

X044/301

NATIONAL
QUALIFICATIONS
2007

FRIDAY, 18 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 assigned 25 marks.

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



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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. “Kings and barons received all of the benefits from the feudal system while peasants received none.” Discuss.
2. To what extent was the medieval Church the most significant influence in people’s everyday lives?
3. How important was the desire for protection in the development of towns in England and Scotland?
4. “David I was responsible for transforming Scotland from a Celtic to a feudal kingdom.” How accurate is this statement?
5. How successfully did Henry II overcome the challenges that faced the monarchy when he became king?

Historical Study: European and World

EITHER

Nation and King

6. To what extent was the Magna Carta a consequence of John’s failure to retain Normandy?
7. “The growth in the power of the Capetian monarchy was entirely due to the abilities and leadership of Philip II.” Discuss.
8. Was the victory at Stirling Bridge William Wallace’s only important contribution to the Scottish struggle for independence?
9. How far was the Scottish victory in the Wars of Independence due to their own efforts rather than English failings?

OR

Crisis of Authority

10. To what extent was the Peasants’ Revolt due to the Black Death?
11. What was the main cause of the Hundred Years’ War?
12. How far was Scottish involvement the main cause of the English defeat in the Hundred Years’ War?
13. “The move to Avignon was the most important reason for the decline of the power of the Papacy in the fourteenth and fifteenth centuries.” Discuss.

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. How great an influence did the “rough wooing”, 1543–1548, have on Scottish politics?
2. To what extent did the Reformation of 1560 come about for political reasons?
3. How successful were the Regents in ruling Scotland between 1567 and 1580?
4. Was Andrew Melville the main cause of religious conflict during the reign of James VI up to 1603?
5. To what extent was the power of the Scottish Crown damaged between 1542 and 1603?

OR

Scotland and England in the Century of Revolutions 1603–1702

6. How effective was James VI and I’s rule in Scotland after the Union of Crowns, 1603?
7. “Eleven years of tyranny.” How justified is this description of the personal rule of Charles I from 1629 to 1640?
8. “Parliament’s actions between 1640 and 1642 were the most important cause of the outbreak of Civil War.” How accurate is this statement?
9. How significant an impact did the Glorious Revolution of 1689 have on the government of Scotland and England?
10. To what extent did Parliament win in its struggles with the kings in the seventeenth century?

Historical Study: European and World

EITHER

Royal Authority in 17th and 18th Century Europe

11. How important was Versailles to the power of the absolute monarchy of Louis XIV?
12. Did Louis XIV revoke the Edict of Nantes in 1685 for purely religious reasons?
13. How beneficial were Frederick II's social reforms in Prussia?
14. How successfully did Joseph II deal with religious issues in Austria?

OR

The French Revolution: The Emergence of the Citizen State

15. Which section of French society had the most cause for complaint under the Ancien Régime?
16. Why did the challenge to absolute monarchy develop into revolution in 1789?
17. To what extent was Robespierre responsible for the "Terror"?
18. How important was war in causing political instability in France in the 1790s?

[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. “It was the militant suffragette campaign, more than any other factor, that led to the achievement of female suffrage in 1918.” How valid is this view?
2. How democratic had Britain become by 1928?
3. To what extent were the Liberal social reforms of 1906–1914 a response to the challenge from the Labour Party?
4. How successfully did the Labour government of 1945–1951 deal with the social problems identified in the Beveridge Report of 1942?
5. **Either**
 - (a) Assess the impact of urbanisation on religion, education and leisure habits in Scotland between 1880 and 1939.

Or

- (b) How far did attitudes in Scotland towards the Union change between 1880 and 1939?

Historical Study: European and World

EITHER

The Growth of Nationalism

6. To what extent was there a growth in nationalism in **either** Germany **or** Italy between 1815 and 1848?

7. **Either**

(a) How important was Prussian economic growth in bringing about the unification of Germany by 1871?

Or

(b) "Foreign intervention was the main reason for the achievement of Italian unification by 1871." How justified is this view?

8. **Either**

(a) How important was the leadership of Hitler in the rise of the Nazis to power in Germany by 1933?

Or

(b) How important was the leadership of Mussolini in the rise of the Fascists to power in Italy by 1922?

9. To what extent did Fascist governments rely on force to stay in power?

Discuss with reference to **either** Nazi rule in Germany between 1933 and 1939 **or** Fascist rule in Italy between 1922 and 1939.

OR

The Large Scale State

The USA

10. To what extent were the difficulties faced by black Americans in the 1920s and 1930s due to the lack of action by the federal government?

11. "The Wall Street Crash was the principal reason for the depression of the 1930s." How justified is this view?

12. How important in restoring prosperity in the 1930s were the increased powers of the federal government under the New Deal?

13. "The Civil Rights campaign of the 1950s and 1960s concerned itself above all with the problems facing black Americans in the Southern states." How accurate is this statement?

Russia

14. "The power of the Church was the key factor in the stability of the Tsarist state in the years before 1905." How justified is this view?

15. How important was the work of Stolypin in the recovery of the Tsarist state after 1905?

16. To what extent was the Provisional Government responsible for its own downfall?

17. How effectively had the Bolsheviks established their authority over Russia by 1921?

[END OF QUESTION PAPER]

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X044/302

NATIONAL
QUALIFICATIONS
2007

FRIDAY, 18 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 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>
A Medieval History	1	Norman Conquest and Expansion 1050–1153	4
	2	The Crusades 1096–1204	6
B Early Modern History	3	Scotland 1689–1715	8
	4	The Atlantic Slave Trade	10
	5	The American Revolution	12
C Later Modern History	6	Patterns of Migration: Scotland 1830s–1930s	14
	7	Appeasement and the Road to War, to 1939	16
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	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: from William of Malmesbury, *Chronicles of the Kings of England*, written in the twelfth century.

Observing this, William gave a signal to his troops, that, pretending to flee, they should withdraw from the field. By this means, the solid formation of the English opened for the purpose of cutting down the fleeing enemy and thus brought upon itself swift destruction; for the Normans, facing about, attacked them, thus disordered, and compelled them to flee . . . But some of the English, getting possession of high ground, drove back the Normans, who in the heat of pursuit were struggling up the slope. By hurling their javelins and rolling down stones on them as they stood below, the English easily destroyed these Normans to a man. Besides, by a short passage with which the English were acquainted, they avoided a deep ditch and trod underfoot such a multitude of their enemies that the heaps of bodies made the hollow level with the plain. This alternating victory, first of one side and then of the other, continued so long as Harold lived to check the retreat; but when he fell, his brain pierced by an arrow, the flight of the English ceased not until night.

Source B: from *The Anglo-Saxon Chronicle*, c 1085.

If anyone would know what manner of man King William was, the glory that he obtained, and of how many lands he was lord, then will we describe him as we have known him, we who had looked upon him and who once lived at his court. This King William . . . was a very wise and great man, and more honoured and more powerful than any of his predecessors. He was mild to those good men who loved God, but severe beyond measure to those who stood against him. He founded a noble monastery [Battle Abbey] on the spot where God permitted him to conquer England and he established monks in it, and he made it very rich. In his days the great monastery at Canterbury was built, and many others also throughout England; moreover, this land was filled with monks who lived after the rule of St. Benedict; and such was the state of religion in his days that all who would, might observe the rules of their respective orders.

Source C: from Jim Bradbury, *The Battle of Hastings* (1998).

William punished the region with the most harsh of all his harsh measures in England, the harrying of the north. Harrying as a punishment was not new in England, but William's was so severe as to be long remembered . . . The conqueror sought out any rebel, and any who got in the way. His troops spread over a great distance, combing woodland and remote areas, leaving no hiding place unearthed. He wanted the whole region north of the Humber to be deprived of food. Houses and crops were destroyed, any living creature that crossed the path of William's troops was slaughtered till a great band of ashes and waste spread over Yorkshire . . . William's reign was hardly a happy one. At no time was he free from cares . . . within a decade he had obliterated the higher ranks of the Old English nobility. By the time of the Conqueror's death, the greater nobility in England was of continental descent.

Source D: a photograph of a Norman Motte and Bailey castle in Inverurie, known as the Bass.



Source E: from Fiona Watson, *Scotland: a History* (2001).

In Scotland, national legislation did exist, but kings of Scots knew better than to tamper with all the existing regional law. However, they did exert stricter control over much of Scotland through the formal establishment of sheriffdoms, most of which were in place by the mid-twelfth century. The sheriff was the key royal official at a local level, responsible for taxes necessary to maintain the royal household and national government and of course administering royal justice to the local population . . . However, the main legacy of David I was perhaps less his secular administration reforms . . . and more the fact that he actively encouraged the introduction to Scotland of a new . . . reformed monastic order. This marked a new phase in the economic, as well as spiritual, development of Western Europe.

[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 Source A explain the Norman victory at the Battle of Hastings?
<i>Use the source and recalled knowledge.</i> | 6 |
| 2. Compare the views in Sources B and C of William's dealings with his English subjects after the Battle of Hastings in 1066.
<i>Compare the sources overall and in detail.</i> | 5 |
| 3. How fully do Sources A, B and C show the success of the Norman conquest of England?
<i>Use Sources A, B and C and recalled knowledge.</i> | 8 |
| 4. How useful is Source D in demonstrating the Normanisation of Scotland by David I?
<i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none">• <i>the origin and possible purpose of the source;</i>• <i>the content of the source;</i>• <i>recalled knowledge.</i> | 5 |
| 5. How typical was the Scottish experience of the wider Norman achievement in Europe in the eleventh and twelfth centuries?
<i>Use Source E and recalled knowledge.</i> | 6 |
| | (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 a letter written by Pope Gregory VII, written in 1074.

The person who brings this letter came to Rome to visit us on his recent return from Constantinople. He repeated what we had heard from many others, that a pagan race had overcome the Christians and with horrible cruelty had devastated everything almost to the walls of Constantinople, and were now governing the conquered lands . . . and that they had slain many thousands of Christians as if they were but sheep. If we love God and wish to be recognised as Christians, we should be filled with grief at the misfortune of this great empire and the murder of so many Christians. But simply to grieve is not our whole duty . . . Know, therefore, that we are trusting in the mercy of God and in the power of His might and that we are making preparations to send aid to the Christian empire . . . Therefore we beg you by the faith in which you are united through Christ . . . that you be moved to proper compassion by the wounds and blood of your brethren and the danger of the empire and that, for the sake of Christ, you undertake the difficult task of bringing aid to your brethren. Send messengers to us at once to inform us of what God may inspire you to do in this matter.

Source B: Peter the Hermit leads the People's Crusade, from a fourteenth century manuscript.



Source C: an account of the battle of Antioch, from the *Deeds of the Franks*, written c. 1100-1101.

Then six battle lines were formed from the forces within the city. In the first line, that is at the very head, was Hugh the Great with the Franks and the Count of Flanders; in the second, Duke Godfrey with his army; in the third was Robert the Norman with his knights; in the fourth, carrying with him the Lance of the Saviour, was the Bishop of Puy . . . The Turks, however, engaged them in battle and by shooting killed many of our men. They began to go forth from both sides and to surround our men on all sides, hurling, shooting and wounding them.

Then . . . there came out from the mountains, also, countless armies with white horses, whose standards were all white. And so, when our leaders saw this army, they were entirely ignorant as to what it was, and who they were, until they recognised the aid of Christ, among whose leaders was St. George . . . This is to be believed, for many of our men saw it . . . The Turks and the Persians in their turn cried out. Thereupon, we invoked the Living and True God and charged against them, and in the name of Jesus Christ and of the Holy Sepulchre we began the battle, and, God helping, we overcame them. But the terrified Turks took to flight.

Source D: from W. B. Bartlett, *God Wills It* (1999).

Weakened, as they no doubt were, it appears that they still made an impressive sight. Kerbogha, when he saw the army, somewhat belatedly asked for a truce. His approaches were ignored . . . Ignoring the Turkish firestorm the Franks pressed forward . . . The Turks fell back . . . and it is now that the weakness of the Muslim unity at this point in history was exposed. It was split by petty internal rivalries; it lacked unity and cohesion . . . Many Muslim leaders were inspired by the desire for personal gain rather than any sense of religious or political unity and many of them still seriously underestimated the threat posed by the Crusade . . . A significant number of Kerbogha's Emirs feared him. Some believed that if he were to defeat the Crusade, his power would become absolute. Fearful of their own position many decided to flee with their forces, leaving Kerbogha to his fate.

Source E: from Zoë Oldenbourg, *The Crusades* (1998).

Once again Richard negotiated and in the most courteous terms. What Richard offered Saladin was the setting up of the Kingdom of Jerusalem as a Muslim protectorate. Henry of Champagne as king would become a vassal of the Sultan and fight for him against his enemies. In Jerusalem, Christians should have possession of the Holy Sepulchre and free access to the Holy Places. Richard signed a treaty with Saladin. There was an exchange of civilities which says less about the spirit of mutual understanding between them than about their haste to put an end to fighting. For Richard, who was no diplomat, it was a matter of saving face . . . The duke of Burgundy and his French barons did not approve of this policy and were disgusted to find themselves unwilling accomplices in what they regarded as a shameful desertion.

[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 Source A describe the Roman Church's motives in calling the First Crusade?
<i>Use the source and recalled knowledge.</i> | 6 |
| 2. How useful is Source B as evidence of the range of people who followed Peter the Hermit during the People's Crusade?
<i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none">• <i>the origin and possible purpose of the source;</i>• <i>the content of the source;</i>• <i>recalled knowledge.</i> | 5 |
| 3. Compare the reasons given in Sources C and D for the defeat of the Muslim army at the battle of Antioch.
<i>Compare the sources overall and in detail.</i> | 5 |
| 4. Why was the First Crusade such a success for the Crusaders?
<i>Use Sources A, C and D and recalled knowledge.</i> | 8 |
| 5. How accurately does Source E illustrate the decline of the crusading ideal by 1204?
<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 Keith Brown, *Kingdom or Province? Scotland and the Regal Union* (1992).

The last year of William's reign was overshadowed by the additional problem of the death in 1701 of Princess Anne's last surviving child, the Duke of Gloucester. As Anne was William's only heir this left the succession vulnerable, especially when Louis XIV recognised Anne's Jacobite half brother. Consequently, the English Parliament passed the Act of Settlement, regulating the succession and making Sophia, the electress of Hanover, heir to Anne. Scottish intentions were ignored in making this decision, which was seen by the Scottish Parliament as another example of English arrogance. William's own unexpected death in March 1702 left the crown in the hands of an unhealthy, childless woman, and made a resolution of the succession urgent.

Source B: William Patterson's vision of a Scottish Colony, written in the 1690s.

The time and expense of navigation to China, Japan and the Spice Islands, and the East Indies, will be reduced by more than half, and the consumption of European commodities will soon be more than doubled. Trade will increase trade, and money will make money, and the trading world shall need no more work for their people, but rather need people for their work.

Source C: from Broun, Finlay & Lynch (eds), *Image and Identity* (1998).

By the end of the 1704 session the Hanoverian succession had still not been secured. Ideas of a federal union with England had been put forward as well as further reform of the Scottish constitution. Nevertheless, the English response to the drawn out Scottish problem was precise. Under the terms of the Aliens Act 1705, Scots would be treated as Aliens in England and Scottish exports would be banned from English markets . . . In addition, there were threats of an invading English military force into Scotland. Uncertainty about the succession, a possible Jacobite restoration to the Scottish throne and most importantly the strategic safety of England's northern border during the war of the Spanish Succession, ensured that a resolution of the instability of Scottish affairs had to be found.

Source D: from a speech made by Seton of Pitmedden, on the first Article of the Treaty, 2 November 1706.

In general, I may point out, that by this Union, we'll have access to all the advantages in commerce the English enjoy: we'll be able, with good government, to improve our national product, for the benefit of the whole island; and we'll have our Liberty, Property and Religion, secured under the protection of one Sovereign, and one Parliament of Great Britain . . .

Let us therefore, My Lord, after all these considerations approve this Article: and when the whole Treaty shall be duly examined and ratified, I am hopeful that this Parliament will return their most dutiful thanks to Her Majesty for her royal endeavours in promoting a lasting Union between both nations.

Source E: from a petition to the Duke of Queensberry, 1706.

There is a Treaty with England laid before your Grace and the honourable estates of parliament, which overturns the very constitution of this Ancient Kingdom, suppresses our monarchy, and extinguishes our Parliament. This Treaty subjects all our fundamental rights, overthrows our religion and liberty, destroys the government of our Church and surrenders all that is precious to us to the will of the English in a British Parliament . . . making this Ancient Kingdom of Scotland just another part of England . . .

We do therefore with all our right hearted countrymen, humbly ask your Grace that no union be hastily entered into with England . . . And that the Treaty agreed on between the Commissioners for Scotland and the Commissioners for England may be rejected.

[END OF SOURCES FOR SPECIAL TOPIC 3]

SPECIAL TOPIC 3: SCOTLAND 1689–1715

Answer *all* of the following questions.

- | | <i>Marks</i> |
|--|--------------|
| 1. How important were the issues raised in Source A in causing poor relations between Scotland and England between 1701 and 1705?
<i>Use the source and recalled knowledge.</i> | 6 |
| 2. How useful is Source B as evidence of the reasons for setting up the Darien scheme?
<i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none">• <i>the origin and possible purpose of the source;</i>• <i>the content of the source;</i>• <i>recalled knowledge.</i> | 5 |
| 3. How fully does Source C explain why England wanted an incorporating Union?
<i>Use the source and recalled knowledge.</i> | 6 |
| 4. Compare the attitudes towards Union revealed in Sources D and E .
<i>Compare the sources overall and in detail.</i> | 5 |
| 5. How far do Sources A, C and D explain the reasons why the Scottish Parliament passed the Act of Union?
<i>Use Sources A, C and D and recalled knowledge.</i> | 8 |
| | (30) |

[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 Eric Williams, “*Slavery, Industrialisation and Abolition*” in D. Northrup (ed), *The Atlantic Slave Trade* (2002).

Britain was accumulating great wealth from the triangular trade. The demand for manufactured goods from that trade inevitably increased production. This industrial expansion required finance. What man was better able to afford the ready capital than a West Indian sugar planter or a Liverpool slave trader?

In June, 1783, the Prime Minister, Lord North, complimented the Quaker opponents of the slave trade on their humanity, but regretted that its abolition was an impossibility, as the trade had become necessary to almost every nation in Europe. Slave traders and sugar planters rubbed their hands in glee. The West Indian colonies were still the darlings of the Empire, the most precious jewels in the British crown.

Source B: from Olaudah Equiano, *Narrative of his Life* (1789).

One day, two of my wearied countrymen who were chained together, preferring death to such a life of misery, somehow made through the nettings and jumped into the sea. Immediately another quite dejected fellow, who on account of his illness was allowed to be out of irons, also followed their example, and I believe many more would very soon have done the same if they had not been prevented by the ship’s crew. Two of the wretches were drowned, but they got the other and afterwards flogged him unmercifully for thus attempting to prefer death to slavery. In this manner we continued to undergo more hardships than I can now relate, hardships which are inseparable from this accursed trade.

Source C: from Earl Leslie Griggs, *Thomas Clarkson* (1936).

The value of Clarkson’s services to the abolition of the slave trade is inestimable. Almost single-handed, he obtained the necessary witnesses for the various parliamentary investigations of the slave trade. He provided Wilberforce with the convincing evidence which made Wilberforce’s speeches so graphic and appealing. He had spread propaganda from one end of the country to the other. No task was too great, no labour too small. Let it be remembered that Clarkson, the first great propagandist, was more instrumental than anyone else in discovering and presenting to the English people the true picture of the slave trade.

Source D: from a letter to Wilberforce by Samuel Hoare, February 1792.

The members of the Church of England have put forward an idea that the Dissenters wish for a revolution, and that the abolition of the slave trade is somewhat connected with it. I hope this has no foundation. However, some enquiries of Mr Clarkson have added to this belief. In some letters he declares that he is a friend to the French Revolution. If I knew where he was, I would write to him on the subject.

A moment’s reflection must convince him that there is too much reason to fear that his own private thoughts will be considered an opinion of our committee. I hope you will lose no time in giving him a hint upon this subject, or our cause will be severely injured.

Source E: from Hugh Thomas, *The Slave Trade* (1997).

But there was opposition. Bamber Gascoyne even said that he was “persuaded that the slave trade might be made a much greater source of revenue and riches . . . than it was at present”.

His fellow Member for Liverpool, Lord Penrhyn, said that, were the Commons to vote for abolition, “they actually would strike at seventy million pounds worth of property, they would ruin the colonies, and by destroying an essential nursery of seamen, give up British control of the sea at a single stroke”.

The members of Parliament for London also strongly opposed abolition. Alderman Sawbridge opposed Wilberforce on the ground that abolition would not serve Africans. “If they could not be sold as slaves, they would be butchered and executed at home.”

[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 accurately does Source A reflect the attitude of British governments to the slave trade in the eighteenth century?
<i>Use the source and recalled knowledge.</i> | 6 |
| 2. How useful is Source B as evidence of the slave experience on board ship?
<i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none">• <i>the origin and possible purpose of the source;</i>• <i>the content of the source;</i>• <i>recalled knowledge.</i> | 5 |
| 3. How fully does Source C identify the methods used by the abolitionists to promote their cause?
<i>Use the source and recalled knowledge.</i> | 6 |
| 4. To what extent does the evidence in Source D support Source C 's assessment of Clarkson's contribution to the abolition of the slave trade?
<i>Compare the sources overall and in detail.</i> | 5 |
| 5. How fully do Sources A, D and E illustrate the difficulties faced by the abolitionists in their campaign?
<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 sent by John Dickinson, a farmer from Pennsylvania, to the inhabitants of the British colonies, May 1774.

Great Britain follows a policy of suppressing the freedom of America by a military force, to be supported by money taken out of our pockets . . . The people in Britain are misled into a belief that we are in a state of rebellion . . . The minister addressing the House of Commons calls the stoppage of the port of Boston “a punishment inflicted on those who have disobeyed Parliament”. Surely you cannot doubt at this time, my countrymen, but that the people of Massachusetts Bay are suffering in a cause common to us all.

I offer some observations concerning the measures that may be most effective in the present emergency. Other nations have fought for their liberty, and have judged the prize worth the price that was paid for it. These colonies need not go as far as that. So dependent is Great Britain on us for supplies, that heaven seems to have placed in our hands the means of an effective, yet peaceable resistance. A general agreement between these colonies on non-importation and non-exportation faithfully observed would certainly be successful.

Source B: from Peter D. G. Thomas, *Revolution in America* (1992).

Of immediate significance was the misunderstanding by Congress of British opinion, and the American belief in the effectiveness of a refusal to trade with Britain. Although Congress had rejected military action, it had nevertheless deliberately challenged Britain. Congress was bluffing, confident that Britain would again give ground, as in 1766 and 1770. This time Britain did not do so, and called the colonial bluff. The delegates at the Second Continental Congress in May 1775 faced an armed conflict which most of them did not want. Hostilities had accidentally already commenced. The war of independence was the result of a political miscalculation by a Congress that had chosen to avoid a military conflict and yet blundered into one.

Source C: from David F. Burg, *The American Revolution* (2001).

The Continental Congress met at the State House in Philadelphia, where delegates began to consider the issue of American independence from Great Britain. Already in early January (1776) New Hampshire became the first of the colonies to establish an independent government, whereas the Maryland Convention . . . followed the stance that avoided any support of independence for the colonies. At the same time, however, the drive towards independence received a huge boost with the publication in Philadelphia of Thomas Paine’s *Common Sense*, which argued that efforts at reconciliation were useless and strongly urged creation of an independent, continental republic . . . Widely distributed and read, *Common Sense* favourably impressed and persuaded not only such leaders as Adams and Washington, but also tens of thousands of their fellow Americans.

Source D: from a diary entry by Christopher Marshall, 17 January 1778, Valley Forge.

My mind seems anxiously concerned on account of our distressed friends and acquaintances with our brave General Washington, as he and his army are now obliged to encounter all the severity of this cold weather, as they with him are living out in the woods with little shelter. Our poor friends in town [Philadelphia] have need of fuel and other necessaries, while the British supporters, under the protection of that savage monster Howe, are revelling in luxury and drunkenness, without any feelings for the distress of their (once happy) bleeding country.

Source E: from the *New York Journal*, 18 May 1778.

At last we have news from France that Congress has concluded a treaty of alliance with the King of the French. His Most Christian Majesty guarantees the independence, sovereignty, liberties, and all the possessions of the United States of America; and Congress, on its part, guarantees all the dominions of the French king in the West Indies. No monopoly of our trade is desired. It is left open to us whom we choose to trade with. We are, moreover, to be assisted generously with all kinds of supplies . . . The Treaties were signed on the sixth of February.

[END OF SOURCES FOR SPECIAL TOPIC 5]

SPECIAL TOPIC 5: THE AMERICAN REVOLUTION

Answer *all* of the following questions.

- | | <i>Marks</i> |
|---|--------------|
| 1. How fully does Source A identify the reasons for the colonial challenge to British control of America by 1774?
<i>Use the source and recalled knowledge.</i> | 7 |
| 2. Compare the views expressed in Sources A and B on colonial actions after the passing of the Coercive Acts in 1774.
<i>Compare the sources overall and in detail.</i> | 5 |
| 3. How fully do Sources A, B, and C illustrate the issues that led the Americans to declare independence from Britain in 1776?
<i>Use Sources A, B and C and recalled knowledge.</i> | 8 |
| 4. How valuable is Source D to an understanding of Washington's difficulties in fighting the war against Britain?
<i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none">• <i>the origin and possible purpose of the source;</i>• <i>the content of the source;</i>• <i>recalled knowledge.</i> | 5 |
| 5. How important was foreign intervention in the outcome of the war?
<i>Use Source E and recalled knowledge.</i> | 5 |
| | (30) |

[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 Danny McGowan, “Scotland, Sectarianism, and the Irish diaspora”, in *Frontline Online*, the website of the International Socialist Movement, Issue 4, 22 October 2001.

Immigrants meet racism rather than create it. Large-scale immigration did not cause anti-Irish racism, but it gave a focus for existing hostility. General contempt for the poor was reinforced by racial stereotypes. The Irish migrated to an urban squalor where drink offered a temporary escape, yet found themselves blamed for causing the squalor through their own drunkenness. Their communities were criminalised and subject to excessive police surveillance. Though the idea of an Irish “threat” still figures in some historical explanations, they were “despised rather than actively feared”.

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

The influence of the Irish on older people, though quite considerable, must be small when compared with their influence on the young population. Mixing as they must with Irish of their own age, they will, at the most easily influenced time of their lives, receive impressions from their vicious Irish companions. In future years this will not either promote the private welfare of young Scots or that of Scotland. While we earnestly hope for the recovery of Ireland from her degraded position so that this plague of immigrants in time may be halted, we are called upon to another task – that of meeting the evil as it already exists by the weapons of religion and education.

Source C: from a letter sent by Godfrey McKinnon in Australia to John McDonald in Uist, 1864.

I had very hard work of it the first three years that I was in this country but now I can take it a little easier. I have done very well for all the time I have been here, more than if I had been in Skye for the rest of my life, even if I were to live for fifty years or more. I have got a beautiful piece of country and first rate stock of sheep, cattle and horses. I have gone to great expense with my sheep purchases – imported rams. It will pay me very well in a few years. I had a splendid clip of wool this season and I expect an even better clip next season.

Source D: from a report by the Immigration Agent for Victoria, Australia, 1853.

I do not consider that the inhabitants of the Islands of Scotland are well suited to the wants and needs of this colony. Their total ignorance of the English language makes it difficult to get employment for them, while their laziness and extremely filthy habits have not made a good impression on the British people already here. It would be better if such immigration was restricted at least, since these wretches have little of worth to offer this society. Indeed, it cannot be argued other than that their arrival is having a most unwelcome and detrimental effect on the inhabitants of this colony.

Source E: from Jenni Calder, *Scots in Canada* (2004).

The individual experiences of emigrant Scots varied, but even those who felt most positively about their new lives in Canada did not necessarily want to lose their Scottishness, nor did it seem becoming Canadian required that. Shinty came to Canada with the Scots, and out of it was born ice hockey. Indeed, as the many Scottish societies suggest, the more integrated these migrants became, the more important it became not just to preserve a Scottish identity but to maintain links with other Scots.

An important part of the role of Scottish societies in Canada was to look after their own, in a way that might not have seemed appropriate or necessary in the old country. Many Highland societies, as well as promoting Highland music and dancing, became the focus of Highland sporting activities. A piece in the *Celtic Monthly* of July 1893 states that “the national sentiment is stimulated because of the manly exercises of the Highland games of the old home being kept alive”. These events were mainly for those who identified themselves as being of Scottish origin, but they were also spectacles that could hardly fail to have an impact on whatever community hosted them.

[END OF SOURCES FOR SPECIAL TOPIC 6]

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

Marks

Answer all of the following questions.

1. How accurate is the explanation in **Source A** for anti-Irish attitudes in nineteenth-century Scotland?
Use the source and recalled knowledge. 6
 2. To what extent does the evidence in **Source B** support the views expressed in **Source A**?
Compare the sources overall and in detail. 5
 3. How useful is **Source C** as evidence of the success of Scottish emigrants in their new lands?
In reaching a conclusion you should refer to:
 - *the origin and possible purpose of the source;*
 - *the content of the source;*
 - *recalled knowledge.*5
 4. How typical are the views expressed in **Source D** of the attitudes towards Scots in the lands to which they emigrated in the nineteenth century?
Use the source and recalled knowledge. 6
 5. How fully do **Sources C, D and E** illustrate the experiences of Scots emigrants between the 1830s and 1930s?
Use Sources C, D and E and recalled knowledge. 8
- (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 Ian Kershaw, *Making Friends with Hitler: Lord Londonderry and Britain's Road to War* (2004).

The German ambassador in London read out to Eden the German memorandum justifying the remilitarisation of the Rhineland and blaming the Franco-Soviet treaty for the violation of Locarno. It also put forward Hitler's skilfully devised offer – certain to calm public opinion in Britain – to reach new agreements. These would involve non aggression pacts for a duration of 25 years with his neighbours, a new demilitarised zone now on both sides of the border, a western air force agreement and German re-entry to the League of Nations.

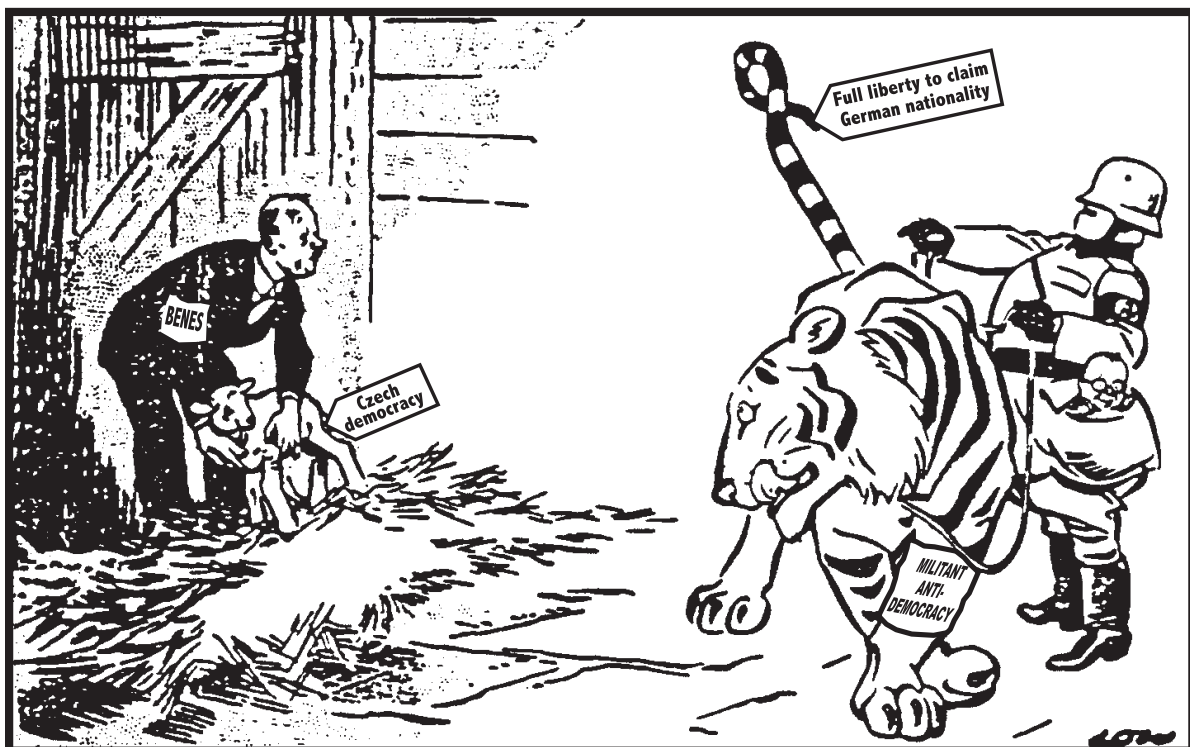
Prime Minister Baldwin's government was only too aware that public opinion was opposed to any risk of war and was largely supportive of Germany. It was even more aware of British military weakness. So it left the French in no doubt that Britain was unwilling to take any steps that would risk military involvement with Germany.

Source B: from a letter by Douglas Reed, foreign correspondent of *The Times*, to his editor, March 1938.

I believe it is already too late. Britain's military defeat is coming. I saw the German fighting machine enter Austria. It is terrifying. Indeed worse than anything I imagined, and you will realise that is saying a great deal . . . In my wildest nightmares I had not imagined anything so perfectly organised . . . The vital thing to remember is they want to destroy Britain.

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

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



“HE ONLY WANTS TO LIE DOWN WITH YOUR LAMB”

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

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

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

I have nothing to be ashamed of.

Source E: from a speech by the Labour leader, Clement Attlee, in the House of Commons, 3 October 1938.

We all feel relief that war has not come this time. Every one of us has been passing through days of anxiety. We cannot, however, feel that peace has been established, but that we have nothing but an armistice in a state of war. We have been unable to go in for carefree rejoicing. We have felt that we are in the midst of a tragedy. We have felt humiliation. This has not been a victory for reason and humanity. It has been a victory for brute force. At every stage of the proceedings, there have been time limits laid down by the owner and ruler of armed force. The terms have not been negotiated; they have been terms laid down as ultimata. We have seen today a gallant, civilised and democratic people betrayed and handed over to a ruthless dictatorship. We have seen something more. We have seen the cause of democracy, which is, in our view, the cause of civilisation and humanity, receive a terrible defeat.

[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 Source A explain why Britain did not take strong action against Germany immediately after the remilitarisation of the Rhineland?
<i>Use the source and recalled knowledge.</i> | 6 |
| 2. How fully does Source B illustrate British opinion towards the Anschluss?
<i>Use the source and recalled knowledge.</i> | 6 |
| 3. How valuable is Source C as evidence of British attitudes towards the crisis over Czechoslovakia in 1938?
<i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none">• <i>the origin and possible purpose of the source;</i>• <i>the content of the source;</i>• <i>recalled knowledge.</i> | 5 |
| 4. Compare the views expressed in Sources D and E on the Munich agreement.
<i>Compare the sources overall and in detail.</i> | 5 |
| 5. To what extent was the British policy of appeasement justified in view of the issues facing Britain in the 1930s?
<i>Use Sources B, C and D and recalled knowledge.</i> | 8 |

[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 Resolution of the Council of Ministers of the German Democratic Republic, 12 August 1961.

The desire for revenge has intensified in West Germany, with increasing territorial claims against the German Democratic Republic and neighbouring states. This is closely tied to accelerated rearmament and the acquisition of nuclear weapons by West Germany. The Adenauer administration is making preparations for civil war against the GDR. West German and West Berlin espionage headquarters are systematically putting citizens of the GDR under pressure and organising the smuggling of human beings.

For all these reasons, the Council of Ministers of the GDR is taking the following measures to secure peace in Europe and protect the GDR . . . A border control will be introduced at the borders to the GDR, including the borders with West Berlin. Borders to West Berlin will be sufficiently guarded and effectively controlled to prevent subversive activities from the West.

Source B: from an address by the Vice-President of the United States, Lyndon B. Johnson, to the Berlin Parliament, 19 August 1961.

This crisis has arisen because of a massive fact of history. The free men of Germany – both here and in West Germany – have succeeded since the end of the war beyond our most optimistic hopes. I am not referring only to their economic success, which all the world knows and admires. They succeeded in far more important ways. They have built a vital democratic life . . . They have played a great constructive role in making a united Europe. They are now coming to play a major role on the world scene.

Meanwhile, in East Germany, there has been a terrible and tragic failure. Despite the use of force and propaganda, the Communists have not been able to create a life to which men can commit their talents, their faith, and the future of their children.

Make no mistake. This fact of history is well understood in the Kremlin. What they are trying to do now is to place barbed wire, bayonets, and tanks against the forces of history.

Source C: from J. Young and J. Kent, *International Relations since 1945* (2004).

The risks that were run during the Cuban Missile Crisis, and indeed the reasons for running them, have probably been overstated. At the end of the day neither leader was likely to have ordered a major nuclear strike for the sake of strategic benefits that were more apparent than real. Yet there were serious risks . . .

There was the danger of local commanders seizing the initiative and dragging their superiors into a conflict they would have wanted at all costs to avoid. Not only did the US Navy clash with the Soviets, but a local commander in Cuba, acting on his own authority, shot down an American U2 spy plane on 25th October. In addition, General Tommy Power, the head of the US Strategic Air Command, placed his forces on DEFCON 2 (Defence Condition 2) and prepared for immediate action without consulting the White House.

The flaws in the decision-making process and the chain of command could have led to a nuclear clash because of the level of brinkmanship, despite the politicians' desire to avoid any such conflict.

Source D: from the Action Programme of the Communist Party of Czechoslovakia, 5 April 1968.

Comrades

We are not changing our basic beliefs. We want to develop to the utmost in this country an advanced socialist society, which will be economically, technologically, and socially highly advanced. It will be socially and nationally just, and democratically organised.

We want to start building up a new, strongly democratic model of a socialist society which will fully correspond to Czechoslovak conditions.

Our own experiences and Marxist knowledge lead us jointly to the conclusion that these aims cannot be achieved along the old paths . . .

We want to set new forces of socialist life in motion, to make possible a much more effective social system and to demonstrate fully the advantages of socialism.

Source E: from E. J Hobsbawm, *The Age of Extremes* (1995).

The Action Programme of the Czechoslovak Communist Party might or might not have been – just – acceptable to the Soviet Union. However, the cohesion, perhaps the very existence, of the East European Soviet bloc seemed to be at stake, as the “Prague Spring” revealed and increased the cracks within it. Hard-line regimes without mass support, such as Poland and East Germany, feared internal destabilisation from the Czech example, which they criticised bitterly. As a result, the Russians decided to overthrow the Prague regime by military force.

This held the Soviet bloc together for another twenty years, but henceforth only by the threat of Soviet military intervention. In the last twenty years of the Soviet bloc, even the leadership of the ruling communist parties appeared to have lost any real belief in what they were doing.

[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 Source A as evidence of East Germany’s attitude towards West Berlin in 1961?
<i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none">• <i>the origin and possible purpose of the source;</i>• <i>the content of the source;</i>• <i>recalled knowledge.</i> | 5 |
| 2. Compare the attitudes towards the Berlin Crisis of 1961 expressed in Sources A and B .
<i>Compare the sources overall and in detail.</i> | 5 |
| 3. How accurate is the assessment in Source C of the risks of conflict during the Cuban Missile Crisis of 1962?
<i>Use the source and recalled knowledge.</i> | 6 |
| 4. To what extent does Source D explain the aims of the reform movement in Czechoslovakia in 1968?
<i>Use the source and recalled knowledge.</i> | 6 |
| 5. How fully did differences in ideology explain the reasons for tension between the Superpowers during the Cold War?
<i>Use Sources A, C and E and recalled knowledge.</i> | 8 |

[END OF QUESTIONS ON SPECIAL TOPIC 8]

(30)

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 the Irish Nationalist MP, John Dillon, in the House of Commons, 15 April 1912.

We look forward to this Home Rule Bill with hope and enthusiasm. The Ireland we look forward to under this Bill is an Ireland which will become self-supporting and will be ready to take its share in all the burdens of the British Empire. Ireland will do so, not as an unwilling slave, but as a willing partner. We will take a willing share, not only by contributing to the financial burdens of the Empire, but we shall contribute what is greater than that, namely the bravery of our sons.

I tell the men of Ulster, and the Protestants of Ireland, that, if they will only join us in the great effort to realise this dream, they will find that the day on which they make up their minds to trust their own countrymen will be the happiest day in the history of Ireland.

Source B: from a speech by the Ulster Unionist MP, William Moore, in the House of Commons, 15 April 1912.

I want to say what my policy is. I say solemnly here that, as long as they have a drop of blood in their veins, Ulster men will do their best to make the government in Ulster by the Nationalist Party impossible. We shall leave no stone unturned, but do our best to make every effort to carry out that policy successfully. We pledged our lives to this policy the other day in Belfast.

If you are going to plant Home Rule, you cannot do it until you have wiped us out, and the blood will be on your hands, and not on ours.

If, without my consent, you transfer my allegiance to a new Constitution proposed without my consent; if you propose to sell me into a political slavery under the new Constitution you are setting up, I say that I do not regard it as rebelling to resist that to the best of my ability and, please God, I shall do it.

Source C: from F. S. L. Lyons, *Ireland since the Famine* (1973).

All the passion and determination which Sinn Féin had been able to mobilise against the threat of military service was thrown behind it in the general election of 1918. It did not matter that many Sinn Féin candidates were in prison, or that their manifesto was heavily censored. On the contrary, these government actions were an advantage.

Sinn Féin's message was a restatement of the republican ideal, which was to be achieved by a four-point policy. First, they would withdraw from Westminster: second, to make use of any means available to weaken the power of Britain to control Ireland by military force: third, the establishment of a constituent assembly as the supreme authority for Ireland: finally, to appeal to the Peace Conference at Versailles to establish Ireland as an independent nation. Such a programme proved irresistible.

Source D: from a speech by Count George N. Plunkett in the Dail Eireann during a debate on the Anglo-Irish Treaty, 19 December 1921.

We should reject this Treaty because it goes against the conscience of the Irish people.

We are told that our national liberties will be secured by handing them over to the authority of the British Government. British rule was rejected, not only by our generation, but by past generations of fighting men. We are now told that we must swear an oath of allegiance to the English king, and that this is the only means by which we will achieve our liberty.

I am not going to abandon the cause to which I have devoted my life. I am no more an enemy of peace than Arthur Griffith, but I will never sacrifice the independence of Ireland simply to stop the fighting. We have taken an oath of loyalty to the Republic. Are we going to take a false oath now to King George?

Source E: from M. Hopkinson, *Green against Green: The Irish Civil War* (1988).

The Irish Civil War revealed the gap between political reality and political desires among Irish nationalists. It was fought over the way in which the Anglo-Irish Treaty defined the new Irish state's relationship to Britain.

To the Republicans, the Treaty betrayed the commitment to an Irish republic, completely independent of Britain, leaving Ireland in effect a British dominion, although with significant powers of self-government.

To the pro-Treaty side, it was the best offer available in the circumstances. In the words of Michael Collins, it gave Ireland "freedom – not the ultimate freedom that all nations desire and develop to, but the freedom to achieve it."

Strangely, the partition of Ireland was hardly an issue at all in the war.

[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 useful is Source A as evidence of Irish attitudes towards the policy of Home Rule at the time?
<i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none">• <i>the origin and possible purpose of the source;</i>• <i>the content of the source;</i>• <i>recalled knowledge.</i> | 5 |
| 2. Compare the views on the Home Rule Bill of 1912 expressed in Sources A and B .
<i>Compare the sources overall and in detail.</i> | 5 |
| 3. How fully does Source C explain the reasons for the growth in support for Sinn Féin in the election of 1918?
<i>Use the source and recalled knowledge.</i> | 6 |
| 4. To what extent did the views expressed in Source D reflect Irish opinion towards the Peace Treaty with Britain?
<i>Use the source and recalled knowledge.</i> | 6 |
| 5. To what extent do Sources B, C and E illustrate the difficulties in achieving peace in Ireland between 1912 and 1922?
<i>Use Sources B, C and E and recalled knowledge.</i> | 8 |
| | (30) |

[END OF QUESTIONS ON SPECIAL TOPIC 9]

[END OF QUESTION PAPER]

ACKNOWLEDGEMENTS

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