

[C044/SQP022]

Higher
History
Paper I
Specimen Question Paper

Time: 1 hour 30 minutes

NATIONAL
QUALIFICATIONS

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 Section (a) and one from **EITHER** Section (b) **OR** Section (c).

All questions are assigned 25 marks.

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

(Remember that you will have to choose in Paper II a Special Topic from the Option on which you answer questions in Paper I.)

OPTION A: MEDIEVAL HISTORY

Answer TWO questions, one from Section (a) and one from EITHER Section (b) OR Section (c).

Section (a): Medieval Society

1. How important were towns in the economy of Scotland and England in the twelfth century?
2. “In twelfth-century Scotland and England, the regular church was more important than the secular church.” Discuss.
3. To what extent did Scotland come under Norman influences during the reign of David I?
4. To what extent did feudalism serve the needs of society as a whole?
5. Would you consider that Henry II’s work on law, order and justice was his greatest achievement?

EITHER

Section (b): Nation and King

6. How far was Magna Carta the result of King John’s mishandling of the barons?
7. Who made the greater contribution to the development of the French monarchy, Philip II or Louis IX?
8. How fair is it to call William Wallace a national hero?
9. Why did the idea of the Community of the Realm emerge among the barons of England and Scotland but not in France?

OR

Section (c): Crisis of Authority

10. To what extent can the French victory in the Hundred Years War be attributed to Joan of Arc?
11. To what extent was the Peasants’ Revolt of 1381 an attempt to alter the structure of English society?
12. How far had the authority of the papacy in Europe declined by 1450?
13. Was medieval society in decline in the fourteenth and fifteenth centuries?

OPTION B: EARLY MODERN HISTORY

Answer **TWO** questions, one from Section (a) and one from EITHER Section (b) OR Section (c).

Section (a)

Either

Scotland in the Age of the Reformation 1542–1603

1. Why was the Roman Catholic Church unable to maintain its position in Scotland?
2. How serious were the effects of the “rough wooing” on Scotland’s relations with England and France?
3. “Queen Mary’s marriage to Darnley marked a turning point in her reign.” Discuss.
4. “There will never be quietness in this country until half a dozen of you are hanged.” Did the behaviour of Protestant leaders after 1560 justify Morton’s comment?
5. Was James VI a more effective ruler than his regents?

Or

Scotland and England in the Century of Revolutions 1603–1702

6. How powerful a monarch was James VI and I in England?
7. How significant was religion in causing the growth of opposition to Charles I in Scotland?
8. How far does the experience of the Civil War explain the failure to find a stable form of government between 1649 and 1660?
9. How effectively did the settlement of 1688–1689 solve the problems which had caused the Revolution to take place?
10. How far did the powers of the monarchy in Britain change between 1603 and 1702?

EITHER

Section (b): Royal Authority in 17th and 18th Century Europe

11. Which groups in French society gained most and which suffered most under the rule of Louis XIV?
12. How real in practice was the growth of royal power during Louis XIV’s reign?
13. “Religious minorities and serfs saw little enlightenment and much absolutism in the policies of Joseph II.” Was this true?
14. How great were the differences between the absolutism of Frederick the Great and the absolutism of Joseph II?

OR

Section (c): The French Revolution: The Emergence of the Citizen State

15. What was the most serious weakness of the Ancien Régime?
16. Compare the importance of noble and popular grievances in the collapse of the French monarchy in 1788–1789.
17. To what extent did Louis XVI bring about his own execution?
18. Which social groups had benefited most from the French Revolution by 1799?

OPTION C: LATER MODERN HISTORY

Answer **TWO** questions, one from Section (a) and one from EITHER Section (b) OR Section (c).

Section (a): Britain 1850s–1979

1. “Between 1867 and 1928 Britain took almost all the steps needed to become a democracy.” Do you agree?
2. “The Labour Party was set up not so much to represent the working class as to represent the trade unions.” Do you agree?
3. Evaluate the extent to which the National Government (1931–1939) dealt with the problems of the Great Depression.
4. How successful were the welfare reforms of the Labour Government 1945–1951 in improving social conditions in Britain?
5. **Either**
 - (a) How far did Scotland develop a more distinctive national identity in the years 1880–1939?

Or

- (b) How true is it to say that urbanisation transformed the lives of the people of Scotland between the 1880s and 1939?

EITHER

Section (b): The Growth of Nationalism

6. Account for the growth of nationalism in **either** Germany **or** Italy in the period 1815–1850.
 7. **Either**
 - (a) Was Bismarck’s success in unifying Germany between 1862 and 1870 chiefly due to the errors of others?
- Or**
- (b) “The heart, the sword and the brain.” How well does this describe the parts played in Italian unification by Mazzini, Garibaldi and Cavour?
8. “The part played by the leader was decisive in the rise to power of Fascist parties.” Discuss this judgement with reference to **either** Germany between 1919 and 1933 **or** Italy between 1918 and 1924.
 9. Assess the impact of Fascist rule on the people of **either** Germany **or** Italy up to 1939.

OR

Section (c): The Large Scale State

Either

The USA

10. Why did the United States adopt a more hostile attitude towards immigration in the years after 1918?
11. “The prosperity created was more apparent than real.” Do you agree with this assessment of Republican economic policies during the 1920s?
12. How successfully did the New Deal assist the United States in recovering from the economic depression of the 1930s?
13. To what extent did the methods used by the black radical movements in the 1960s assist the campaign for civil rights?

Or

Russia

14. How serious a threat to the authority of the Tsarist state was the growth of revolutionary ideology in Russia in the later 19th century?
15. “Much was promised, nothing was changed.” How accurate is this judgement on the effects of the 1905 Revolution on the Tsarist state in Russia?
16. How successful was the policy of Russification of national minorities between 1881 and 1914?
17. Account for the success of the Red Army in the Civil War.

[END OF QUESTION PAPER]

[C044/SQP022]

Higher
History
Paper II
Specimen Question Paper

Time: 1 hour 30 minutes

NATIONAL
QUALIFICATIONS

Answer questions on only **one** Special Topic which should be from the Option on which you answered questions in Paper I.

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.

<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
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	8 The Origins and Development of the Cold War 1945–1985	18
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SPECIAL TOPIC 1: NORMAN CONQUEST AND EXPANSION 1050–1153

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

Source A: from *The Deeds of William, Duke of the Normans and King of the English*, written c.1071 by William of Poitiers.

At this time there sat upon St Peter's chair at Rome Pope Alexander II, a man full worthy to be obeyed and consulted by the entire Church, for he gave good advice and just decisions . . . Duke William begged the support of this pope, informing him of his undertaking, and received a standard as a sign of the approval of St Peter, behind which he might advance more confidently and securely against his enemy. And with Henry IV, the Holy Roman Emperor . . . William had recently made a pact of friendship by the terms of which Germany would come to his aid against any enemy at his request. Swein, king of the Danes, pledged his faith through envoys, but showed himself rather the faithful supporter of [William's] enemies.

Source B: the Battle of Hastings described in the *Anglo-Saxon Chronicle*.

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

Source C: an account of the upbringing of David I, from *The Ecclesiastical History of Orderic Vitalis*, Book VIII, written between 1114 and 1141.

David, the youngest of the brothers, by taking good counsel escaped from the fierce attacks of the Scots and took refuge at the court of Henry, king of England. While the Scots were troubled with civil strife, and the fury of war raged relentlessly in the heart of their country, he was in constant attendance at the court of his brother-in-law. He grew up among the boys of the royal household, and earned the close friendship of a wise and powerful king. He received the arms of knighthood from the king's hand, and after being loaded with gifts sat at his side among the greatest magnates. He married the daughter of Earl Waltheof and the king's kinswoman Judith, and held the two counties of Northampton and Huntingdon.

Source D: from R. R. Davies, *Domination and Conquest* (1990).

Gerald of Wales observed that attending court was one of the routes along which Norman ideas and habits were channelled to the Welsh. He was certainly right, but he might also have noted that the sense of social . . . inferiority involved in such visits was a means of subjection . . . The career of David, the youngest brother of the king of Scotland, is there to prove it: Henry I pampered him, entertained him lavishly at his court, trained him as a knight, took him to Normandy, rewarded him with lands in Yorkshire, appointed him a royal justice, gave him an earldom and endowed him with a very rich widow as wife.

Henry I's open-handedness was not disinterested. He surrounded David with unstinting generosity which should bring its own reward when David succeeded to the throne. Of the catalogue of favours none was perhaps more significant than that of initiating the young David into the order of knighthood . . . It opened the door onto a much more sophisticated international world; it was also an acknowledgement of the inferiority of the Scottish kings to the rulers of England, in whose court and at whose good time the ceremony took place.

Source E: from R.A. Brown, *The Normans* (1984).

In the autumn of 1066, having imposed their overlordship upon the neighbouring counties of Maine and Ponthieu, and wholly or partly upon those of Brittany and Boulogne, the Normans, as all the world knows, sailed to conquer the far larger and richer kingdom of England in one of the few decisive battles of western history, fought near Hastings on Saturday 14 October. From England they pressed on to begin the conquest of Wales which was completed by Edward I two hundred years later; they penetrated more or less peaceably into the lowlands of Scotland to alter society there scarcely less fundamentally than in England.

The political achievements and military triumphs so far listed, however, are necessarily only the tip of the iceberg, or the merely physical impact upon the outside world of an integrated society which seems supremely competent in all spheres.

[END OF SOURCES FOR SPECIAL TOPIC 1]

SPECIAL TOPIC 1: NORMAN CONQUEST AND EXPANSION 1050–1153

Answer *all* of the following questions.

Marks

- | | |
|---|-------------|
| 1. Assess the value of Source A as historical evidence. | 4 |
| 2. Do Sources A and B explain adequately why William's invasion of England was successful? | 8 |
| 3. In what ways are the views of Davies (Source D) about the relationship of David I and Henry I supported by the evidence given by Orderic Vitalis in Source C ? | 5 |
| 4. How well does Source D explain why "Normans" and "Norman" institutions were introduced in Scotland in the reign of David I? | 6 |
| 5. To what extent do you accept the view of Brown (Source E) regarding the Norman achievement in the eleventh and twelfth centuries? | 7 |
| | (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 History of the Expedition to Jerusalem* by Fulcher of Chartres, written between c. 1101 and 1127.

For we who were Occidentals have now become Orientals. He who was a Roman or a Frank has been made into a Galilean or a Palestinian. He who was of Rheims or Chartres has now become a citizen of Tyre or Antioch. We have already forgotten the places of our birth; already these are unknown to many of us or not mentioned any more.

Some already possess homes or households by inheritance. Some have taken wives not only of their own people but Syrians or Armenians or even Saracens who have obtained the grace of baptism. One has his father-in-law as well as his daughter-in-law living with him, or his own child if not his step-son or step-father. Out here there are grandchildren and great-grandchildren. Some tend vineyards, others till fields.

Source B: from a letter of St Bernard of Clairvaux, mid twelfth century.

O mighty soldier, O man of war, at last you have a cause for which you can fight without endangering your soul; a cause in which to win is glorious and for which to die is but gain. Are you a shrewd businessman, quick to see the profits of this world? If you are, I can offer you a bargain which you cannot afford to miss. Take the sign of the cross. At once you will have indulgence for all the sins which you confess with a contrite heart. The cross is cheap and if you wear it with humility you will find that you have obtained the Kingdom of Heaven.

Source C: from J. Riley-Smith, *The Crusades* (1990).

It is significant that the first appeal for crusaders was expressed in intimate, even domestic, terms. Men were called upon to go . . . to the aid of their “father” and “lord”, Jesus Christ, who was humiliated and disregarded and had lost his inheritance. That was a summons to a vendetta.

The potency of the idea of the vendetta was clearly demonstrated in the opening act of the crusade, the “first holocaust” of European Jews. These pogroms were attributed by some contemporaries to avarice. But the Hebrew accounts ascribed greed more to the local bishops than to the crusaders, who seem to have been more interested in forcing conversions. There is overwhelming evidence that uppermost in the crusaders’ minds was a desire for vengeance. They found it impossible to distinguish between Muslims and Jews and if they were being called upon to avenge the injury to Christ’s “honour” of the loss of his inheritance to the Muslims, why, they asked, should they not also avenge the injury to his person of the Crucifixion—[carried out by the Jews]?

Source D: from Ambrose’s *History of the Holy War*, written between 1195–1196 and translated into prose.

As I told you King Richard was still ill in bed but despite his illness he wanted Acre to be attacked under his command . . . He had himself carried there underneath a canopy of shields (testudo) and from there he shot bolts at the Turks on the tower with great skill.

The Crusaders never stopped boring deep underneath the tower and shoring up the walls. Because of this mine and because of the catapults the tower was battered over to one side.

The king of England then had a crier shout that the king would give two gold bezants [Byzantine gold shillings] to anyone who brought him a stone from the tower.

Source E: from J. Gillingham, *Richard the Lionheart* (1989).

In the eyes of the twelfth-century church the lives of unbelievers were of no account. They were, in any case, doomed to hell. There was even some virtue in accelerating the process. “The Christian glories in the death of a pagan,” said St Bernard of Clairvaux, “because thereby Christ himself is glorified.” In this world, if the lives of the Acre garrison had any value, it was as bargaining counters. So Richard deprived himself of a bargaining counter and, as a result, the money which had been collected for the ransom Saladin now distributed among his troops. But Richard had to move on; a bargaining counter which tied him to Acre was hardly an asset. Saladin was delaying things—even Baha ad-Din admits that—and to this extent he must share the responsibility. So too, though doubtless more than willingly, must the Duke of Burgundy. All the leaders were in some way involved. According to Ambrose, when Richard realized that he was being tricked

Richard a council summoned
Of nobles, and to them confided
The case. They took thought and decided.

[END OF SOURCES FOR SPECIAL TOPIC 2]

SPECIAL TOPIC 2: THE CRUSADES 1096–1204

Answer *all* of the following questions.

Marks

- | | |
|---|-------------|
| 1. How useful is Source A as evidence of the ways in which crusaders were affected by settling in the Latin Kingdoms? | 4 |
| 2. How important were arguments such as those used by St Bernard (Source B) in persuading soldiers and knights to join the crusades? | 5 |
| 3. Does Source B or Source C illustrate better the crusading ideal? | 6 |
| 4. How well does Source D assess Richard’s ability as a leader of the Third Crusade? | 7 |
| 5. How fully do Sources A, B and E explain the attitudes of crusaders and settlers towards Muslims during the Third Crusade? | 8 |
| | (30) |

[END OF QUESTIONS ON SPECIAL TOPIC 2]

SPECIAL TOPIC 3: SCOTLAND 1689–1715

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

Source A: Clause II of the Treaty of Union, ratified in the Scottish Parliament 16 January 1707.

That the Succession to the monarchy of the United Kingdom of Great Britain . . . after Her most sacred Majesty, be . . . to the most excellent Princess Sophia, Electoress and Duchess Dowager of Hanover, and the Heirs of her Body being Protestants . . . And that all Papists, and persons marrying Papists, shall be excluded from, and forever incapable to inherit, possess or enjoy the Imperial Crown of Great Britain.

Source B: from Andrew Fletcher of Saltoun, *An Account of a Conversation concerning a right regulation of Governments* (1703).

If, in the union of several countries under one government, the prosperity and happiness of the different nations are not considered, as well as of the whole united body, those that are more remote from the seat of government will be only made subservient to the interest of others, and their condition very miserable. On the other hand, besides our fishery, which God and nature have given us, together with the great privileges already granted to our African company, a distinct sovereignty does always enable a people to retain some riches, and leaves them without excuse if they do not rise to considerable wealth. So that if a sufficient provision be made to prevent the exhausting of our money by the attendance of Scotsmen at court, and to take away the influence of English ministers upon our affairs, no condition of men will be more happy.

Source C: from James Hodges, *The Rights and Interests of the two British Monarchies* (1703).

The English are to retain their distinct sovereignty, independent state and national privileges and dignity after the same manner as they did before enjoy them, with what addition the accession of Scotland can make. All these benefits are lost to Scotland and taken by England in an incorporating union [which] contradicts the first fundamental rule of union, that an union of both must be founded in the interest of both . . . In a large measure it frustrates the concord, security, good understanding and the mutual satisfaction, service and assistance, which are among the chief effects of a happy union. Instead, it disposes to complaints, grudging, resentment, division, separation, devising and pushing on internal commotions and rebellions, and encouraging assaults from foreign enemies. These are among the principal effects of an unhappy union, which an incorporating is here proved to be.

Source D: from Daniel Defoe, *The History of the Union between England and Scotland* (1709).

Whatever loss some may allege Scotland suffers in this Union, in matters of commerce, in removing her parliaments, in lessening the assembly of her nobility and gentry in Edinburgh, in taxes and in carrying away her people, these are things which time may remedy and repay her for with interest. Yet this the most prejudiced man in Scotland must acknowledge they have in exchange, and which, if they know how to value it, is worth all they have paid or can pay for it. I mean Liberty in its due and best extent, religious and civil.

Source E: Belhaven's vision of Scotland after the Union, from a speech in the Scottish Parliament, 1706.

I think I see the royal state of burghs walking their desolate streets, hanging down their heads under disappointments, wormed out of all the branches of their old trade, uncertain what hand to turn to, necessitated to become apprentices to their unkind neighbours . . . I think I see the honest, industrious tradesman, loaded with new taxes and impositions . . . drinking water in place of ale, eating his saltless pottage, petitioning for encouragement to his manufactories and answered by counter-petitions. I think I see the laborious ploughman, with his corn spoiling upon his hands for want of sale, cursing the day of his birth, dreading the expense of his burial, and uncertain whether to marry or do worse.

[END OF SOURCES FOR SPECIAL TOPIC 3]

SPECIAL TOPIC 3: SCOTLAND 1689–1715

Answer *all* of the following questions.

Marks

- | | |
|---|-------------|
| 1. How important in Anglo-Scottish relations between 1688 and 1706 was the issue raised in Source A ? | 6 |
| 2. How fully does Source B illustrate the arguments of Scottish opponents of Union with England? | 6 |
| 3. How widely held at the time were the opinions expressed in Source C ? | 5 |
| 4. In what ways and for what reasons do Sources B and D disagree over the likely consequences of the Treaty of the Union? | 5 |
| 5. In practice, did the Union confirm more fully the hopes expressed in Source D or the fears in Sources C and E ? | 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: evidence put before the Parliamentary Select Committee on the slave trade, 1791.

I gave the child some victuals, but it would not eat; the captain took the child up again, and flogged it, and said, “Damn you, I will make you eat”, and so he continued in that way for four or five days at mess time, when the child would not eat, and flogged it, and he tied a log of mango, eighteen or twenty inches long, and about twelve or thirteen pounds weight, to the child by a string round its neck. The last time he took the child up and flogged it, and let it drop out of his hands, “Damn you (says he) I will make you eat, or I will be the death of you”; and in three quarters of an hour after that the child died. He would not suffer any of the people that were on the quarter deck to heave the child overboard, but he called the mother of the child to heave it overboard. She was not willing to do so, and I think he flogged her; but I am sure that he beat her in some way for refusing to throw the child overboard; at last he made her take the child up, and she took it in her hand, and went to the ship’s side, holding her head on one side, because she would not see the child go out of her hand, and she dropped the child overboard. She seemed to be very sorry, and cried for several hours . . .

Source B: an abolitionist poet in 1798 describes his experiences as a sailor on a “Guineaman”.

But some of them were sulky slaves, And would not take their meat; So therefore we were forc’d, by threats And blows, to make them eat. One woman, sulkier than the rest, Would still refuse her food—	Hark! Hark! e’en now I hear her cries! I see her in her blood! The captain made me tie her up, And flog, while he stood by: And then he curs’d me if I stayed My hand, to hear her cry.
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Source C: from a speech in the House of Commons by Sir William Young in 1791.

The slave trade . . . derives from its connection with them [the West Indian colonies] an importance touching the very existence of the British Empire. Should the motion of this night be adopted, I do not presume to measure the extent of ruin in the islands, and decay in their commerce as it depends on trade with Africa. How little in such case the West Indian commerce might become, I dread to think of!

Source D: from an article, signed “Africanus”, in *The Times*, 26 December 1787.

Slavery in all times has been found equal to the power of inverting the natural order of things; but never surely has it been attended with so much deliberate and malignant horror, as in the commerce between Africa and the West India Islands.

Two hundred years have elapsed since the existence of the Slave trade; in all this long period, where do we find any reduction in that system of cruelty which prevailed at its establishment? Or where any change, except in refinements of that treachery by which it has been supported? Complaints have been made by individuals, and petitions have been presented to the throne of England, against the destructive influence of this traffic; but these complaints have been silenced—these petitions have been rejected—nine million of people have fallen a sacrifice, to prove, as it were, of how little estimation is the life of a man in the scale of commercial considerations.

Source E: from the *Address on the Proposed Bill for the Abolition of the Slave Trade* by James Ramsay (1788).

We are told that [Africans] are brought from a state of misery, in Africa, to be placed in a happy situation in the West Indies. The argument will not be used seriously to a man acquainted with the state of slaves in the West Indies. Did we ever before hear of men, not remarkable for their depth of thinking, who made long voyages, employed their wealth at sea, risked their own health by disease, and their lives by mutiny, to go on a precarious trade, to bribe one half of the country to rob, burn, murder and enslave the other, that they might coop up the captives for two or three months in a ship's hold, to kill many by thirst, foul air and disease, to sell the survivors to famine, stripes and hard labour? And all this on the poor chance that perhaps one in fifty of the number of which he has robbed Africa may meet with a master who exerts not all the oppressive power of a tyrant to render him entirely wretched? Guinea captains do these deeds, but that it is from the motive of making Africans happy I shall leave to be imagined by men more willing to believe than I.

[END OF SOURCES FOR SPECIAL TOPIC 4]

SPECIAL TOPIC 4: THE ATLANTIC SLAVE TRADE

Answer *all* of the following questions.

Marks

- | | |
|---|---|
| 1. How complete an account does Source A give of conditions on the “Middle Passage”? | 7 |
| 2. How well does the evidence in Source A support the description in Source B ? | 4 |
| 3. How typical are the arguments put forward in Source C of those used by supporters of the slave trade? | 6 |
| 4. In what ways and for what reasons do Sources C and D differ over the slave trade? | 5 |
| 5. How fully do Sources A, D and E illustrate the methods used by the abolitionist campaign? | 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 Independence (1776).

When a long train of abuses, pursuing invariably the same Object, demonstrates a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.

Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former System of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to laws, the most wholesome and necessary for the public good . . .

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

Source B: from the Parliamentary debate on the Coercive Acts, 1774.

Mr Harris. I cannot see, sir, any reason for so wide a separation between America and England as other gentlemen think there ought to be. That country, sir, was hatched from this, and I hope we shall always keep it under the shadow of our wings. It has been said, no representation, no taxation. This was the system formerly adopted, but I do not find it authorised in any book of law, nor do I deem it to be a doctrine either reasonable or constitutional. I insist upon it, they are bound to obey both the crown and parliament. The last twelve years of our proceedings have been a scene of inactivity. Let us proceed and improve our method . . .

Governor Pownal [former governor of Massachusetts]. Things are now come to action; and I must be free to tell the house that the Americans will resist these measures. They are prepared to do it. I do not mean by arms, but by the conversation of public town meetings. They now send their letters by couriers, instead of the post, from one town to another; and I can say your post office will very soon be deprived of its revenue. With regard to the officers who command the militia of that country, they appoint their own.

Source C: an engraving of 1775, believed to be by Philip Dawe.



The Society of Patriotic Ladies at Edenton, North Carolina, signing a document which reads: “We the Ladys of Edenton do hereby Solemnly Engage not to Conform to that Pernicious Custom of Drinking Tea, or that we the aforesaid Ladys will not promote the wear of any Manufacture from England untill such time that all Acts which tend to Enslave this our Native Country shall be Repealed.”

Source D: from M. Smelser, *The Winning of Independence* (1972).

There were Britishers who sympathized with American resistance. The news from Lexington and Concord pushed the proceedings of the General Assembly of the Church of Scotland from the pages of the *Caledonian Mercury*, which had the largest circulation of any Scottish newspaper. So great was the interest in the American quarrel that good American coverage was essential to the circulation of every paper in Scotland. The interest was sympathetic enough to make it impossible for the Government to get a supportive petition from Glasgow, and Edinburgh presented one very tardily.

Source E: from P.A. Bowler, *Logistics and the Failure of the British Army in America* (1975).

The inability to obtain supplies in America meant that dependence had to be on Britain. And that in turn imposed fundamental limitations on the operations. An army that was out of touch with the sea could operate freely only for so long as the supplies it could carry with it lasted. When they ran out, the army had to move continually in search of new supplies or starve. Thus it could not hold territory. And since it had to march, it could not force an American army to battle; the Americans could choose to fight or not, and when they did fight, it was on their own terms. This is what both Burgoyne and Cornwallis discovered. Burgoyne met total disaster, and Cornwallis only narrowly avoided it. Two months on the march in North Carolina without adequate supplies seriously weakened his army, and its last strength was dissipated at the battle of Guildford Court House. Cornwallis won the battle, but as Charles James Fox pointed out, “another such victory would ruin the British army”.

[END OF SOURCES FOR SPECIAL TOPIC 5]

SPECIAL TOPIC 5: THE AMERICAN REVOLUTION

Answer *all* of the following questions.

Marks

- | | |
|---|-------------|
| 1. Compare the views of Source A and Mr Harris in Source B on British colonial control in America in the 1760s and early 1770s. | 5 |
| 2. Explain the significance of Source C in the context at the time. | 5 |
| 3. To what extent do Sources A, B and C illustrate the issues that led to the war of independence? | 8 |
| 4. Was the reaction in Scotland, as described in Source D , typical of British attitudes towards the American Revolution? | 5 |
| 5. How fully does Source E describe the reasons for British military defeat in America? | 7 |
| | (30) |

[END OF QUESTIONS ON SPECIAL TOPIC 5]

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

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

Source A: from the evidence of the Protestant minister, the Rev N. McLeod to the Select Committee on Emigration, 1841.

Comparing [the Highlanders] with the Irish, do you think they are better educated than the Irish who come?

I have no opportunity of judging the extent of the education which the Irish receive. I can state I know that it is very common for six and eight, and perhaps twelve Irish labourers to sleep together in one room on beds of straw, and to be very ill-clad, whereas I never find Highlanders lie together in that sort of way. I have seldom met, never on their arrival from the Highlands, with men who had not some clothes which enabled them to go to church; they always had a better suit and a worse.

If you heard a gentleman give evidence that the Irish were more moral and more clean than the Highlanders who came there, you would not agree with him?

I would not agree with him. Nor do I believe that he would find many in Glasgow to agree with him, when the poor Highland labourers hold a much higher and more honourable place in the estimation of the public than the Irish do.

Source B: from “Inquiry into Destitution and Vice in Edinburgh”, a series of articles in *The Scotsman*, February 1850.

First article

The Cowgate is an Irish colony; the West Port is becoming more and more Irish; while the wretchedness of the High Street is mostly Scottish. Irish and Scottish poverty are not altogether alike, and all the superiority is not on the side of the Scottish . . . About every third shop [in the West Port] is a pawnshop, and there are seventeen licensed spirit-shops in the locality. . . . Both drunkenness and prostitution prevail to a great extent—the female immorality being chiefly among the Scottish population.

Second article

The High Street and the Canongate are considerably different in the character of the people, as well as of the residences, from the West Port, the Cowgate and the Grassmarket. The High Street and its closes are inhabited, in a great measure, by a Scotch population, and it is here that female immorality is most abundant . . . Whenever among the females in all parts of Edinburgh you meet with those whose wretched occupation is obvious by their appearance—you find them to be Scottish. On the other hand, in the lowest hovels occupied by the Irish . . . you do not find these appearances . . . and while an unpolite Irishman is a rarity, an Irish woman who is not polite is, I suspect, something that has not yet been discovered in this world.

Source C: from *Glasgow Evening Post*, 23 July 1831.

On Saturday night the lower part of the city, which had been completely quiet during the whole of the Fair Week, was kept in a state of continued turmoil and disturbance by bands of drunken fellows who poured from the taverns and commenced quarrelling in the streets . . . The brawls appeared chiefly to be caused by the hordes of low Irish, who, so much accustomed to club law [violence] in their own unfortunate country, come over to Scotland and bring along with them all their barbarous customs and uncivilised habits, which they practise so frequently, and in such a way, as threatens to ruin the youthful portion of our own intelligent and peaceable population, in point of morality, as much as they are undermining and depressing them by lowering their wages.

Source D: from the evidence of George Rainy, quoted in Sir John McNeill, *Report to the Board of Supervisors on the Western Highlands and Islands*, 1851. He was referring to the islands of Raasay and Rona.

It must be noted that, although there is no emigration of families, it often happens that the more enterprising and industrious of the young men, who resort to the south for work, often remain and settle there. They at once escape from the precarious and low mode of living in their native place, and from the necessity of contributing to the support of a numerous and often destitute family, and leave the dregs of the population to struggle at home.

Source E: from *Success in the Lucky Country* by Ian Donnachie (1988).

Have the Scots contributed anything more to Australia than porridge oats, Hogmanay, the Scotch thistle and “Auld Lang Syne”? Certainly—and thanks to the Australian bicentennial celebrations, attention is once again focused on the role of Scottish migrants and enterprise in Australia since the first convict settlement was established there in 1788.

The Scottish contribution to Australian development in the late eighteenth and the nineteenth centuries—in social, economic, political and cultural spheres—was profound and long lasting. Of the one and a half million British and Irish immigrants who arrived in Australia between 1788 and 1900 almost a quarter of a million were Scots. They went as convicts, free settlers or—in some cases, as assisted migrants whose passage was paid by the colonial authorities in Australia.

[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 reliable is Source A as historical evidence? | 4 |
| 2. Compare the attitudes towards Irish immigrants expressed in Sources B and C . | 5 |
| 3. How fully do Sources A, B and C explain the attitudes shown towards Irish immigrants by native Scots? | 8 |
| 4. How fully does George Rainy in Source D explain the effects of Highland migration on Highland communities? | 6 |
| 5. To what extent do you accept Donnachie’s views in Source E about the Scottish contribution to Australian development? | 7 |
| | (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 *Broughty Ferry Guide, Carnoustie Gazette and Monifieth Advertiser*, 14 March 1936.

We firmly believe that the great majority of the British people, while admitting that Hitler's action is dangerous, are convinced in their own minds that it is in many ways justifiable. It has at least brought matters to a head and every effort should be made to see that pig-headed French statesmen do not again make a mess of things.

The British people do not wish to fight anyone. But they are getting tired of French methods, which they recognise to have been the cause of all the trouble. The British nation is still anxious for a settlement which will bring an era of peace to Europe. But that will not be achieved unless due attention is paid to Germany's appeal for fairness in preference to the one-sided demands usually made by France. France must be given to understand that Germany is claiming nothing that is out of place.

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

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 acquiesced in 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 a speech at Liverpool by Anthony Eden, MP, the Foreign Secretary, 12 April 1937.

The policy of non-intervention has limited and bit by bit reduced the flow of foreign intervention in arms and men into Spain. Even more important, the existence of that policy, the knowledge that many governments, despite all discouragement, were working for it, has greatly reduced the risk of a general war . . .

Six months ago, I told the House of Commons of my conviction that intervention in Spain was both bad humanity and bad politics. Nothing that has happened since has caused me to modify that judgement; some events have caused me to confirm it.

Source D: a cartoon by David Low in the *Evening Standard*, 4 October 1938.



“Our new defence.”

Source E: from Martin Kitchen, *Europe between the Wars* (1988).

Neville Chamberlain . . . felt that appeasement was an urgent necessity and he followed this policy with a single-minded determination lacking in any of his predecessors. War had to be avoided at all costs because he believed that the money should be spent on social welfare programmes rather than armaments . . . He strongly disliked the Soviet Union, had no faith in the French and believed that the United States was unshakably isolationist. The service chiefs warned him that Britain was in no position to fight Germany, Italy and Japan, thus confirming his own fears which were intensified when Italy joined the Anti-Comintern Pact in September 1937 . . . Chamberlain prided himself on being a practical man and imagined that Hitler and Mussolini were at heart equally practical men with whom it was possible to negotiate in good faith.

[END OF SOURCES FOR SPECIAL TOPIC 7]

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

Answer *all* of the following questions.

Marks

1. How well does **Source A** explain the issues facing the British government when Germany reoccupied the Rhineland? 6
2. In what ways and for what reasons do **Sources B** and **C** differ over the policy of non-intervention in the Spanish Civil War? 6
3. To what extent do you accept the assessment of the non-intervention policy given by Eden, the Foreign Secretary, in **Source C**? 5
4. In what ways does the cartoon (**Source D**) reflect the events of the time it was published? 5
5. How fully do **Sources A, D** and **E** explain why the British government followed a policy of appeasement? 8

[END OF QUESTIONS ON SPECIAL TOPIC 7]

(30)

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 C. J. Bartlett, *The Global Conflict* (1994).

By 1956, it was estimated that the Russians were making significant progress. The United States could reduce life in Russia to “chaos” in a few hours, but the Russians could now deliver a “crippling” (though not a decisive) blow in return . . . As the decade advanced, so it seemed increasingly probable that neither side would be able to achieve a meaningful victory in a general war. No defence was conceivable against intercontinental ballistic rockets with their megaton payloads. Priority had now to be given to the creation of indestructible deterrent forces to ride out any surprise attack. In this new stage of the arms race, America’s technological lead over Russia began to seem more important than its industrial superiority.

Source B: from a speech by Defence Secretary Robert McNamara to a Senate hearing, April 1961.

We must continue to provide for the forces required to deter an all-out nuclear war. Only behind the shield of such forces can the Free World hope to cope successfully with lesser military aggressions. But, having provided for these essential forces, we want to see to it that this Nation, in co-operation with its friends and allies abroad, has the kinds of forces needed to discourage more limited military adventures by the enemies of freedom.

As recent events have again demonstrated, these adventures may range from guerrilla and subversive activities involving small scattered bands of men to organised aggression involving sizeable military forces. Our limited war forces should be properly deployed, properly trained and properly equipped to deal with the entire spectrum of such actions; and they should have the means to move quickly to wherever they may be needed on very short notice. The ability to respond promptly to limited aggressions, possibly in more than one place at the same time, can serve both to deter them and to prevent them from spreading into larger conflicts.

Source C: from a television broadcast by President John F. Kennedy, 25 July 1961.

There is peace in Berlin today. The source of world trouble and tension is Moscow, not Berlin. And if war begins, it will have begun in Moscow and not Berlin.

For the choice of peace or war is largely theirs, not ours. It is the Soviets who have stirred up this crisis. It is they who are trying to force a change. It is they who have opposed free elections. It is they who have rejected an all-German peace treaty and the rulings of international law . . .

In short, while we are ready to defend our interests, we shall also be ready to search for peace—in quiet exploratory talks, in formal or informal meetings. We do not want military considerations to dominate the thinking of either East or West.

Source D: from a speech by Nikita Khrushchev on Soviet radio and television, 7 August 1961.

The question of access to West Berlin and the whole question of the peace treaty is [for the Western Powers] only a pretext. If we abandoned our intention of concluding a peace treaty, they would take this as a strategic breakthrough and would in no time broaden the range of their demands. They would demand the abolition of the socialist system in the German Democratic Republic. If they achieved this too, they would, of course, undertake to wrest from Poland and Czechoslovakia the lands that were restored to them under the Potsdam Agreement—and these are Polish and Czechoslovak lands. And if the Western powers achieved all this, they would come forward with their principal demand—that the socialist system be abolished in all the countries of the socialist camp. They would like this even now.

Source E: from J. Valenta, *Soviet Intervention in Czechoslovakia* (1968).

The astonishing swiftness of developments in Czechoslovakia between January and April 1968 presented a dilemma to the Soviet leadership. The resignation of Novotny's Moscow oriented supporters, and especially the reformist programmes of Dubcek's leadership and the revival of the freedom of the press, had created . . . a dangerous political situation in one of the most important countries of Eastern Europe. The situation had the potential for affecting neighbouring East European countries as well as the Soviet Union itself. The Czechoslovak slogan of "Socialism with a human face" implied that the face of Soviet socialism was less than human.

[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.

Marks

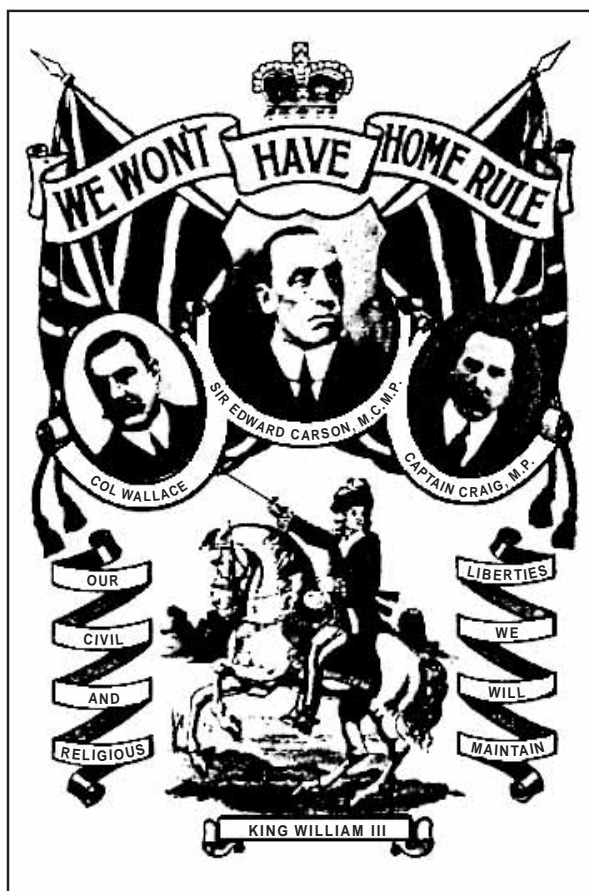
- | | |
|--|-------------|
| 1. To what extent does Source A explain the development of the nuclear arms race between the Superpowers during the 1950s? | 5 |
| 2. Does the statement by Robert McNamara (Source B) explain adequately the defence policy of the United States government in the 1960s? | 6 |
| 3. Compare the views in Sources C and D on the situation in Berlin in 1961. | 5 |
| 4. How useful is Source D in explaining the attitude of the Soviet Union to the issue of Berlin? | 6 |
| 5. How fully do Sources B, C and E describe the causes of tension between the USA and the Soviet Union in the years up to 1970? | 8 |
| | (30) |

[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: an Ulster Unionist poster, 1912.



Source B: from a letter, Bishop Edward O'Dwyer to General Maxwell, British Army Commander in Ireland, 1916.

You took care that no pleas of mercy should interpose on behalf of the poor young fellows who surrendered to you in Dublin.

The first information which we got of their fate was the announcement that they had been shot in cold blood. Personally, I regard your action with horror, and I believe it has outraged the conscience of the country. Then the deporting of hundreds and even thousands of poor fellows without trial of any kind seems to me an abuse of power as stupid as it is arbitrary, and altogether your regime has been one of the worst and blackest chapters in the history of the misgovernment of the country.

Source C: from *An t-Oglach*, the newspaper of the Irish Volunteers, 31 January 1918.

The principal means at the command of the Irish people is the Army of Ireland, and that army will be true to its trust . . . If they are called upon to shed blood in defence of the new-born Republic, they will not shrink from the sacrifice . . .

Dail Eireann . . . declares a "state of war" to exist between Ireland and England . . . ; it further declares that that state of war can never be ended until the English military invader evacuates our country . . .

The state of war . . . justifies Irish Volunteers in treating the armed forces of the enemy—whether soldiers or policemen—exactly as a National Army would treat the members of an invading army.

Every volunteer is entitled, morally and legally . . . to use all legitimate methods of warfare against the soldiers and policemen of the English usurper, and to slay them if necessary to do so in order to overcome their resistance.

Source D: from *The Bold Black and Tan*, a song popular in Ireland in 1920.

The town of Balbriggan they've burned to the ground
While bullets like hailstones were whizzing around;
And women left homeless by this evil clan.
They've waged war on children, the bold Black and Tan.

Ah, then not by the terrors of England's foul horde,
For ne'er could a nation be ruled by the sword;
For our country we'll have yet in spite of her plan
Or ten times the number of bold Black and Tan.

We've defeated conscription in spite of their threats,
And we're going to defeat old Lloyd George and his pets;
For Ireland and Freedom we're here to a man,
And we'll humble the pride of the bold Black and Tan.

Source E: from the chapter by D. Fitzpatrick in R.F. Foster (ed.), *The Oxford History of Ireland* (1992).

The slide towards terrorism was largely precipitated by increasingly brutal repression which forced armed Volunteers to "go on the run" and band together for protection. After the reintroduction of massive internment under the Restoration of Order in Ireland Act (August 1920), these groups began to crystallise as "flying columns" plotting ambushes against enemy parties . . . The three or four thousand armed activists had no practical hope of military victory, yet their defiant survival frustrated the army and police and increased pressure for a truce and settlement.

The rapid intensification of violence after 1919 was largely caused by the disorganisation and savagery of the "occupying" forces. The worst atrocities were committed not by the army, but by the reconstituted Royal Irish Constabulary, which was swamped in 1920 by ex-soldiers enrolled as special constables or "Black and Tans", as well as "auxiliary cadets" who were recruited from the wartime officer corps.

[END OF SOURCES FOR SPECIAL TOPIC 9]

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

Answer *all* of the following questions.

Marks

- | | |
|---|---|
| 1. Discuss the significance of Source A in the light of events of the time. | 5 |
| 2. How reliable is Source B as evidence of Irish opinion on the British suppression of the Easter Rising? | 6 |
| 3. How well does Source C illustrate the development of the nationalist campaign against British forces in Ireland? | 5 |
| 4. To what extent does Source D support the views of the historian Fitzpatrick in Source E ? | 6 |
| 5. How fully do Sources C, D and E explain why there was tension between the majority of the Irish people and the British government between 1916 and 1921? | 8 |

(30)

[END OF QUESTIONS ON SPECIAL TOPIC 9]

[END OF QUESTION PAPER]