries?  
*Use the source and recalled knowledge.* 6
2. How useful is **Source B** as evidence of the problems facing Britain caused by the Spanish Civil War?  
*In reaching a conclusion you should refer to:*
  - *the origin and possible purpose of the source;*
  - *the content of the source;*
  - *recalled knowledge.*5
3. How much support was there, at the time, for the views expressed in **Source C**?  
*Use the source and recalled knowledge.* 6
4. Compare the views on the Munich Agreement expressed in **Source C** and **Source D**.  
*Compare the content overall and in detail.* 5
5. How fully do **Sources A, C** and **E** explain why Britain adopted a policy of appeasement towards Germany in the later 1930s?  
*Use Sources A, C and E and recalled knowledge.* 8

(30)

[END OF QUESTIONS ON SPECIAL TOPIC 7]

## SPECIAL TOPIC 8: THE ORIGINS AND DEVELOPMENT OF THE COLD WAR 1945–1985

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

**Source A:** from the memoirs of Nikita Khrushchev, *Khrushchev Remembers* (1971).

In 1956, a bloody struggle broke out in Budapest. Imre Nagy used intimidation to draw people into mutiny and war. He shoved prominent citizens in front of microphones and forced them to endorse his leadership and to denounce the Rakosi regime. Active members of the Party were being hunted down in the streets. People were being murdered, strung up from lamp posts, and hanged by their feet—there were all kinds of outrages. The NATO countries were adding fuel to the flames of the civil war in hopes that the revolutionary government would be overthrown, the gains of the revolution would be lost, and capitalism would be restored to Hungary.

**Source B:** from J. L. Gaddis, *The Cold War*, (2005).

Khrushchev intended his missile deployment in Cuba chiefly as an effort to spread revolution throughout Latin America. He and his advisers had been surprised when a Marxist–Leninist uprising seized power in Cuba on its own. But Castro’s revolution was in danger. The Eisenhower administration had broken off diplomatic relations with Cuba and had begun plotting Castro’s overthrow. Kennedy allowed these plans to go forward with the unsuccessful Bay of Pigs landing.

As Khrushchev saw it, the attempted invasion would surely be repeated, the next time with much greater force. “The fate of Cuba and the maintenance of Soviet prestige in that part of the world pre-occupied me”, Khrushchev recalled. “We had to think up some way of confronting America with more than words. We had to establish an effective deterrent to American interference in the Caribbean. The logical answer was missiles.”

**Source C:** from an “appeal” to the Czechoslovakian president from the Communist Party of the Soviet Union, 19 August 1968.

The governments of the Soviet Union, Poland, Hungary, the German Democratic Republic and Bulgaria received a request from a majority of the members of the Communist Party of Czechoslovakia and from many members of the Czech government to provide armed assistance to the Czechoslovak people to help them resist counter revolution and defend the gains of socialism in Czechoslovakia. Comrade Dubcek and several others are conducting themselves dishonestly and are supporting the activities of the reactionary forces. In accordance with this, the military units of our five countries will enter the territory of Czechoslovakia at midnight tonight. They will come to your country as faithful friends of the Czechoslovak people. They will not interfere in the internal affairs of your country and will leave the territory of Czechoslovakia whenever the president and government of Czechoslovakia deem this to be necessary.

**Source D:** from a statement by the Communist Party of Czechoslovakia, broadcast on 21 August, 1968.

On Tuesday, 20 August 1968, at approximately 11pm, the armies of the USSR, Poland, the German Democratic Republic, Hungary and Bulgaria crossed the borders of the Czechoslovak Socialist Republic. This occurred without the knowledge of the President of the Republic, the chairman of the National Assembly, the Prime Minister and the Communist Party First Secretary.

The Communist Party of Czechoslovakia Presidium calls on all citizens of the republic to remain calm and to refrain from putting up any resistance against the advancing troops, since it would now be impossible to defend our state borders.

Units of the Czechoslovak army and the People’s Militia have received no orders to defend the republic. We believe that the border crossing not only breaks all principles governing relations between socialist states, but also violates the fundamental provisions of international law.

**Source E:** from William R. Keylor, *The Twentieth Century World*, (2001).

On May 10, 1955 the Kremlin formally proposed the destruction of nuclear stockpiles. In his speech to the UN General Assembly in 1959 Khrushchev advocated general and total disarmament within four years. But all of the proposals that came from the Soviet Union failed because of the question of verification: Washington insisted on onsite inspection to ensure compliance, while Moscow rejected the presence of foreign observers as an infringement of its national sovereignty. If superpower disarmament in an unstable world proved to be an impossible goal, the nuclear alarm sounded by the Cuban missile crisis prompted the two sides to concentrate on a more modest objective: limitations on the testing, deployment and proliferation of nuclear weapons in the future.

[END OF SOURCES FOR SPECIAL TOPIC 8]

### SPECIAL TOPIC 8: THE ORIGINS AND DEVELOPMENT OF THE COLD WAR 1945–1985

Answer *all* of the following questions.

- |   | <i>Marks</i> |
|---|--------------|
| 1. How useful is <b>Source A</b> in explaining Soviet intervention in Hungary in 1956?<br><i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none"><li>• <i>the origin and possible purpose of the source;</i></li><li>• <i>the content of the source;</i></li><li>• <i>recalled knowledge.</i></li></ul> | 5            |
| 2. How fully does <b>Source B</b> explain the reasons for the USSR's plan to site nuclear weapons in Cuba?<br><i>Use the source and recalled knowledge.</i>   | 6            |
| 3. To what extent does <b>Source C</b> provide an adequate explanation for the invasion of Czechoslovakia by Warsaw Pact forces in 1968?<br><i>Use the source and recalled knowledge.</i>   | 6            |
| 4. Compare the views on military intervention in Czechoslovakia in 1968 expressed in <b>Source C</b> and <b>Source D</b> .<br><i>Compare the content overall and in detail.</i>   | 5            |
| 5. How fully do <b>Sources A, B</b> and <b>E</b> explain the reasons for tension between the superpowers during the Cold War?<br><i>Use Sources A, B and E and recalled knowledge.</i>  | 8            |
|   | <b>(30)</b>  |

[END OF QUESTIONS ON SPECIAL TOPIC 8]

## SPECIAL TOPIC 9: IRELAND 1900–1985: A DIVIDED IDENTITY

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

**Source A:** is by Tom Barry who fought in the war and later became Chief of Staff for the IRA in the 1930s.

In June 1915, in my seventeenth year, I decided to see what this Great War was like. I cannot plead that I went on the advice of John Redmond or any other politician, that if we fought for the British we would secure Home Rule for Ireland, nor can I say I understood what Home Rule meant. I was not influenced by the lurid appeal to fight to save Belgium or small nations. I knew nothing about nations, large or small. I went to the war for no other reason than that I wanted to see what war was like, to get a gun, to see new countries and to feel a grown man.

**Source B:** George Bernard Shaw, speaking in 1916 about the Easter Rising.

My own view is that the men who were shot in cold blood, after their capture or surrender, were prisoners of war, and that it was therefore entirely incorrect to slaughter them.

Until British rule is superseded by a national parliament and Ireland voluntarily incorporated with the British Empire, an Irishman resorting to arms to achieve independence of his country, is doing only what Britons will do if it be their misfortune to be invaded and conquered by the Germans in the course of the present war. Further, such an Irishman is as much in order morally in accepting assistance from the Germans, in his struggle with Britain, as Britain is in accepting assistance of Russia in her struggle with Germany. It is absolutely impossible to slaughter a man in this position without making him a martyr and a hero. The shot Irishmen will now take their places beside earlier heroes; and nothing in Heaven or earth can prevent it. The military authorities and the British government must have known they were turning their prisoners into saints.

**Source C:** written by a Dublin woman at the time of the Easter Rising.

Of course this is not Ireland's rebellion—only a Sinn Fein rising. How often have I laughed and quarrelled over the very idea of an Irish Republic! It is so utterly un-Irish. Of course we want our own country free from foreign rule. But any one with sense must see that it must come by Britain's consent, not against Britain's will. The Sinn Fein leaders were such good men. They died like saints. Oh! The pity of it! And Ireland wanted them so much! They have brought great and terrible trouble on us and Ireland—but they meant to do the exact opposite. They have crushed us under a weight of sorrow and shame—but they meant the reverse. What wild madness came over them!

But, as sure as God's sun rises in the East, if Britain doesn't get things right—if there's not immediately conciliation, and love and mercy poured out on Ireland—all the Sinn Fein leaders will be seen as saints. You know how Ireland is always merciful to the dead.

**Source D:** from *Fighting for Dublin* by William Sheehan, 2007.

In the Irish imagination, the War of Independence is remembered primarily as a war of flying columns, a campaign in isolated hills and mountains. However, the insurgency in Dublin was a key focus of the British Army. Aeroplanes were used to disperse crowds near Mountjoy, distribute propaganda leaflets by air and provide armed protection to convoys and trains. Aerial reconnaissance was becoming important for the army, leading to the finding of arms dumps in the Wicklow Mountains, and for the monitoring of the IRA during the Truce. Armoured vehicles were routinely deployed in operations in Dublin, to provide greater protection for soldiers, conserve manpower and strengthen offensive operations, while searchlights were critical to the enforcement of the curfew. Stop and search methods were also improved by the British Army.

**Source E:** is from a speech by David Lloyd George in the House of Commons, 14 December 1921, commenting on the Anglo-Irish Treaty.

On the British side we have allegiance to the crown, partnership in the empire, security of our shores, security for Ulster. These are the provisions we have over and over again laid down, and they are here, signed in the document.

On the Irish side there is one supreme advantage—that the Irish people as a nation will be free in their own land to work out their own national destinies in their own way. These two nations, I believe, will be reconciled. Ireland, within her own boundaries, will be free to use her resources, direct her own forces—material, moral and spiritual—and guide her own destinies.

[END OF SOURCES FOR SPECIAL TOPIC 9]

### SPECIAL TOPIC 9: IRELAND 1900–1985: A DIVIDED IDENTITY

Answer *all* of the following questions.

- |  | <i>Marks</i> |
|--|--------------|
| 1. How fully does <b>Source A</b> illustrate Irish attitudes to the First World War?<br><i>Use the source and recalled knowledge.</i>  | 6            |
| 2. Compare the views expressed in <b>Source B</b> and <b>Source C</b> on the Easter Rising.<br><i>Compare the content overall and in detail.</i>   | 5            |
| 3. To what extent does <b>Source D</b> describe the conduct of both sides during the Anglo-Irish war?<br><i>Use the source and recalled knowledge.</i>   | 6            |
| 4. How useful is <b>Source E</b> as evidence of opinions on the Anglo-Irish Treaty?<br><i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none"><li>• <i>the origin and possible purpose of the source;</i></li><li>• <i>the content of the source;</i></li><li>• <i>recalled knowledge.</i></li></ul> | 5            |
| 5. How fully do <b>Sources B, D</b> and <b>E</b> explain the development of division and conflict in Ireland from 1912 onwards?<br><i>Use <b>Sources B, D</b> and <b>E</b> and recalled knowledge.</i>   | 8            |
|  | <b>(30)</b>  |

[END OF QUESTIONS ON SPECIAL TOPIC 9]

[END OF QUESTION PAPER]

## ACKNOWLEDGEMENTS

Option C Special Topic 6 Source A—Photograph is taken from *Photographs of the Old Closes and Streets of Glasgow 1868/1877* by Thomas Annan. ISBN 0 486 23442 8 (Plate 12, Close No.75, High Street). Published by Dover Publications, Inc. Reproduced by kind permission of Dover Publications, Inc.

Option C Special topic 7 Source B—Cartoon, *Tony: Excuse me, have you got a bit of string about you?* by David Low, is taken from *Evening Standard*, 4 June 1937. © Solo Syndication/Associated Newspapers Ltd.

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