

# X044/301

---

NATIONAL  
QUALIFICATIONS  
2010

WEDNESDAY, 26 MAY  
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.

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



**[BLANK PAGE]**

## **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. How significant was the role of knights in medieval society?
2. How important was the contribution of the Church in twelfth century Scotland and England?
3. “Towns and burghs grew rapidly in the twelfth and thirteenth centuries primarily because of the development of international trade.” How accurate is this statement?
4. To what extent did David I create a ‘Norman’ Scotland?
5. How successful were Henry II’s attempts to reform law and order in twelfth century England?

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

#### **EITHER**

#### **Nation and King**

6. “Financial difficulties were the main reason for the growth of baronial opposition during the reign of King John.” How valid is this view?
7. How important was the development of central government in France in expanding royal power during the reign of Philip II?
8. How important were the Scottish Wars of Independence in helping create a sense of Scottish identity?
9. How significant was the contribution of Robert Bruce in helping Scotland to victory in the Scottish Wars of Independence?

#### **OR**

#### **Crisis of Authority**

10. “The most significant outcome of the Hundred Years War was its economic impact on England and France.” How valid is this view?
11. How important were events such as the Peasants’ Revolt and the Jacquerie in bringing about the end of serfdom?
12. To what extent can it be argued that the Black Death had a devastating effect on European Society?
13. “The Conciliar Movement, despite some early success, was unable to fully solve the problems facing the Church in the fifteenth century.” How accurate is this statement?

## **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 were developments in Scotland between 1542 and 1548 influenced by the conflicting interests of England and France?
2. How important was English intervention in the success of the Reformation in Scotland?
3. To what extent were the difficulties faced by Mary Queen of Scots in ruling Scotland the result of religious divisions?
4. “The main problems facing James VI up to 1603 were issues of law and order.” How accurate is this statement?
5. How significant was the desire for the English throne in influencing the policies followed by James VI up to 1603?

**OR**

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

6. How important were disputes with Parliament in causing challenges to the authority of James VI and I after 1603?
7. To what extent were financial issues the main cause of the Civil War?
8. How far was religious freedom the main aim of the Covenanting movement?
9. To what extent was dependence on the military the reason for Cromwell’s failure to establish successful government?
10. “Nothing changed apart from the monarch.” How valid is this view of the Revolution Settlement?

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

**EITHER**

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

11. How important were the Councils in maintaining the authority of Louis XIV?
12. To what extent did Louis XIV's foreign policy have a damaging effect on France?
13. "More concerned with increasing the power of the Prussian state, rather than improving the lives of his subjects." How valid is this view of the reign of Frederick II?
14. How far did Joseph II succeed in his aims of reforming the Austrian Empire?

**OR**

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

15. "The failure to reform the financial system was the most serious threat to the Ancien Regime." How valid is this statement?
16. How important was the revolt of the nobles in 1787 as a cause of the revolution of 1789?
17. "Constitutional monarchy in France was short-lived and doomed to fail." How accurate is this view of French Government between 1789 and 1792?
18. To what extent did the effects of war make it difficult to establish stable government in France between 1793 and 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. To what extent did Britain make progress towards democracy between 1850 and 1918?
2. How successfully did the Liberal Reforms, of 1906–1914, deal with the problem of poverty in Britain in the early 1900s?
3. “The steady pressure by the moderate Suffragists was the most important reason for the achievement of votes for women by 1918.” How accurate is this view?
4. How far did the post-war Labour Government meet the welfare needs of the British people between 1945 and 1951?
5. **Either**
  - (a) “Urbanisation was the main factor in causing changes to leisure activities, religion and education in Scotland between 1880 and 1939.” How accurate is this statement?

**Or**

- (b) How far did changes in the Scottish economy influence the level of support for the Scottish National Party up to 1979?

## Historical Study: European and World

### EITHER

#### The Growth of Nationalism

##### *Germany*

6. To what extent were religious divisions in Germany the main obstacle to unification between 1815 and 1850?
7. How far was Bismarck's success in unifying Germany between 1862 and 1871 due mainly to mistakes made by others?
8. How successful was the new German state in dealing with internal political problems between 1871 and 1914?
9. "Propaganda rather than solid achievement allowed the Nazis to maintain their authority between 1933 and 1939." How accurate is this view?

##### *Italy*

10. To what extent was the attitude of the papacy the main obstacle to Italian unification between 1815 and 1850?
11. "Cavour's diplomacy was the key to Italian unification." How accurate is this view?
12. To what extent did the new Italian state win popular support in Italy during the period 1871 to 1914?
13. "Propaganda rather than solid achievement allowed the Fascists to maintain their authority between 1922 and 1939." How accurate is this view?

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

**OR**

**The Large Scale State**

*The USA*

14. "The economic boom of the 1920s was largely due to the policies of the Republican administration." How valid is this statement?
15. How far was the Ku Klux Klan to blame for the problems black Americans faced in the 1920s and 1930s?
16. How far was the growth of the Civil Rights movement in the 1950s and 1960s due to the emergence of effective black leaders?
17. "Civil Rights improved for black Americans by 1968 mainly due to the actions of the federal government." How accurate is this view?

*Russia*

18. How significant was the role of the Okhrana in maintaining the authority of the Tsarist state in the years before 1905?
19. To what extent was the 1905 Revolution caused by the incompetence of the Tsar?
20. "The popularity of Bolshevik policies was the main reason for their success in seizing power in October 1917." How valid is this view?
21. To what extent were divisions among the Whites the reason for Bolshevik victory in the Civil War?

[END OF QUESTION PAPER]

# X044/302

---

NATIONAL  
QUALIFICATIONS  
2010

WEDNESDAY, 26 MAY  
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 punctuation, and for writing that is difficult to read.

Some sources have been adapted or translated.



**[BLANK PAGE]**

<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 movements of Tostig, from the *Ecclesiastical History of Orderic Vitalis*, Book III written between 1109 and 1124.

Banished from home, Tostig sought refuge in Flanders and gave his wife Judith into the charge of his father-in-law Baldwin, Count of Flanders. He himself hurried to Normandy, boldly rebuked Duke William for allowing his perjured vassal to rule, and swore that he would faithfully secure the throne for him if he would cross to England with a Norman army.

Meanwhile, Tostig gained the Duke's permission to return to England, and promised faithfully that he and all his friends would give him every assistance.

**Source B:** from *Anglo-Norman England* by Marjorie Chibnall (1987).

For the first five years, the danger of rebellion backed by external enemies was never absent. In 1068 troubles began in the west, when the men of Exeter arose.

Once William had captured the city, he began building a castle and established Baldwin, Richard fitz Gilbert's brother, as castellan. He himself advanced further into Cornwall.

It was important for the King to control the shores of the Bristol Channel as firmly as possible, because of the danger of invasion from Ireland where some English exiles had taken refuge.

**Source C:** from the Charter by David I, c. 1128, founding the Burgh of Canongate.

And I grant to them a right to build for safety and residence a burgh between the same church (Holyrood) and my burgh (Edinburgh) and I grant that their burgesses shall have rights enjoyed in common of selling their saleable goods and of buying in my market freely and without challenge and without paying custom, just like my own burgesses; and I forbid anyone to seize in their burgh, bread or ale or cloth or any other saleable commodity by force or contrary to the will of the burgesses.

**Source D:** from *The Conquest of England*, E. Linklater (1966).

There is little record of how the peasantry fared under Norman occupation. It is safe to assume that they suffered less than thanes and their class, for the thanes could be replaced by suitably enfeoffed Norman knights, but there were no substitutes for tillers of the soil.

Laws were strict and therefore respected, and behind the law there was a powerful church, and a responsible aristocracy.

Much has been made of the savage enforcement of the laws devised for the protection of game. There is no disputing the fact that William, in his creation of the New Forest, drove out the inhabitants of many villages for the better protection of deer. The Forest laws, though not of foreign origin, acquired a foreign look by the extension and the rigour of their application.

**Source E:** from the *Anglo-Saxon Chronicle*.

Amongst other things, the good order that William established is not to be forgotten. It was such that any man might travel over the kingdom with a bosom full of gold unmolested, and no man dare kill another, however great the injury he has received from him.

Truly, there was much trouble in those times, and very great distress. William caused castles to be built and oppressed the poor. The king was also of great sternness, and he took from his subjects many marks of gold.

He also made large forests for the deer, and enacted laws so that whoever killed a deer should also be blinded. As he forbade killing the deer, so also the boars—he loved the tall stags as if he were their father. He also commanded concerning the hares, that they should go free. The rich complained, and the poor grew angry, but he was so sturdy that he took no notice of them.

[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 William's actions in overthrowing Harold in 1066?<br><i>Use the source and recalled knowledge.</i>   | <b>6</b>     |
| 2. How far does <b>Source B</b> demonstrate William's ability to retain control in England immediately after the Conquest?<br><i>Use the source and recalled knowledge.</i>  | <b>6</b>     |
| 3. How useful is <b>Source C</b> as evidence of the development of feudalism in Scotland under David I?<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> | <b>5</b>     |
| 4. To what extent do <b>Source D</b> and <b>Source E</b> agree about the lives of English peasants after the Conquest?<br><i>Compare the content overall and in detail.</i>  | <b>5</b>     |
| 5. How successfully did the Normans establish their authority over England?<br><i>Use Sources B, D and E and recalled knowledge.</i>   | <b>8</b>     |

**(30)**

[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:** from the *Alexiad* by Anna Commena, written in 1140.

When Bohemond, this evil man, had left his country in which he possessed no wealth at all under the pretext of adoring at the Lord's Sepulchre, but in reality endeavouring to acquire for himself a kingdom, he found himself in need of much money, especially, if he was to seize the Roman power. He followed the advice of his father and was leaving no stone unturned.

The Emperor, who understood fully Bohemond's wicked intention, skilfully managed to remove anything that might help further his ambitions. The Emperor knew that Bohemond was seeking a home for himself in the East by using great scheming, but he did not obtain it. The Emperor warned Raymond of Toulouse to keep a close watch against the malice of Bohemond, so that Raymond could immediately check him if he was to break his agreement with the Emperor and to strive in every way to destroy Bohemond's schemes. Raymond replied: "Since Bohemond has inherited perjury and deceit, it would be very surprising if he should be faithful to those promises which he has made under oath".

**Source B:** from *God's War, A New History of the Crusades* by Christopher Tyerman (2006).

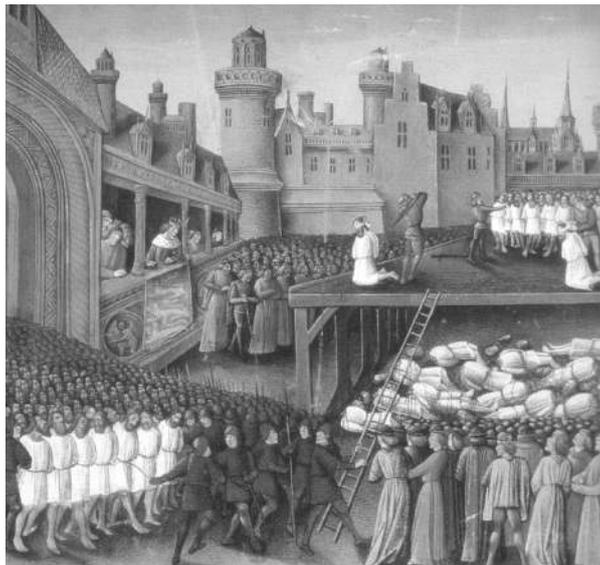
Bohemond of Taranto is the most controversial leader of the First Crusade. Of all the major surviving commanders, he alone failed to join the march to Jerusalem in 1099, more concerned with securing his hold over Antioch. Admired for his generalship, his religious credentials have been discredited in the light of his attempts to carve out for himself a kingdom in the Balkans at the expense of the Byzantine Empire. The traditional view sees his motives as a desire for material gain, in contrast to the supposedly more pious and elevated goals of his colleagues. This is hard to say with any degree of accuracy; the psychologies of the crusade's leaders cannot be reconstructed. Each can be shown to have as much greed or as little piety as the other. Raymond of Toulouse, whose religious sincerity has been widely accepted, proved to be both scheming and childish in his quest for an eastern principality. Bohemond was not alone in his desire to achieve status, land and wealth. With Baldwin he undertook a dangerous journey to fulfil his pilgrimage to Jerusalem at Christmas 1099, a gesture that cannot be assured to have been purely for reasons of image or politics.

**Source C:** from the *Chronicle of Rigord*, a French monk written between 1180 and 1196. It refers to the growing dispute between Philip Augustus and Richard I.

King Philip wanted to start the assault on Acre first thing the next day. But the king of England would not permit his men to leave and forbade the Pisans, with whom he had an agreement, to assault, and so the assault failed. After consultation with both sides, spokesmen were chosen, wise and honest men by whose judgement and counsel the whole army was to be governed. The two kings promised and swore by God, that they would do whatever the two spokesmen said. The two arbiters said that the king of England should send his men into the assault, and have mangonels and other engines raised up, because the king of the Franks did all these things. He refused this, so king Philip released his own men from the oath which he had made about the government of the army.

What food and supplies that were found in Acre the Christians divided among themselves. But the kings had all the captives for themselves and divided them equally. The king of France however handed over half to the duke of Burgundy, together with much gold and silver and food. To the same duke he also entrusted his armies. For the king of France was actually sick of a very grievous illness, and he looked upon the king of England with much suspicion because Richard was sending envoys to Saladin and giving and receiving gifts from the Muslims.

**Source D:** an illumination from the *Histoire de Outremer* from the late thirteenth century. It shows the massacre of Acre.



**Source E:** from *Medieval Europe* by H. G. Koenigsberger, (1987).

For a generation after the middle of the twelfth century, Christian Europe was too occupied with its own problems to think of crusades. Its emperors and popes, its princes and knights chose to fight each other rather than the infidel.

The fall of Jerusalem rekindled crusading fervour in the west. Once again, pope and preachers called for a united effort of Latin Christendom. This time the organisation of the crusade was a great deal more professional than it had ever been before. Rulers imposed special taxes, the Saladin tithe. But the basic problems had not changed: the need for a long and exhausting overland march through the Balkans or expensive and inadequate transport by sea; the not unjustified suspicion of Byzantium; the high numbers of dead among the crusaders; most of all the inevitable quarrels of the leaders, both with themselves and the Frankish princes of Outremer.

[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 fully does <b>Source A</b> illustrate the attitudes of the leaders of the First Crusade?<br><i>Use the source and recalled knowledge.</i>  | 6            |
| 2. Compare the views of Bohemond of Taranto expressed in <b>Source A</b> and <b>Source B</b> .<br><i>Compare the content overall and in detail.</i>   | 5            |
| 3. How fully does <b>Source C</b> explain the reasons for Philip of France's decision to return home after the capture of Acre?<br><i>Use the source and recalled knowledge.</i>  | 6            |
| 4. How useful is <b>Source D</b> as evidence of the Massacre of Acre during the Third Crusade?<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. To what extent was religion the main factor motivating the Crusades?<br><i>Use Sources A, C and E and recalled knowledge.</i>  | 8            |

(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 a pamphlet addressed to the Scottish Parliament, written by two Edinburgh publishers, 1700.

We beg you to consider, how our sovereignty and freedom is violated. Our laws have been trampled upon and our trade interrupted; our brothers have been starved and enslaved; our colony deserted, and our ships burnt and lost. We ask you to consider how the English ought to have let us have provisions, and ought to have protected us with their ships, since we share one sovereign. They allowed us to die for want of food and would not let us use our own naval vessels.

**Source B:** from A. Macinnes, *Union and Empire*, (2007).

While Queensberry, as the queen's commissioner, was prepared to accept the Act anent Peace and War, he did not give consent to the Act of Security until he received fresh instructions from London. Anne emphatically rejected what she considered unreasonable demands by the Scots. Before formal withholding of consent was received, Marchmont tried to get the Hanoverian succession accepted. But an Abjuration Act disowning the exiled royal family was thrown out.

The Darien scheme, the manoeuvring of Scotland into the war of the Spanish Succession and, indeed, the failed negotiations of early 1703 had taken their political toll. Patriotism now wore a particularly Scottish guise, with Fletcher of Saltoun speaking against the influence of the deceitful English ministry. Once the Estates were notified that royal consent was withheld, they declined to vote supply for the Scottish forces in the standing army.

**Source C:** from a petition by the Royal Burgh of Stirling, 1706.

We judge that going into this Treaty will bring an insupportable burden of taxation upon this land, which all the grants of freedom of trade will never counterbalance. We remain still under the control of the English in the Parliament of Britain, who may at their pleasure discourage the most important branches of our trade, if it was considered to interfere with theirs.

The Treaty will ruin our industries. It will threaten our religion, church government by law established, our Claim of Right, Laws, Liberties and all that's valuable.

One of the most ancient nations so long and so gloriously defended by our worthy patriots will be ended. Our parliament will be extinguished.

**Source D:** from Sir John Clerk of Penicuik, *Memoirs*, 1730.

The union of the two kingdoms was thought of as the best way to preserve the honour and liberty of Scotland and so the peace of the whole island. If the parliaments were united, the succession would pass to the same person. This was the principle motive both in Scotland and in England for bringing about the union. There were indeed other reasons which had greater influence on many in Scotland, such as the prohibition of the black cattle trade with England, a general mismanagement and decline in trade, a shortage of money to engage in other projects and the inability to enlarge our trade and improve our industry. Also, there was the suspicion that England would never allow us to grow rich and powerful as a separate state.

**Source E:** from C. Whatley, *The Scots and the Union*, 2007.

Without the Equivalent the Scots would never have any financial satisfaction for Darien. Given the blow that the loss of Darien had been to Scottish commercial ambitions and the subsequent economic difficulties, the promised injection of Equivalent funds into the Scottish economy would have been welcomed.

Although there were still reservations about the extent of Scottish representation in the new British parliament, in most other matters the treaty seemed to satisfy the Scottish Commissioners. Built into the incorporating union were elements of federalism: Scots Law and the retention of the main civil and criminal courts in Scotland for all time. There would be an independent Scottish privy council, although the new Parliament would have the right to amend it, or find an alternative. The rights and privileges of the Royal Burghs were to be left untouched.

[END OF SOURCES FOR SPECIAL TOPIC 3]

### SPECIAL TOPIC 3: SCOTLAND 1689–1715

Answer *all* of the following questions.

- |  | <i>Marks</i> |
|--|--------------|
| 1. How useful is <b>Source A</b> as evidence of feelings in Scotland at the failure of the Darien scheme?<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> describe the issues causing tension between Scotland and England in the period 1701–1705?<br><i>Use the source and recalled knowledge.</i>   | 6            |
| 3. How typical is <b>Source C</b> of the views of the Scottish people at this time?<br><i>Use the source and recalled knowledge.</i>   | 6            |
| 4. Compare the views on the benefits of Union as expressed in <b>Source C</b> and <b>Source D</b> .<br><i>Compare the content overall and in detail.</i>   | 5            |
| 5. How adequately do <b>Sources B, D</b> and <b>E</b> illustrate the issues that led to the acceptance of the Treaty of Union?<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 3]

## SPECIAL TOPIC 4: THE ATLANTIC SLAVE TRADE

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

**Source A:** from a speech made by Colonel Tarleton M.P., on the 18th April 1791.

Abolition would instantly annihilate a trade that annually employs upwards of 5500 sailors, upwards of 160 ships, and exports which amount to £700 000 annually.

It has been found out by experience that the natives of Europe could not work in the heat of the West Indies. Therefore the planter must be able to use Africans for the cultivation of his property. Anyone who knows the West Indies can estimate the value of slaves at £7 million. If therefore this commerce to Africa and the West Indies was stopped, it is not only the planter who would lose out. A yearly loss of £6 million would arise to the manufacturers, shipbuilders and a great many working people who would become unemployed.

**Source B:** a selection of artefacts: from left to right—Medallion produced by Wedgwood c. 1790, with the inscription: “Am I not a man and a brother”—Sugar Bowl, c. 1800 with the inscription “East India Sugar not made by Slaves” and a Patch Box in which ladies kept their artificial beauty spots, c. 1790.



Image removed due to copyright restrictions



**Source C:** from an account of a speech made by William Wilberforce, in the House of Commons, 1789.

Let any one imagine to himself 600 or 700 of these wretches chained two by two, surrounded with every object that is nauseous and disgusting, diseased and struggling under every kind of wretchedness! How can we bear to think of such a scene as this?

The song and the dance, says Mr Norris, are promoted. It had been more fair, perhaps, if he had explained that word promoted. The truth is, that for the sake of exercise, these miserable wretches, loaded with chains, oppressed with disease and wretchedness, are forced to dance by the terror of the lash, and sometimes by the actual use of it. Such, then is the meaning of the word promoted; and it may be observed too, with respect to food, that an instrument is sometimes carried out, in order to force them to eat which is the same sort of proof how much they enjoy themselves in that instance also.

Death, at least, is a sure ground of evidence, and the proportion of deaths will not only confirm but, if possible, will even aggravate our suspicion of their misery on the voyage. It will be found that, in an average of all the ships of which evidence has been given at the Privy Council, not less than 12·5 percent perish in the passage. Besides these, the Jamaica report tells you, not less than 4·5 per cent die on shore before the day of sale, which is only a week or two from the time of landing.

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

If slave mutinies were most common when the slaver was still on the coast, they also happened during the middle passage. To prevent them, the men slaves were usually kept shackled in pairs while below, or by a loose chain when on deck, but were sometimes released during the crossing if it were felt that they had become reconciled to their fate. The women and boys were not normally shackled.

Two meals a day were normal but occasionally three were given. If two, one would be yams or rice, while the other would consist of foods like barley, corn and biscuit and, rarely, meat, the whole thing being boiled up into “a warm mess”.

Exercise was regarded as necessary and this was done by “dancing”. Defenders of the trade tried to make out that this was done with good cheer on deck; in fact, the dance consisted of jumping up and down rhythmically to the extent that loose shackles permitted, encouraged by the cat-o’-nine-tails.

**Source E:** from James Walvin, *The Cause of a Nation*, BBC history magazine (2007).

Oddly, the abolitionist cause was given an unexpected boost by the rise of Napoleon and his efforts to restore French slavery. It was the perfect opportunity for abolitionists to assert British superiority over the French.

The Foreign Slave Trade Act of 1806 had the effect of abolishing two thirds of Britain’s slave trade. Traders and planters were caught completely unawares. The Lords spoke strongly against it but the old political stumbling block, William Pitt, was dead and was replaced by Lord Grenville, who was both abolitionist and able to influence events in the Lords.

To cap it all, the general election of 1806 saw large numbers of abolitionist MPs returned to Westminster.

[END OF SOURCES FOR SPECIAL TOPIC 4]

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

Answer *all* of the following questions.

- |   | <i>Marks</i> |
|---|--------------|
| 1. To what extent are the arguments in <b>Source A</b> typical of those who supported the slave trade?<br><i>Use the source and recalled knowledge.</i>   | 6            |
| 2. How useful is <b>Source B</b> as evidence of the methods used by the Abolitionists?<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. To what extent does <b>Source C</b> illustrate the arguments of those who supported abolition of the slave trade?<br><i>Use the source and recalled knowledge.</i>   | 6            |
| 4. To what extent do <b>Source C</b> and <b>Source D</b> agree about the conditions on the middle passage?<br><i>Compare the content overall and in detail.</i>   | 5            |
| 5. How fully do <b>Sources B, C</b> and <b>E</b> identify why the abolition movement succeeded in ending the Slave Trade?<br><i>Use <b>Sources B, C</b> and <b>E</b> 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 the *Declaration of Rights and Grievances* approved by the delegates in the First Continental Congress of 1774.

The inhabitants of the English Colonies in North America have the following rights:

1. They are entitled to life, liberty and property, and they have never given any sovereign power the right to dispose of these without their consent.
2. They are entitled to participate in their own legislative council, which is the foundation of English liberty. As the colonists are not represented in the British Parliament, they should be entitled to a free and exclusive power of legislation, taxation and internal government in the colonies where their right of representation can be preserved.
3. The exercise of legislative power in the colonies by those appointed by the Crown is unconstitutional, dangerous and destructive to the freedom of American legislation.

**Source B:** from the pamphlet *Common Sense* by Thomas Paine, January 1776.

Arms as a last resort must decide the contest. The continent would accept any appeal by the king. Yet I challenge the warmest supporter of reconciliation to show a single advantage that this continent can obtain by being connected with Great Britain. Not a single advantage is being derived currently, but the injuries and disadvantages you are forced to sustain by that connection are numerous. Your duty to yourselves makes it vital that you do renounce the association with Britain.

It is unreasonable to suppose that France and Spain will give you any kind of assistance if you strengthen the connection between Britain and America. Under your present status as British subjects, you can neither be received nor heard abroad. The position of all foreign courts is against you, and will be so, until with independence you take your place amongst other nations.

**Source C:** from C. Bonwick, *The American Revolution* (1991).

The drift towards independence continually gathered pace. Most conventions in the colonies continued to instruct their delegates to seek reconciliation, but British policy made the prospect less and less probable. George III and his government had already decided that forcing the colonies into submission was the only alternative to permitting them to break their link with Britain. Throughout 1775, British reinforcements were gathered and 17,000 German mercenaries were hired. No notice was taken of the colonists' Olive Branch Petition. Instead, on 23 August, the king issued a proclamation declaring the colonies to be in rebellion.

By May 1776 the gathering momentum was virtually unstoppable. Most delegates realised that a decision was vital for practical reasons. Congress was increasingly aware that obtaining loans, arms and military supplies through making foreign agreements would be easier if it could secure recognition as an independent sovereign power.

**Source D:** from D. O. Winterbottom, *The American Revolution* (1972).

Cornwallis did not realise the importance of sea-power either to his own forces or to the enemy. If the British ever had any chance of crushing the colonists it was in the early years of the war while the conflict remained a private affair between Britain and the colonies. With Britain's failure to put down rebellion and the disaster at Saratoga, France entered the war and changed the whole complexion of the contest. Britain was required not only to fight the American colonies but to defend her empire in India and the West Indies as well as the shores of England herself. Britain had no allies, and was now fighting against the combined forces of the American colonies and France. The task was too great for her resources. Britain lost command of the sea. French intervention was decisive: it made British defeat only a matter of time.

**Source E:** from notes by Nicholas Cresswell, a British traveller, in America during 1777.

Washington is certainly a most surprising man, one of nature's geniuses. It is astonishing that he keeps General Howe at bay, even forces him to retreat. He has been a successful leader. From everything I have learned of him, I believe him to be a worthy, honest man, guilty of no bad habits, except perhaps being naturally ambitious. As an officer he is popular, idolised in the South. Some of the people look up to him as the saviour of their country and have confidence in everything he does. Congress look upon him as a necessary tool to achieve their purpose. He certainly deserves merit as a general.

[END OF SOURCES FOR SPECIAL TOPIC 5]

### SPECIAL TOPIC 5: THE AMERICAN REVOLUTION

Answer *all* of the following questions.

- |  | <i>Marks</i> |
|--|--------------|
| 1. How accurately does <b>Source A</b> illustrate the issues surrounding the colonial challenge to British authority between 1760 and 1774?<br><i>Use the source and recalled knowledge.</i>   | 6            |
| 2. To what extent do <b>Sources B</b> and <b>C</b> agree about the situation faced by the colonists before the Declaration of Independence?<br><i>Compare the content overall and in detail.</i>   | 5            |
| 3. How fully does <b>Source D</b> explain the impact of French intervention in the war?<br><i>Use the source and recalled knowledge.</i>   | 6            |
| 4. How useful is <b>Source E</b> as evidence of the role of George Washington in the colonists' efforts to attain independence?<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 completely do <b>Sources C, D</b> and <b>E</b> identify the issues affecting 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:** from the *Glasgow Constitutional*, 4 March 1846.

A mass attack of 300 Irish navvies working ten miles south of Edinburgh, to secure the release of two of their companions who had been imprisoned on suspicion of stealing a watch, led to disastrous consequences for themselves and their families. In demolishing the prison-house and rescuing the prisoners, they came into conflict with the police, one of whom died of injuries received in the scuffle. A detachment of police from Edinburgh imprisoned thirteen of the party, and the Scottish and English labourers on the line who numbered around 2,000, marched to the south end of the line where the Irish navvies were working, set fire to row after row of the Irishmen's huts and beat men, women and children out of the district. An armed body of 200 Irishmen set out from Edinburgh to avenge their countrymen but were turned back by the military.

**Source B:** from *The Scottish Nation*, T. M. Devine, 1999.

The Catholic Irish immigrants were “strangers in a strange land”, alien in religion, speech and culture; the scapegoats for every conceivable social ill from drunkenness to the epidemic diseases of the larger towns. In response, the Irish immigrants retreated into themselves, became introverted, pursued a separate identity in Scotland and warmly embraced the Catholic faith which alone provided them with spiritual consolation and a sense of social worth. They could not relate to a Scotland which derived its collective identity from Presbyterianism, a creed which regarded Catholicism as at best a superstitious error and at worst as a satanic force led by the Man of Sin himself, the Pope of Rome. By 1900, the Irish immigrants and their descendants seem to have developed almost as a distinct and introverted ethnic community in Scotland, with its own chapels, schools, social welfare organisations, and political agenda.

**Source C:** from a Census Return, 1871.

This invasion of Irish is likely to produce far more serious effects on the population of Scotland than even the invasions of the warlike Norsemen. The immigration of such a huge number of Irish labourers of the lowest class, with scarcely any education, must have the most prejudicial effects on the Scottish population. It is quite certain that the native Scot who has associated with them has most certainly deteriorated in terms of morals and habits. This very high proportion of the Irish race in Scotland had undoubtedly lowered greatly the moral tone of the lower classes, and greatly increased the need for the enforcement of sanitary and police precautions wherever they are settled in numbers.

**Source D:** from *First Report from the Select Committee on Emigration* (Scotland), 1841.

Nothing tends so much to keep a community of persons going to a strange land together as having someone of superior intelligence, cleverness, and benevolence among them, who being possessed of their confidence and respect, they can look up to as their adviser and friend. Also, by his advice and example he will encourage them to persevere in overcoming difficulties which might be regarded as insurmountable. A clergyman is evidently the person most likely to answer these purposes, and the performance by him of religious services which the emigrants had been accustomed to would, more than anything else, diminish the natural feeling of regret at leaving their native country. Societies and clubs founded by the emigrants also serve to reinforce their identity but it is the role of the clergymen which should not be underestimated.

**Source E:** from *Scots in Canada*, J. Calder (2003).

As Scottish communities became established in Canada, many of them founded St. Andrews, Caledonian and Highland societies, or societies taking their name from a specific Scottish place of origin. A key function of these societies was the support of needy Scots, helping newly-arrived emigrants with cash, information or advice. Commemoration and ritual were also features of these societies' activities, and tartan and music took on a symbolic importance. Even those who felt most positively about their new lives in Canada did not necessarily want to lose their Scottishness.

All this provided an easy and often enjoyable way of maintaining a Scottish identity among immigrants.

[END OF SOURCES FOR SPECIAL TOPIC 6]

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

Answer *all* of the following questions.

Marks

1. How useful is **Source A** as evidence of the impact of Irish immigration on law and order in Scotland?  
*In reaching a conclusion you should refer to:*
    - *the origin and possible purpose of the source;*
    - *the content of the source;*
    - *recalled knowledge.*

5
  2. To what extent did other European immigrants experience similar problems of assimilation as Irish immigrants as identified in **Source B**?  
*Use the source and recalled knowledge.*

6
  3. How far do **Sources A, B and C** explain the reasons for anti-Irish feeling among many native Scots?  
*Use Sources A, B and C and recalled knowledge.*

8
  4. Compare the views on Scottish emigrant identity as expressed in **Sources D and E**.  
*Compare the content overall and in detail.*

5
  5. How fully does **Source E** explain the ways in which Scottish emigrants attempted to maintain their identity in their adopted lands?  
*Use the source and recalled knowledge.*

6
- (30)**

[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 the *Daily Sketch*, 9th March (1936).

I should take Hitler at his word. You cannot for ever keep German troops out of their own territory, and Hitler has now done it without so much as a by-your-leave. It is a flagrant violation of the Treaty of Versailles, but that treaty is now so tattered as to be unrecognisable. As it stands, it is impossible to enforce it without war and, as no one wants war, what happens to it is a matter of good manners rather than of good politics. Unless the powers propose to turn the Germans out, they might as well make a virtue out of necessity and regularise their actions with as much good grace as they command. There is talk of sanctions through the League of Nations, but sanctions are either a form of sulks or else mean war.

Much the more important question is what Germany plans to do now she has got there. Herr Hitler offers a twenty-five years Pact of Peace with France and Belgium, and swears by all his gods that he means it. I believe he does.

**Source B:** from J. Gurney, *Crusade in Spain* (1974). Gurney was a member of the International Brigade.

The Spanish Civil War seemed to provide the chance for a single individual to take a positive and effective stand on an issue which seemed to be absolutely clear. Either you were opposed to the growth of fascism and went out to fight against it, or you accepted its crimes, and were guilty of permitting its growth. There were many people who claimed it was a foreign quarrel, and that nobody other than the Spaniards should involve themselves in it.

But, for myself and many others like me, it was a war of principle, and principles do not have national boundaries. By fighting against fascism in Spain, we would be fighting against it in our own country and every other.

**Source C:** from the *Aberdeen Press and Journal*, 3rd October, 1938.

In this country, and in many others as well, yesterday was a day of thanksgiving for the avoidance of war. No one who lived through the 1914–1918 struggle, whether facing imminent death in the trenches, or in the nerve-wracked atmosphere at home, could contemplate another war of the same proportions without the deepest horror. Those who, even yet, are critical of the settlement cannot but join in the universal relief. The dispersal of the war cloud is, above all, the work of the British Prime Minister. For lives of suffering spared, the horrors of war averted, Europe's thanks are due to him.

**Source D:** from a speech in the House of Commons by Sir Archibald Sinclair, Leader of the Liberal Party, 3rd October, 1938.

A policy which imposes injustices on a small and weak nation, and tyranny on free men and women, can never be the foundation of a lasting peace. Was it wise for the Prime Minister in his broadcast speech the other night to talk of quarrels in distant lands between peoples of whom we know nothing? Ought not responsible public men rather strive to make people understand the importance of distant but important places to our lives at home, our standard of living, to the employment of our people and the protection of our liberties? Czechoslovakia is much nearer home, and my fear is that we shall yet live to regret the day when our government undermined and sacrificed freedom in central Europe, and laid open to the march of Germany all the peoples and resources of Eastern Europe.

**Source E:** from C. Thorne, *The Approach of War* (1968).

Revulsion against war was accompanied by a blend of guilt and idealism for those who felt the principles of lasting peace had been denied to Germany. To appease was to settle just grievance, not to cringe and betray.

The burden of responsibility carried by Chamberlain added negative, practical reasons for the continuing search for a settlement. It was generally accepted, for instance, that in war the bombers would always get through—usually thought of in terms of German bombers over Britain, not vice versa. Those who, at the time, were ready for “peace at any cost in humiliation” may well have been wrong, but they included men of bravery and experience.

[END OF SOURCES FOR SPECIAL TOPIC 7]

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

Answer *all* of the following questions.

- |   | <i>Marks</i> |
|---|--------------|
| 1. To what extent does <b>Source A</b> represent British reaction to the remilitarisation of the Rhineland in March, 1936?<br><i>Use the source and recalled knowledge.</i>   | 6            |
| 2. How useful is <b>Source B</b> as evidence of the reasons why some British people chose to become involved in the Spanish Civil War?<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. How much support was there at the time for the views expressed in <b>Source C</b> towards the Munich Agreement?<br><i>Use the source and recalled knowledge.</i>   | 6            |
| 4. Compare the views on the Munich Agreement 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, C</b> and <b>E</b> explain the reasons for the direction of British foreign policy in the second half of the 1930s?<br><i>Use Sources A, C and E and recalled knowledge.</i>  | 8            |
|   | <b>(30)</b>  |

[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 United States' Note to the USSR on Berlin, August 17, 1961.

On August 13, East German authorities put into effect several measures regulating movement at the boundary of the Western Sectors and the Soviet Sector of the city of Berlin. The United States Government has never accepted that limitations can be imposed on freedom of movement within Berlin. The United States Government considers that the measures which the East German authorities have taken are illegal. The measures which have just been taken are motivated by the fact that an ever increasing number of inhabitants of East Germany wish to leave this territory. The reasons for this exodus are known. They are simply the internal difficulties in East Germany. The United States Government expects the Soviet Government to put an end to these illegal measures.

**Source B:** from the Soviet reply to the United States Note on Berlin, August 18, 1961.

The Soviet Government fully understands and supports the actions of the Government of the German Democratic Republic (GDR) which established effective control on the border with West Berlin. West Berlin has been transformed into a centre of subversive activity and espionage, into a centre of provocations against the GDR, the Soviet Union, and other socialist countries. West Berlin authorities did not lift a finger to put an end to this criminal activity. The Government of the FRG (West Germany) led an army of recruiters who, by means of deception, bribery, and blackmail, encouraged a certain part of the residents of the GDR to migrate to West Berlin. Thus the protest made in the note of the Government of the USA is without foundation and is rejected by the Soviet Government.

**Source C:** from a Memorandum of October 17, 1962 describing a meeting of President Kennedy with his senior advisers on National Security.

Several alternatives indicated below were considered at the meeting. All dealt with the specific actions the US Government should take against Cuba at this time.

1. Do nothing and live with the situation. It was pointed out clearly that Western Europe, Greece, Turkey and other countries had lived under the Soviet Medium Range Ballistic Missiles (MRBMs) for years. Therefore, why should the United States be so concerned?
2. Resort to an all-out blockade which would probably require a declaration of war and would mean the interruption of all incoming shipping.
3. Military action was considered at several levels:
  - (a) attacking identified MRBM installations;
  - (b) attacking MRBM installations and airfields with MIG fighters;
  - (c) attacking MRBM installations, airfields, surface to air missile sites and coastal missile sites.

Discussions of all of the above were inconclusive.

**Source D:** from Melvin Small, *Nixon's Flawed Search for Peace*, from *Major Problems in the History of the Vietnam War* (2003).

Nixon knew that it was essential to end the war that had cost the nation so much in human and financial treasure and had led to unprecedented domestic turbulence and the alienation of a good part of the next generation. He had to end the war as quickly as possible so that he could launch dramatic diplomatic initiatives that, if successful, might avert future Vietnams.

But Nixon was "convinced that how we end this will determine the future of the US in the world". He had to obtain what he would characterise as "peace with honour"; he could not just "cut and run," leaving the 17 million people of South Vietnam to be taken over by the communist North Vietnamese.

**Source E:** from Walter LaFeber, *America, Russia and the Cold War, 1945–1992* (1993).

The Czechs, during their so-called Prague Spring, even discussed a loosening of their one-party political system. The United States encouraged the process by opening up trade channels. The Brezhnev regime, meanwhile, tightened its control within Russia. Brezhnev warned that dissent could not be tolerated because, “we are living in conditions of an ideological war”. Détente meant a lessening of military and political tensions with the West, but ideological coexistence could not be allowed.

The Prague Spring strained this rigid ideological line to the limit. Soviet officials were divided over how to respond. Some Foreign Ministry officials, who did not want to endanger détente, were among those opposing intervention, but they were overbalanced by party leaders who feared ideological and economic contamination from Czech liberalism, and by some military and secret police officials who believed the Czech policies might infect the entire bloc. Brezhnev ordered Soviet troops to smash the Czech regime.

[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. Compare the views of the Berlin Crisis of 1961 given in <b>Sources A</b> and <b>B</b> .<br><i>Compare the content overall and in detail.</i>  | 5            |
| 2. How useful is <b>Source B</b> as evidence of Soviet concerns about Berlin in 1961?<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. To what extent does <b>Source C</b> explain the problems faced by the Americans in reacting to the crisis in Cuba?<br><i>Use the source and recalled knowledge.</i>   | 6            |
| 4. How fully does <b>Source D</b> explain the changes in American policy in Vietnam under President Nixon?<br><i>Use the source and recalled knowledge.</i>  | 6            |
| 5. To what extent was ideology the main reason for tension between the Superpowers during the Cold War?<br><i>Use Sources B, C 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:** from a speech by Sir Thomas Edmond in the House of Commons, 11 April 1912.

The Irish people have always held that the only power competent to make laws for Ireland is a Parliament of Ireland.

Ireland is anxious to be friends with Britain, provided that Britain shows an anxiety to make friends with her. We Irishmen can honourably accept the Home Rule Bill, with the consent of our people, in the belief that we can work it for the benefit of our country. The whole structure of the Bill itself is an absolute answer to all those who fear that Home Rule means the oppression of the minority or the breaking up of the British Empire. We are quite prepared to join in defending the Empire. Ireland as a free and self-governing nation within the Empire will contribute to its strength and greatness. The majority of the people of Ulster are Home Rulers, although one reason given on the platform for not granting Home Rule is that Ulster is opposed to it. I am satisfied of this, that however much she opposes Home Rule at present, once it is the law of the land, Ulster will accept it and take her part loyally and patriotically in carrying it out.

I do not believe in this division into the north and south of Ireland. I would like to see the Irish question settled with the assistance of Ulster, but if Ulster will not help, it must be settled in spite of her.

**Source B:** from *Ulster's Solemn League and Covenant*, Saturday 28th September 1912.

Being convinced that Home Rule would be disastrous to the well being of Ulster as well as of the whole of Ireland, subversive of our civil and religious freedom, destructive of our citizenship, and perilous to the unity of the Empire, we, men of Ulster, loyal subjects of His Gracious Majesty King George V, do hereby pledge ourselves in Solemn Covenant throughout this our time of threatened calamity to stand by one another in defending ourselves and our children, our cherished position of equal citizenship in the United Kingdom, and in using all means which may be found necessary to defeat the present conspiracy to set up a Home Rule Parliament in Ireland. In the event of such a Parliament being forced upon us we further solemnly pledge ourselves to refuse to recognise its authority. In sure confidence that God will defend the right we hereto subscribe our names.

**Source C:** from Charles Townsend, *Ireland and the Twentieth Century* (1999).

The government's damage limitation exercise was flawed both in conception and in execution. Martial law was seen as a way of encouraging the law abiding majority to support the state. Instead it alienated them. The release of the internees around Christmas 1916 instead of creating gratitude as the government hoped, drove the process on. Collins and his fellow internees had used their time in prisons and camps to lay the foundations for the reorganisation of the national movement. During 1917 Sinn Fein was transformed into a coherent political movement that rapidly picked up support.

Sinn Fein's profile was insistently raised over the summer of 1917. 70 Sinn Fein clubs were formed in the first fortnight of June; the police counted 336 branches by the end of July.

The growth of Sinn Fein as a national movement was made possible by the participation of the Volunteers in politics, and was finally to be cemented by the approval of the Church. The symbolic turning point was the death of Thomas Ashe.

**Source D:** from a speech by Eamon De Valera speaking to the Dail Eireann, December 1921.

We were elected by the Irish people. Did the Irish people think we were liars when we said that we meant to uphold the Republic, which was ratified by the vote of the people three years ago, and was further ratified by the vote of the people at the elections last May?

When the proposal for negotiations came from the British Government asking that we should try by negotiation to reconcile Irish national aspirations with the British Empire, there was no one here as strong as I was to make sure that every human attempt should be made to find whether such reconciliation was possible. I am against this Treaty because it does not reconcile Irish national aspirations with association with the British Government. I am against this Treaty, not because I am a man of war, but a man of peace. I am against this Treaty because it will not end centuries of conflict between Great Britain and Ireland.

We went out to effect such a reconciliation and we have brought back a thing which will not even reconcile our own people, much less reconcile Britain and Ireland.

**Source E:** from *Notes by General Michael Collins*, August 1922.

The Anti Treaty party attempted to stampede meetings by revolver shootings, to wreck trains, the suppression of free speech, of the liberty of the press, terrorisation and sabotage of a kind that we were familiar with a year ago. And with what object? With the sole object of preventing the people from expressing their will, and of making the government of Ireland by the representatives of the people as impossible as the British government was made impossible by the united forces a year ago.

Their policy had now become clear—to prevent the people’s will being carried out because it differed from their own, to create trouble in order to break up the only possible national government, and to destroy the Treaty with utter recklessness as to the consequences.

[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 typical is the attitude expressed in <b>Source A</b> of Irish attitudes to Home Rule?<br><i>Use the source and recalled knowledge.</i>   | 6            |
| 2. Compare the views expressed in <b>Sources A</b> and <b>B</b> towards Home Rule.<br><i>Compare the content overall and in detail.</i>   | 5            |
| 3. To what extent does <b>Source C</b> explain why Sinn Fein gained victory in the election of 1918?<br><i>Use the source and recalled knowledge.</i>   | 6            |
| 4. How useful is <b>Source D</b> as evidence of Irish attitudes to 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 causes of division and conflict in Ireland during the period 1912–1922?<br><i>Use <b>Sources B, D</b> and <b>E</b> and recalled knowledge.</i>   | 8            |

**(30)**

[END OF QUESTIONS ON SPECIAL TOPIC 9]

[END OF QUESTION PAPER]

## ACKNOWLEDGEMENTS

Special Topic 2 Source D—Illumination from the *Histoire de Outremer* showing the massacre of Acre is taken from Page 126 of *Historical Atlas of the Crusades* by Angus Konstam ISBN 1 904668 00 3. Published by Mercury Books. Permission is being sought from Mercury Books.

Special Topic 4 Source B—Photograph of Medallion produced by Wedgwood c.1790, with the inscription, “Am I not a man and a brother”. By courtesy of the Wedgwood Museum Trust, Barlaston, Staffordshire.

Special Topic 4 source B—Patch box with abolitionist motif (Accession number 1987.212.3). Permission is being sought from National Museums Liverpool.

**[BLANK PAGE]**

**[BLANK PAGE]**