



X737/75/11

History

TUESDAY, 9 MAY

INSTRUCTIONS TO CANDIDATES

Candidates should enter their surname, forename(s), date of birth, Scottish candidate number and the name and Level of the subject at the top of their first answer sheet.

Note: Only the Sections required are printed in this paper.

Total marks — 60

SECTION 1 — SCOTTISH CONTEXTS — 20 marks

Part D. Migration and Empire, 1830 to 1939

Pages 3 to 5

SECTION 2 — BRITISH CONTEXTS — 20 marks

Part C. The Atlantic Slave Trade, 1770 to 1807

Pages 5 to 6

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 20 marks

Part C. USA, 1850 to 1880

Pages 6 to 8

Write your answers on your answer sheet.

Marks are shown in square brackets at the end of each question.

An OW in the margin indicates a new question.

SECTION 1 — SCOTTISH CONTEXTS — 20 marks

Part D — Migration and Empire, 1830 to 1939

Answer the following four questions using recalled knowledge and information from the sources where appropriate.

13. Describe the impact the Empire had on Scotland between 1830 and 1939. [5 marks]

Source A describes the importance of the Catholic Church to Irish immigrants in Scotland.

Source A

Seventy five percent of Irish immigrants to Scotland were Catholic and by 1902 there were 234 priests ministering to the Irish community in Glasgow. The church enabled them to keep their religious identity in Scotland through worshipping in their traditional way. It was the centre of social life for many Irish immigrants, offering a friendly environment where people could meet and be made welcome. The church also established youth groups. The church also attempted to tackle some of the issues Scottish society faced, such as the problem of poverty.

14. How fully does Source A describe the importance of the Catholic Church to Irish immigrants in Scotland? (Use the source and recall to reach a judgement.) [5 marks]

Source B is from a textbook written by a modern historian in 2007.

Source B

Jewish immigrants usually lacked the experience needed to work in heavy industry but instead they supplied goods and services. The Census of 1891 showed that in the Gorbals in Glasgow, where most of the working class Jews lived, 195 Jews worked in the clothing industry. Another 116 made a living selling door to door or running small shops. Many had practised these occupations in their native country so they brought these skills with them.

15. Evaluate the usefulness of Source B as evidence of the work done by immigrants in Scotland. [5 marks]

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

16. Explain the reasons why many Scots were attracted to start new lives overseas. [5 marks]

[END OF SECTION 1]

SECTION 2 — BRITISH CONTEXTS — 20 marks

Part C — The Atlantic Slave Trade, 1770 to 1807

Answer the following **three** questions using recalled knowledge and information from the sources where appropriate.

27. To what extent was increased employment the main benefit the slave trade brought to Britain? [8 marks]

(You must use recalled knowledge to present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

28. Explain the reasons why the slave trade had a negative impact on the Caribbean islands. [6 marks]

Source A is from an Abolitionist speech made by William Wilberforce to the House of Commons on the 12th May 1789.

Source A

Let anyone imagine to himself 600 of these unfortunates chained two and two. The right ankle of one is connected with the left ankle of another by a small iron fetter. The slaves are so miserable at leaving their country, that they set sail at night, unaware of their departure. For exercise, these miserable people, loaded down by chains and suffering from disease, are forced to dance by the terror of the whip.

29. Evaluate the usefulness of **Source A** as evidence used by the abolitionists to argue against the slave trade. [6 marks]

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

[END OF SECTION 2]

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 20 marks

Part C — USA, 1850 to 1880

Answer the following four questions using recalled knowledge and information from the sources where appropriate.

Sources A and B are about the treatment of slaves on Southern Plantations.

Source A

The cotton planter gave me meat and bread with the other slaves, which was not half enough for me to live upon. He flogged me nearly every day. He set me to work without any shirt in the cotton field, in a very hot sun. When a slave runs away, the master always adopts a more strict system of flogging. When I was caught, I got a severe flogging of one hundred lashes each time.

Source B

The usual method of punishing slaves was using a system of floggings, beatings and in some severe cases, hanging. As well as the beatings, slaves were given the absolute minimum amount of food to survive. Some slaves were punished by being tied to trees on the plantation, often in the burning heat of the sun. However, some slaves were treated better on plantations by their masters.

44. Compare the views of Sources A and B about the treatment of slaves on Southern Plantations. (Compare the sources overall and/or in detail.) [4 marks]

Source C is about the reasons for Southern secession in 1861.

Source C

Why did the Confederate states secede? Some writers argued they seceded to escape the high taxes that they thought would come with a Republican election victory. The main reason for secession was that the Southerners had come to feel themselves a separate community. They had come more and more to dislike and despise, to hate and fear, their northern neighbours. There was also a feeling in the South that there would be more advantages to secession than staying in the union.

45. How fully does **Source C** explain the reasons for Southern secession in 1861? (Use the source and recall to reach a judgement.) [6 marks]
46. Describe the activities of the Freedmen's Bureau. [5 marks]
47. Explain the reasons why there was conflict between white settlers and Native Americans. [5 marks]

[END OF SECTION 3]

[END OF QUESTION PAPER]