

X259/12/02

NATIONAL
QUALIFICATIONS
2015

FRIDAY, 1 MAY
2.40 PM – 4.05 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.

Some sources have been adapted.

<i>Special Topic</i>	<i>Page</i>
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SPECIAL TOPIC 1: THE WARS OF INDEPENDENCE, 1286–1328

Study the sources below and answer the questions which follow.

Source A: from Marion Campbell, *Alexander III King of Scots* (1999).

One slip of a horse's hoof on a stormy night had ended King Alexander's reign of thirty-six years. Queen Yolande, who had fallen asleep thinking of birthdays, awoke to find herself a widow. The Earl of Buchan was probably the first to reach her and take charge of the distraught household. Bishop William Fraser and the young Earl of Fife joined him. The next step was to call a meeting at Scone to take measures for government. The meeting elected six Guardians, to conduct affairs until the little Queen could come to Scotland. The Scone agreement swore homage to the Maid of Norway, Alexander's only living heir. The first hint of trouble came from within Scotland; to uphold the peace of the realm, civil war must be avoided.

Source B: from documents written during the reign of King John.

On 26th December 1292, the honourable prince John Balliol, King of Scotland, did homage with the words, "My Lord Edward, I, John Balliol, King of the Scots become your loyal subject for the whole realm of Scotland. I will maintain faith and fealty to you and your heirs, the Kings of England." Edward, not John, by reason of his superior overlordship, now held the kingdom of Scotland in his own hand. A week later, King John accepted that the Treaty of Birgham, confirmed at Northampton in 1290 for the marriage of the Maid of Norway, would now be null and void. Edward could now act as supreme judge in appeals from the Scottish King's court, and it wasn't long before he was hearing the first such case.

Source C: from Michael Prestwich, *Edward I* (1997).

The siege of Stirling effectively completed the conquest of Scotland, and in the summer of 1304 Edward was at long last able to return to England, even though Wallace was still at liberty. He escaped capture in a skirmish in September, but eleven months later Wallace was captured. As Edward had hoped, it was the Scots themselves who turned Wallace in. From Edward's point of view, there can be no doubt whatsoever that Wallace was a traitor who deserved to die a traitor's death. Wallace had not conducted his campaigns according to the rules of chivalry, and there was no reason why Edward should treat him with compassion. Wallace's end was horrific. From Westminster, he was taken to his place of execution and there he was hanged and disembowelled. Then, he was beheaded.

Source D: from Andrew Fisher, *William Wallace* (1986).

It would be good to think that Wallace's continued defiance of Edward, even in the circumstances in which he existed, stirred his people to further rebellion against Edward. But there was no such outcome. The end for Wallace came suddenly. His capture fell to Sir John Menteith, a Scottish subject of Edward. For his treasons, Wallace was drawn to his place of execution. To be drawn was recognised as the mark of a traitor. At Smithfield, for the murders, robberies and other felonies he had committed in both his own country and in England, he was hanged, disembowelled and decapitated. But Edward was not finished with Wallace, even now. His head was placed on a pole at London Bridge and his body was hacked into four pieces and sent to Newcastle, Berwick, Perth and Stirling.

Source E: from *The Chronicle of John of Fordun*, written before 1360.

In the year 1327, the English sent messengers to the King of Scotland, under a show of wishing to secure peace. But though the messengers and king met together more than once, they made no way in securing that peace. At length their double-dealing was exposed, and the Scots entered the northern parts of England, with a strong army, on 15th June, and wasted it with fire and sword. The following year, the King of Scotland besieged Norham Castle, and soon after, Alnwick Castle. On 17th March, ambassadors were sent by the King of England to the King of Scotland, at Edinburgh, to arrange a lasting peace, which should stand for all time. So, after negotiations, and the many and various risks of war incurred by both kingdoms, the aforesaid kings came to an understanding together about a peace.

[END OF SOURCES FOR THE WARS OF INDEPENDENCE, 1286–1328]

SPECIAL TOPIC 1: THE WARS OF INDEPENDENCE, 1286–1328

Marks

Answer all of the following questions.

1. How fully does **Source A** illustrate the succession problem in Scotland 1286–1296?
Use the source and recalled knowledge. **10**
 2. How far does **Source B** show John Balliol's difficulties in ruling Scotland?
Use the source and recalled knowledge. **10**
 3. To what extent do **Sources C** and **D** agree about the end of Scottish resistance to Edward I?
Compare the sources overall and in detail. **5**
 4. How useful is **Source E** as evidence of the methods used by Bruce to attain a peace settlement with England by 1328?
In reaching a conclusion you should refer to:
 - *the origin and possible purpose of the source;*
 - *the content of the source;*
 - *recalled knowledge.***5**
- (30)**

[END OF QUESTIONS ON THE WARS OF INDEPENDENCE, 1286–1328]

SPECIAL TOPIC 2: THE AGE OF REFORMATION, 1542–1603

Study the sources below and answer the questions which follow.

Source A: from Ian B. Cowan, *The Scottish Reformation* (1982).

While the Catholic Church had failed to promote effective reform, Protestants in Scotland found it equally difficult to promote their case due to hostility from the civil authorities. Had it not been for fears relating to the marriage of Mary, Queen of Scots, to the Dauphin of France, the support necessary to achieve Reformation might have been withheld. The revival of Protestant preaching in 1558 and the continued resistance to Mary of Guise's pro-French policies were encouraged by the accession of Elizabeth I to the English throne. Throughout 1559 the Protestant movement became noticeably more forceful with the arrival of John Knox. Before this, with the accession of Mary Tudor to the English throne, Knox had fled the country to the continent only visiting Scotland in 1555 by which time he had become a keen follower of the teachings of John Calvin.

Source B: from Antonia Fraser, *Mary Queen of Scots* (2009).

The Chaseabout Raid marked a change in Mary's attitude to her Scottish nobles, which may not have been politically wise. She did not despair of the Scottish people and indeed her experiences during the raid only confirmed her belief that she would manage to appeal to "the common people" of Scotland. But in the course of four years, both the Earls of Huntly and Moray had revolted against her, in the interests of their own power, as it seemed to her. She had been able to re-establish herself as champion of the Scottish Catholic cause abroad, without in fact making any significant concessions to the Catholics in Scotland. However, Mary took the step of relying more and more on advisors who had no Scottish lands and clans to back them up and while Mary saw them as loyal and discreet servants, others described them as "crafty, vile strangers".

Source C: from *The Records of the Parliament of Scotland* (1592).

Regarding the liberty and freedom of the Kirk, his Highness agrees that General Assemblies shall be lawful to the Kirk and ministry by meeting at least every year, providing that the King or his commissioner be present at each General Assembly. These assemblies are necessary when considering important matters within the Kirk. Before the Assembly finishes, his Highness or his commissioner must choose a time and place when and where the next General Assembly shall be held. In the event that neither the King nor his commissioner is present, then the General Assembly, by themselves may choose where the next meeting of the Kirk shall be held. In addition, if a minister is found guilty of a great crime, they will receive a punishment by their presbytery or General Assembly whereby they shall no longer serve their congregation.

Source D: from Gordon Donaldson, *The Scottish Reformation* (1960).

The Black Acts of 1584 suppressed presbyteries and asserted royal power and authority over the Kirk. By 1592 the Golden Act re-established presbyteries, but did not reduce the power of the monarch over the Kirk. As a result, the General Assembly was to meet once a year. At each meeting it was the King or his commissioner, if present, who was to name the time and place for the next meeting. Although no mechanism was provided to ensure that the Assembly would meet if the crown declined to summon it, in the event that neither the King nor commissioner was present—the Assembly itself was free to choose time and place. The 1592 Act also stated that ministers who failed to carry out duties appropriately would be subject to punishment, by which their presbytery, or General Assembly, would declare their position vacant.

Source E: from *Acts and Proceedings of the General Assemblies of the Kirk of Scotland* (1569).

Thomas Smith of Ochiltrie was barred from taking Communion because he worked on the Sabbath and removed one shoe of one horse, even though no church service had taken place. After long argument, the Kirk agreed that Thomas should be allowed to receive Communion without mention of the alleged fault.

John Adam of Mauchlin was excommunicated for presenting his child to be baptised by a Catholic priest. He was made to repent and accepted his wrongdoing.

Some sinners appeared in sackcloth, bareheaded and barefooted, supported with statements of their honest behaviour during the time of their public repentance since the last Assembly. They requested that they should be allowed back into the Kirk. The Assembly agreed that the sinners should make public repentance in sackcloth at their own kirks, bareheaded and barefooted and after the third day should be allowed back into the Kirk in their own clothes.

[END OF SOURCES FOR THE AGE OF REFORMATION, 1542–1603]

SPECIAL TOPIC 2: THE AGE OF REFORMATION, 1542–1603

Answer *all* of the following questions.

Marks

- | | | |
|----|---|-------------|
| 1. | How fully does Source A explain the reasons for the Reformation of 1560?
<i>Use the source and recalled knowledge.</i> | 10 |
| 2. | How far does Source B illustrate Mary's difficulties in ruling Scotland?
<i>Use the source and recalled knowledge.</i> | 10 |
| 3. | To what extent do Sources C and D agree about the efforts of James VI to control the Kirk?
<i>Compare the content overall and in detail.</i> | 5 |
| 4. | How useful is Source E as evidence of the social impact of the Reformation on Scotland to 1603?
<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 |
| | | (30) |

[END OF QUESTIONS ON THE AGE OF REFORMATION, 1542–1603]

SPECIAL TOPIC 3: THE TREATY OF UNION, 1689–1740

Study the sources below and answer the questions which follow.

Source A: from Paul Henderson Scott, *Andrew Fletcher and the Treaty of Union* (1992).

The parliament of 1705 met against a background of difficult conditions. The Alien Act passed in England in February had stated that all Scots would be incapable of inheriting property in England or exporting farm produce to England. This would come into effect unless the Scottish parliament accepted the Hanoverian Succession by the end of the year. English warships were already preventing Scotland from trading with France and some felt that war between England and Scotland was inevitable. Feelings between the two countries were made worse in March by the Worcester incident in Leith which led to the hanging of the English ship captain Thomas Green by the Edinburgh mob. This was an unfair act given the lack of evidence against Green.

Source B: from the Address from the Convention of Royal Burghs, 29 October 1706.

The terms of the Treaty being considered by parliament are that Scotland and England shall be united into one kingdom, and this united kingdom will be represented by one parliament. This will extinguish our parliament, laws and liberty. We will be in daily danger of losing our monarchy, religion, character and all that is dear to us, because of the English dominance in the British parliament. Our poor people will have to suffer an insupportable burden of English tax rates. Trade, both import and export, will become uncertain and will be discouraged by English interests. We appeal in all sincerity to the grace and honour of the Scottish Parliament not to agree to the union as it is currently proposed.

Source C: from *The Treaty of Union* (1707).

Article 3. The United Kingdom of Great Britain will be represented by one parliament to be called the parliament of Great Britain.

Article 4. There shall be full freedom of trade from the United Kingdom to the colonies belonging to the United Kingdom, and from the colonies to the United Kingdom.

Article 8. Scotland shall be free from paying the Salt Tax for 7 years after union.

Article 15. Three hundred and ninety eight thousand and eighty-five pounds and ten shillings shall be granted by the English Parliament to Scotland before union, the Equivalent of debts owed to Scotland by England.

Article 17. The same weights and measures shall be used throughout the United Kingdom.

Article 21. The existing rights and privileges of royal burghs in Scotland shall remain.

Source D: from Paul Henderson Scott, *Andrew Fletcher and the Treaty of Union* (1992).

Most Scottish MPs had no objection to freedom of trade and the Article was approved by 156 votes to 19. For the next two months parliament worked systematically through the rest of the 25 Articles. The Article on the duty on salt was amended to include a seven year delay, and was eventually passed. On 7 December the Professors of Mathematics at the universities of Edinburgh and Aberdeen reported that the calculation of the Equivalent was fair and just. Like other Articles, Article 21 on the rights of the burghs was a blatant appeal to the self-interest of those in parliament. Defoe in his commentaries felt such Articles were an inducement to MPs to vote for the Treaty and he is probably right.

Source E: from Daniel Defoe, *Travellings in the Aftermath of the Union of Parliaments* (1723).

The decay of seaport towns is due to the Union of Parliaments in 1707. In the past these towns were visited by foreign politicians, soldiers, nobility and others who spent their money there, whereas now these people are in England. The union opens the door of Scotland to English manufacturers and their produce, but holds back Scottish interests in England. On the coasts there is plentiful salmon to be caught, but there are few ships; it is like the Scots are invited to take all that nature can give them, but can take nothing, as if they are living beside a gold mine but cannot dig into it. Poverty is evident, with no money to buy nets and materials for fishing. This we cannot cure.

[END OF SOURCES FOR THE TREATY OF UNION, 1689–1740]

SPECIAL TOPIC 3: THE TREATY OF UNION, 1689–1740

Marks

Answer all of the following questions.

- | | |
|---|-------------|
| 1. How fully does Source A explain the worsening relations between Scotland and England?
<i>Use the source and recalled knowledge.</i> | 10 |
| 2. How far does Source B explain arguments against union with England?
<i>Use the source and recalled knowledge.</i> | 10 |
| 3. To what extent do Sources C and D agree about the reasons for the passing of the Treaty of Union?
<i>Compare the sources overall and in detail.</i> | 5 |
| 4. How useful is Source E as evidence of the economic effects of Union by 1740?
<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 |
| | (30) |

[END OF QUESTIONS ON THE TREATY OF UNION, 1689–1740]

SPECIAL TOPIC 4: MIGRATION AND EMPIRE, 1830–1939

Study the sources below and answer the questions which follow.

Source A: from Jenni Calder, *Scots in Canada* (2003).

Many of Canada's settlers left Scotland willingly to go to their chosen destination. The factors that influenced their choice were mixed. Dissatisfaction with circumstances at home and hope for a better life combined in varying proportions. Rising rent meant that those dependent on the land, especially in the Highlands, were struggling. One of the main arguments against emigration was that it drained Scotland of human and financial resources yet what fuelled hope for a better life? Those who had gone before wrote letters and literature offering advice to emigrants which began to be published. A key factor was the prospect of owning land on which to raise crops and stock. As Chambers's *Edinburgh Journal* put it in March 1834, "Canada offered the prospect of the poorest becoming a possessor of soil and comfortably settling his children".

Source B: from a letter on behalf of the Scottish Protestant Churches to the Secretary of State for Scotland, quoted in a newspaper, 25 March 1929.

The process of unregulated migration into Scotland in the past has brought about a situation where there is a danger that Scottish people will lose control of Scottish society and its culture. There is even a danger to the continued existence of the Scottish nationality and civilisation. We are convinced that a law abiding, thrifty and industrious nation is being replaced by immigrants whose presence tends to lower the spirit of independence that has long been a characteristic of the Scottish people. Scotland is being gradually divided up into two great racial camps, different in ideals and different in traditions. The Irish race in Scotland keeps largely to itself, and the habits are such that our Scottish people do not readily mix with them.

Source C: from Ian Donnachie, *Success in the Lucky Country* (1988).

The Scottish contribution to Australian development in the 19th century was most remarkable for the varied range of activities it covered. The skills of the immigrants mirrored the needs of the rapidly developing economy from the armed forces or politics, exploration and shipping to farming, mining and engineering. Scots also developed other manufacturing enterprises and products that became world famous. From the lush sheep runs of Van Diemen's land in the early 1800s to the dusty goldfields in Western Australia in the 1890s, Scotsmen and their talent played a prominent role in Australian development. In the business world Scots also invested heavily in mining, at first in coal and later in copper, silver and gold. Politics and government were another sphere in which Scots are notable in their contribution to Australian life. In the state of Victoria the premiership from 1883 to 1890 was held by three Scots in succession and in Queensland's first 50 years 12 of the 25 ministries were led by Scots.

Source D: adapted from Education Scotland website—"Scots and Australia".

Australian history is full of stories of Scots explorers and soldiers, convicts and politicians, musicians and chocolate makers. In 1839 Catherine Helen Spence was born in Melrose in the Scottish Borders. She became Australia's first female political candidate and first woman journalist. She campaigned for women's suffrage and is often called, "Australia's greatest woman". In the 1920s Scots stonemasons and engineers helped to build the Sydney harbour bridge. Scots miners from Lanarkshire, Fife and Ayrshire worked in coal mines in New South Wales in the 1920s and 1930s, while in the previous century they had worked in gold fields. In 1929 Alexander MacRae, originally from Kishorn in the Highlands, produced the world famous Australian swimming "cossie"—speedos. In 1930 MacPherson Robertson, the son of a Scottish carpenter, spent many of his early years in Leith and became an apprentice at a confectionary company. When he emigrated to Australia he founded McRobertson Chocolates, the makers of Freddo Frog, which became the most popular children's chocolate in Australia.

Source E: from Joe Pieri, *The Scots-Italians* (2005). Joe Pieri came to Scotland from Italy in 1919.

The history of the Italians in Scotland is the story of what can be achieved by people of lowly and underprivileged beginnings with little or no education and with nothing to rely on except their own inner strength and determination to survive and prosper, so as to provide for their families a future which they could not hope for in the land of their birth. It is also the story of how immigrants can enrich and bring a new dimension and flavour to the customs and culture of the adopted land. For example, the popular ice cream cafés that developed from the ice cream barrels once pushed through the streets by these immigrants provided the youth of Scotland with a place to congregate and meet. It's true some newspapers called our cafés "ice cream hell" for staying open late and letting boys and girls meet there, but fish and chip shops matched the growth of the cafés and provided the working classes with a cheap and nourishing meal which grew to be a main part of their diet.

[END OF SOURCES FOR MIGRATION AND EMPIRE, 1830–1939]

SPECIAL TOPIC 4: MIGRATION AND EMPIRE, 1830–1939

Marks

Answer *all* of the following questions.

1. How fully does **Source A** show the reasons for the migration of Scots?
Use the source and recalled knowledge. 10
 2. How far does **Source B** show the relations between native Scots and immigrants?
Use the source and recalled knowledge. 10
 3. To what extent do **Sources C** and **D** agree about the contribution of Scots emigrants to the growth and development of the Empire?
Compare the sources overall and in detail. 5
 4. How useful is **Source E** as evidence of the social and cultural impact of immigrants on Scotland?
In reaching a conclusion you should refer to:
 - *the origin and possible purpose of the source;*
 - *the content of the source;*
 - *recalled knowledge.*5
- (30)**

[END OF QUESTIONS ON MIGRATION AND EMPIRE, 1830–1939]

SPECIAL TOPIC 5: THE IMPACT OF THE GREAT WAR, 1914–1928

Study the sources below and answer the questions which follow.

Source A: from an interview with Private A. Gilmore of the 14th Battalion Argyll & Sutherland Highlanders about his experiences at the Battle of the Somme in 1916.

Some men remove their kilts before going through the flooded communication trenches as the watery mud that sticks to our kilts weighs about ten pounds and makes movement difficult. Getting to the front is slow going as every two or three yards someone gets stuck or falls in a shell hole and we have to pull him out with ropes. Standing in water wearing kilts made with ten yards of cloth reduces the morale and the manpower of the battalion; 300 men were hospitalised with either trench foot or pleurisy after standing for four days knee-deep in water. The weather's not all bad though, it makes it difficult to attack on a big scale and the mud swallows the shells and lessens the effects of explosions. The saying "better rain than slaughter" has been doing the rounds.

Source B: from a message sent by Colonel Sir George McCrae to the Scottish Memorial Committee, December 20th 1920.

The 16th battalion The Royal Scots was raised in Edinburgh in December 1914 and from 1916 it was constantly in or near the front line, until it had been so shattered that it could no longer exist as a unit. Eight hundred members of the Battalion sacrificed their lives in the war and we feel sure that neither Edinburgh nor Scotland would be willing to see these brave men pass away unrecorded. As a fitting tribute, it has been agreed to put a memorial on the wall of St Giles' Cathedral, Edinburgh. In order that this memorial may be worthy of those whom it commemorates, it is desirable to raise a sum of £1,000. We respectfully appeal for the support of survivors; of the relatives of the fallen; and of all friends in Edinburgh and elsewhere who wish to express their appreciation of these men who fell in the service of their country.

Source C: from T. M. Devine, *The Scottish Nation, 1700–2007* (1999).

The Land Settlement (Scotland) Act 1919 provided more funds to help crofters as well as giving the Board of Agriculture the authority to purchase land by compulsory order. From 1921 to 1925 many land holdings were created or extended, but this was a slow process and land raiding continued. The Act did not solve the problem of increasing emigration and depopulation of the Highlands and Islands continued at an alarming rate. Movement of people away from the crofting communities was especially severe during the terrible economic times of the 1920s. The collapse of livestock prices and the crop failures resulting from the terrible weather conditions, especially in 1923, pushed many families to leave the land and seek pastures new. This, added to the decline in fishing and the poor economy, led to increased emigration on a huge scale. Arguably, this loss of people might have been worse without the Land Settlement Act.

Source D: from Trevor Royle, *The Flowers Of The Forest* (2007).

The Land Settlement (Scotland) Act produced £2.75 million of funds and gave the Board of Agriculture the authority for the compulsory purchase of privately owned land. However, it was unable to meet demands for land and was a reason for increasing emigration in the 1920s. Men returning from the war felt they should be rewarded with land, but their hopes were not fulfilled and this led to both land raiding and emigration on a massive scale. The Isle of Lewis was particularly affected because the landowner had plans to develop fishing and fish canning seemingly unaware that fishing was in serious decline. Many of the population left Lewis. Emigration figures rose during the 1920s when the economy was unstable. In 1923 crop failures and the collapse of farming led to thousands seeking opportunities in other lands.

Source E: from a government report on the Clydeside engineering dispute written by the Ministry of Munitions in April 1916.

In the past week serious attempts have been made by certain persons who are members of the organisation known as the Clyde Workers' Committee, to stop the production of urgent war material in the Clyde district. On Friday March 17th a group of workers at the Parkhead works, the firm of William Beardmore, made demands to the management about the dilution of labour scheme enforced by the Government Commission. The management did not agree to these demands, whereupon the men voiced their determination to go on strike, and they did go on strike in the course of that day stopping work on the guns which are most urgently wanted in France. The workers did not approach the Commission and instead succeeded in bringing out the men at Parkhead and then proceeded to widen the strike by getting a stoppage of work at the Dalmuir works.

[END OF SOURCES FOR THE IMPACT OF THE GREAT WAR, 1914–1928]

SPECIAL TOPIC 5: THE IMPACT OF THE GREAT WAR, 1914–1928

Marks

Answer all of the following questions.

- | | |
|--|-------------|
| 1. How fully does Source A describe the involvement of Scots on the Western Front?
<i>Use the source and recalled knowledge.</i> | 10 |
| 2. How far does Source B describe the impact of military losses on Scottish society?
<i>Use the source and recalled knowledge.</i> | 10 |
| 3. To what extent do Sources C and D agree about the reasons why so many people left Scotland after 1918?
<i>Compare the content overall and in detail.</i> | 5 |
| 4. How useful is Source E as evidence of the growth of radicalism in Scotland?
<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 |
| | (30) |

[END OF QUESTIONS ON THE IMPACT OF THE GREAT WAR, 1914–1928]

[END OF QUESTION PAPER]

ACKNOWLEDGEMENT

Paper 2 Special Topic 4 Source D – Text is adapted from “*Scots and Australia*” from Education Scotland website. Crown Copyright.