

# X259/12/01

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NATIONAL  
QUALIFICATIONS  
2014

WEDNESDAY, 7 MAY  
1.00 PM – 2.20 PM

HISTORY  
HIGHER  
Paper 1

Candidates should answer **two** questions, **one** from Historical Study: British History and **one** from Historical Study: European and World History.

All questions are worth 20 marks.



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## HISTORICAL STUDY: BRITISH HISTORY

Answer ONE question. Each question is worth 20 marks.

### Church, State and Feudal Society

1. “The landed class was the most important feature of feudal society.” How valid is this view?
2. To what extent had the power of the Church declined by the end of the fourteenth century?
3. How important was the need to develop the economy in David I’s and Henry II’s attempts to centralise royal power in Scotland and England?

### The Century of Revolutions 1603–1702

4. How significant were economic issues in the growing challenge to the authority of James I in England?
5. How important were political issues as a cause of the English Civil War?
6. “Cromwell’s dominance was the main reason for the failure to find an alternative form of government, 1649-1658.” How valid is this view?

### The Atlantic Slave Trade

7. How significant were religious factors in the development of the slave trade?
8. “Financial considerations were the most important factor in the treatment of slaves.” How valid is this view?
9. To what extent did the slave trade have a major impact on West African society?

### Britain 1851–1951

10. “Britain became more democratic between 1851 and 1928 due to the effects of industrialisation and urbanisation.” How valid is this view?
11. How significant was the militant Suffragette campaign in helping women achieve the vote?
12. How important were fears over national security as a reason why the Liberal Government introduced social welfare reforms, 1906–1914?

## **Britain and Ireland 1900–1985**

13. How important were the Unionist and Nationalist responses to the Home Rule Bill for the growth of tension in Ireland up to 1914?
14. How significant were IRA tactics and policies as an obstacle to peace, up to the Anglo-Irish Treaty, 1918–1921?
15. “The role played by de Valera meant that the Irish Civil War was inevitable.” How valid is this view?

## **HISTORICAL STUDY: EUROPEAN AND WORLD**

**Answer ONE question. Each question is worth 20 marks.**

### **The Crusades, 1071–1204**

16. How important was the threat to the Byzantine Empire as a reason for the calling of the First Crusade?
17. To what extent was the success of the First Crusade due to Muslim misunderstanding of the Crusaders' intentions?
18. "The lack of resources of the Christian states explains the fall of Jerusalem in 1187." How valid is this view?

### **The American Revolution 1763–1787**

19. How important was the role of George III in the development of threats to the British position in North America by 1763?
20. "The views of the Earl of Chatham represented British people's opinion on the conflict with America." How valid is this view?
21. To what extent was the American War of Independence global in nature?

### **The French Revolution, to 1799**

22. To what extent was corruption the main threat to the security of the Ancien Régime before 1789?
23. How important was the outbreak of war in 1792 in bringing about the end of the constitutional monarchy in France?
24. "The role of Robespierre was the key factor leading to the Terror." How valid is this view?

### **Germany 1815–1939**

25. How important was the Zollverein in the growth of German nationalism between 1815 and 1850?
26. "The German princes were the most important obstacle to German unification before 1850." How valid is this view?
27. To what extent was Prussian military strength the main reason for German unification being achieved by 1871?

### **Italy 1815–1939**

28. How important was resentment of Austria in the growth of Italian nationalism before 1850?
29. To what extent were divisions among the nationalists the main obstacle to Italian unification between 1815 and 1850?
30. How important was the role of Cavour in the creation of a united Italy by 1870?

### **Russia 1881–1921**

31. “The authority of the Tsarist state was never seriously challenged in the years before 1905.” How valid is this view?
32. How successful was the Tsar in strengthening his authority between 1905 and 1914?
33. How important was the impact of the First World War in bringing about the February Revolution, 1917?

### **USA 1918–1968**

34. How important was fear of revolution as a reason for changing attitudes towards immigration in the 1920s?
35. To what extent was the saturation of the US market to blame for the economic crisis of 1929–1933?
36. How successful was the New Deal in dealing with America’s problems in the 1930s?

### **Appeasement and the Road to War, to 1939**

37. To what extent did the weakness of the League of Nations encourage the aggressive nature of Fascist foreign policies in the 1930s?
38. How important were changing attitudes to the Paris Peace Settlement as a reason for the British policy of appeasement between 1936 and 1938?
39. How successful was Britain in containing Fascist aggression between 1935 and March 1938?

## **The Cold War 1945–1989**

40. How important was the crisis over Korea in the emergence of the Cold War up to 1955?
41. How significant were domestic pressures on Kennedy in explaining the Cuban Crisis of 1962?
42. “Changing public opinion in the USA was the main reason why America lost the Vietnam War.” How valid is this view?

*[END OF QUESTION PAPER]*

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# X259/12/02

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NATIONAL  
QUALIFICATIONS  
2014

WEDNESDAY, 7 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>
1 The Wars of Independence, 1286–1328	2
2 The Age of Reformation, 1542–1603	4
3 The Treaty of Union, 1689–1740	6
4 Migration and Empire, 1830–1939	8
5 The Impact of The Great War, 1914–1928	10



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

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

**Source A:** from Amanda Beam, *The Balliol Dynasty, 1210–1364* (2008).

In April 1291, various ‘barons and ladies of the Northern counties’ were summoned to meet Edward I at Norham on 3rd June, ‘with horses and arms’, including Edmund, the King’s brother, John de Warenne, John Balliol, Robert Bruce, Gilbert de Umfraville, John Comyn of Buchan and Alexander de Balliol. This meeting signified the opening of the judicial process leading up to the Great Cause. The Scots initially refused to cross the border into Norham, instead remaining just across the water at Upsetlington, in an attempt to prove to Edward that they would not accept his authority. On 10th May, Roger Brabazon, one of Edward’s justices, addressed the Scots gathered at Norham. At this meeting, the Bishop of Glasgow, Robert Wishart, made a strong protest, provoking Edward’s threat that if denied, he would direct the English Army at Norham against the Scots. Yet, the claimants eventually accepted the English King as overlord, out of fear of war against them as well as the general assumption that it was necessary to resolve their problems.

**Source B:** *The Chronicle of Lanercost*, the work of the canons of Lanercost Priory, 1272–1346.

In 1295, as the story goes, the Scots were unsuccessful in making John defy Edward, so they chose instead to replace his authority as King with a council of twelve peers. The Scots craftily sent envoys to the King of France to conspire against their lord, King Edward of England. The envoys took with them advisers, endeavouring to bring about war with England. After the report had reached the ears of my lord the King of England, he was very angry, and he commanded the King of Scotland, to attend his parliament in accordance with his legal obligation both for the kingdom of Scotland and for lands owned by him within the English realm. But King John utterly refused to attend, and, which was worse, began assembling a large army to withstand the King of England. Hearing of this the King of England sent an expedition against the Scottish King, invading at Berwick.

**Source C:** Lubeck Letter, 1297, Wallace and Murray issued this letter, informing European trading partners that Scottish ports were open for business once again.

Andrew Murray and William Wallace, leaders of the army of resistance in the Kingdom of Scotland, and the community of the same kingdom send greetings and wishes of sincere friendship. The message is intended for their worthy and beloved friends the mayors and citizens of Lubeck and Hamburg, greeting and increase always of sincere friendship. Trustworthy merchants of the said Kingdom of Scotland that you by your own goodwill are giving advice, help and favour, in our struggle against the English, in all causes and business concerning trade with Scotland. We are grateful to you and give thanks. Therefore, in return we ask that it be made known among your merchants that they will now have secure and safe access to all ports of Scotland. The kingdom of Scotland, thanks be to God, has been recovered from the power of the English by force of arms. Written at Haddington, on the 11th day of October, in the year of grace, one thousand two hundred and ninety seven. The letter is written in the name of Lord John, illustrious King of Scotland, by agreement of the community of the realm, in whom we fight for.

**Source D:** from Ronald McNair Scott, *Robert the Bruce, King of Scots* (1993).

Robert Bruce had no wish to prolong the war. He saw his victory, above all, as an opportunity for reconciliation and peace: with the Scottish nobles who had fought against him, with the English whom he had defeated. Soon after Bannockburn many Scottish barons and knights who had served under the two Edwards offered to him their allegiance and were received into his peace. In November 1314 Bruce with increased confidence, convened a Parliament at Cambuskenneth. The Parliament adjudged that all Scottish landowners who had failed to offer allegiance by that date should be disinherited. His sole aim was that those who wished to regain their Scottish lands must do homage to him alone. They could no longer be feudatories in two countries and serve two kings. They must choose their nationality once and for all.

**Source E:** from Raymond Campbell Paterson, *For the Lion, A History of the Scottish Wars of Independence, 1296–1357* (1996).

Few battles in history are truly decisive, and Bannockburn was no exception. The war was nowhere near an end, the military campaign would continue, despite Bruce's hopes for peace. However, in the November, after the battle, Bruce was ready to take the next step. The Scots Parliament met at Cambuskenneth Abbey. The Parliament passed sentence that all who held land in Scotland, but continued to fight against the King, would lose their lands. Landowners could no longer have divided political loyalties: they had to choose one side or the other. The new class of the "disinherited" were men on the English side, usually with Comyn and Balliol associations, who refused to accept the new realities; men in other words, who wished to remain loyal to the King of England but continue to hold estates and titles in Scotland.

[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 far does **Source A** explain Edward's resolution of the Great Cause?  
*Use the source and recalled knowledge.* 10
  
  2. How useful is **Source B** as evidence of John Balliol's difficulties in ruling Scotland 1292–1296?  
*In reaching a conclusion you should refer to:*
    - *the origin and possible purpose of the source;*
    - *the content of the source;*
    - *recalled knowledge.* 5
  
  3. How fully does **Source C** illustrate Scottish resistance to Edward I, 1296–1305?  
*Use the source and recalled knowledge.* 10
  
  4. To what extent do **Sources D** and **E** agree about the ambitions of Robert the Bruce?  
*Compare the sources overall and in detail.* 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 Michael Lynch, *Scotland, A New History*, (1992).

The pre-Reformation Church was a patchwork of existing faults and new initiatives. The health of the religious orders—monks, canons and friars—tended to vary from one order to another and from one religious house to another. The monasteries were criticised as being out of touch with the needs of sixteenth century society. Arguably monasteries survived only as property owning businesses and played hardly any part in the Reformation. If there was a monastic crisis, it was one of economics rather than one of religion. All were faced with the same economic pressures—such as huge tax demands—which forced them to rent out monastic property to help them survive. The sixteenth century search for reform established a cycle of poverty from which there was little escape. To increase their income, parish priests resorted to pluralism or imposed unpopular charges on their parishioners.

**Source B:** from *The Memoirs of the Earl of Bothwell*, January, 1568.

Having repeatedly denied involvement in the death of Lord Darnley, I found my enemies to be so strong that I gathered an army. At Carberry Hill those enemies, the Confederate Lords, made out that they had been sent to offer the Queen genuine loyalty and safe-conduct which she foolishly believed. She trusted that this promise would be honoured by the two armies and asked me to return to Dunbar with my army, where she would shortly come to find me. I left her there, leaning on the faith and promise which the Lords had given her in word and in letters. Yet, it seems their intention was unjustly to challenge the authority and power of the Queen and take over her Realm. She was then taken to Edinburgh Castle. The following day they moved her to another castle located on a small island named Lochleven, to make sure that she would not be able to warn me or receive word from me, and also for fear that I would attempt to release her from that castle.

**Source C:** from Ralph A. Houlbrooke (ed.), *James VI and I: Ideas, Authority and Government*, (2006).

Although James had a Protestant education, the Kirk remained suspicious of the king. James's ideas about church and state did not improve the situation: his firm belief that kings should have control over the church led to a powerful struggle which was present under the surface throughout his reign erupting into open conflict at regular intervals. To make matters worse, James tended to openly favour Catholic noblemen. Although for James himself this may have been a matter of personal loyalty rather than religion, the Kirk and the Presbyterian faction amongst the nobility saw things differently. However, by the late 1580s the relationship with the Kirk improved. Following the publication of his religious ideas in 1588 and 1589, there was a brief period of harmony between himself and his Protestant subjects. At the General Assembly of June 1590 he even described the Scottish Presbyterian Church as the "sincerest Kirk in the world".

**Source D:** from J McCallum, *Reforming the Scottish Parish*, (2010).

The year 1560 is one of the most famous milestones in Scottish history, because things could begin to change. However, the parish churches which emerged from the Reformation achieved much of what had been aimed for in the early 1560s in preaching, worship, ministry and discipline. Protestant ministers appointed to parishes were well educated, enjoyed career stability and were only rarely disciplined for any moral failings. Ministers and elders imposed a strict programme of discipline for minor offences such as drunkenness and there was surprisingly little hostility to this. Evidence suggests that people accepted the need for this disciplinary system even though they were not always so content when they were the ones to have offended. There are also signs of a strong religious culture, and the role of psalm, prayer and in some cases poetry and song were important in spreading Protestant doctrines and values.

**Source E:** from Archbishop John Spottiswoode, *The History of the Church of Scotland*, (circa 1600).

In the Reformed church, ministers must be educated and godly and appointed following election, examination and admission. If a minister does not look after his congregation he should be punished. The Church of God cannot exist without discipline. For faults such as drunkenness, fighting and common swearing, the offender must be called before the minister, elders and deacons and admit to his sin. Individuals who accept discipline must appear before the whole church to repent, before being received again into the society of the church. Every year individuals must stand before their minister and elders to give confession to their faith, rehearse the Commandments of the Law with the Lord's Prayer and declare their understanding in those things. All persons should be encouraged to learn the Psalms and when the Psalms are sung, they may be the more able with common heart and voice to praise God.

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

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

*Marks*

**Answer all of the following questions.**

1. How far does **Source A** explain the weakness of the Catholic Church in Scotland?  
*Use the source and recalled knowledge.* **10**
  
  2. How useful is **Source B** in explaining the contribution Mary, Queen of Scots made to the loss of her throne?  
*In reaching a conclusion you should refer to:*
    - *the origin and possible purpose of the source;*
    - *the content of the source;*
    - *recalled knowledge.***5**
  
  3. How fully does **Source C** explain the relationship between monarch and Kirk in the reign of James VI?  
*Use the source and recalled knowledge.* **10**
  
  4. To what extent do **Sources D** and **E** agree about the impact of the Reformation?  
*Compare the sources overall and in detail.* **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 J. D. Mackie, *A History of Scotland* (1977).

In 1701 the English parliament passed the Act of Settlement which stated that, if Anne died with no heirs, the succession would pass to the house of Hanover. Members of the Scottish parliament passed two acts in 1703 which did not improve the relations between the two countries. The Act anent Peace and War stated that no successor of Queen Anne should declare a war involving Scotland without consulting the Scottish parliament. The Act of Security stated that the Scottish parliament would name Anne's successor, who would not be the person named by the English parliament unless under conditions which guaranteed Scottish freedom of government, trade and religion. In 1705 the English parliament passed the Alien Act which threatened that, unless Scotland accepted the Hanoverian succession, Scots would be treated as aliens in England, which would severely harm Scottish trade. The task of the Scottish government was not easy, as the Court party was opposed by the Country party and the Jacobites.

**Source B:** from the Address of Dunbar Town Council to the Scottish parliament, 18th November 1706.

The shipmasters, fishermen and inhabitants of Dunbar cannot emphasise enough the damaging effect of the Treaty of Union and its present Articles in their current form. Since the treaty will disallow foreigners from owning British ships, it will ruin and destroy this town's trade with the Dutch and other overseas merchants who part-own virtually all of our ships. In addition, the proposal for the tax on salt in Scotland to rise as high as it is in England will bring an end to the salt-manufacturing industry upon which so many people in this and other coastal districts depend. Misery will be inflicted on our burgh, not to mention the loss of commerce, as well as prejudice towards the fishing trade of the whole nation. We calculate that the treaty will pass through parliament, in which case we desire that our interests are secured.

**Source C:** from the Act of Security for the Kirk, 1706.

Her Majesty Queen Anne, with the advice and consent of the parliament of Scotland, hereby establishes and confirms the true Protestant religion for Scotland, and hereafter the monarch shall defend the security of the Kirk. The worship and government of this Protestant Kirk shall continue without any alteration in all future generations. More especially, Her Majesty approves and forever confirms the settlement of Presbyterian church government in Scotland. It is now established by law that all professors, masters and office bearers of the universities of St. Andrews, Glasgow, Aberdeen and Edinburgh should be members of the Church of Scotland. Masters in the colleges and schools in this kingdom shall be members of the Church of Scotland. Her Majesty, with advice and consent, hereby confirms the act of the first parliament of King William and Queen Mary in the year of 1690 confirming the Presbyterian church government.

**Source D:** from A. MacInnes, *Union and Empire* (2007).

The immediate reaction to union in Scotland was far from favourable, with growing resentment at breaches in the spirit of the treaty and delays in paying the Equivalent. Increased duties and an attempt to impose the malt tax led to an effort by Scottish MPs to reverse the union in 1713, and their proposal was hotly debated in parliament. However the union survived and endured, as Scottish landowners and merchants realised that Empire presented them with a golden opportunity for personal advancement and learned the ways of enterprise. Association with England's military force allowed for continuing prosperity and free access to the largest commercial market then on offer. Overseas trade opened up opportunities for Scots through colonies.

**Source E:** from T. M. Devine, *Scotland and the Union* (2008).

Undeniably, as a result of union, Scotland was faced with an increased tax burden after 1707, most notoriously in 1711 with the salt and linen taxes. Customs records show increasing amounts of cases of intimidation and violent assaults on customs officers. Nevertheless, the possibilities of union were fundamental, presenting the Scottish landed elites with a golden opportunity. The benefit of English naval protection for trade with America was obvious. Employment of Scots in colonial trade became a crucial lifeline. In the decades after union, streams of eager Caledonians from impoverished backgrounds poured into British colonies at every point from Canada to Bengal. Career openings were greater than before and Scots were very keen to exploit them.

[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 far does **Source A** explain the relationship between the Scottish Parliament and England?  
*Use the source and recalled knowledge.* 10
  2. How useful is **Source B** as evidence of attitudes towards union in Scotland?  
*In reaching a conclusion you should refer to:*
    - *the origin and possible purpose of the source;*
    - *the content of the source;*
    - *recalled knowledge.* 5
  3. How fully does **Source C** explain the reasons for the passing of the Treaty of Union?  
*Use the source and recalled knowledge.* 10
  4. To what extent do **Sources D** and **E** agree about the economic effects of Union up to 1740?  
*Compare the sources overall and in detail.* 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 Old Statistical Account (Banffshire, Moray and Nairnshire) 1840.

Some individuals from these parts went to North America, a few of whom returned and settled at home bringing bad news of the country which their imaginings had favoured to be the fairy land of wealth. Since that time those who would have gone to America, had the prospects been favourable, have preferred a home migration to the southern parts of Scotland. They preferred Glasgow and Paisley where the textile mills cry out for more workers. From this part of the north there is and always has been a constant pressure through lack of land and money. That pressure was lessened by the employment given in lowland farms during the harvest. From other places, those people made homeless by the arrival of sheep or from farming changes that need less folk to work have become adventurers reaching for wealth in the British capital, the East and West Indies and other parts of the Empire.

**Source B:** from the Scottish Jewish Archives Centre. Testimony given by Alec Bernstein, a first-generation Scot born to an immigrant family.

I was born in Ayr on 24th June 1911 and in Ayr at that time there were about nine Jewish families in all. My father's full name was Philip Bernstein; he came from Skood in Russia. My mother came from Weidz in Russia near Vilna. They must have come here at the turn of the century. When I went to school I was the only Jewish kid in class, in fact I was the only Jewish kid in the school. And at that time, during the Great War, I was knocked around a lot. The kids used to crowd around me, pinch my lunch from me and shout "You German Jew, you German Jew" (even though I was of Russian descent). As a result my life was miserable there. It made me a very timid child. My full name is Isaac. When I was 14, I went to work in a warehouse and the Jewish manager there said "That's some name you've got. We'll call you Alec from now on". So since I was 14 I've been called Alec.

**Source C:** from Owen Dudley Edwards, *North America, The Scottish Contribution* (1984).

To think of Canada as Greater Scotland makes little sense in terms of the population—Scots accounted for less than 1/6 of the population in 1871—but it would be hard to find another country where the imprint of the immigrant Scot has been so firmly established on an entire country. Scots dominated Canadian politics. Sir John MacDonal, Glasgow born, was the father of the Canadian Confederation and the first Prime Minister. Scots were also important in the development of journalism with the influential Toronto Globe newspaper founded and ruled by Scotsman George Brown. The Scottish hold on the Canadian imagination is reinforced by the high number of figures of Scottish origin who became legends of the Great Western expansion. The names of Sir Alexander Mackenzie and Simon Fraser are remembered in the Mackenzie and Fraser rivers. Finally, the symbolic achievement in the conquest of the west was achieved when Donald Smith, one of the founders of the Canadian Pacific Railway, completed the railway in a ceremony at Eagle Pass in 1875. The spot was thereafter known as Craigellachie, in memory of where Smith was born in Scotland.

**Source D** from Christopher Whatley, *Jam, Jute and Journalism* (1984).

For a time Dundee could boast the title Juteopolis, the jute capital of the world, exporting to the world and especially the Empire. World demand for the linen and jute textiles made in Dundee rose sharply in the 19th century. As world trade with the Empire expanded so did demand for jute sacks for corn, wool, fertilisers and other bulk goods. By the 1860s the Camperdown factory at Lochee was the world's largest jute factory. These were great days for the city's jute and linen barons such as the Baxter Brothers and the Gilroys. They made great fortunes from the growing trade, some of which were devoted to the construction of big mansions on the outskirts of the city in West Ferry and Broughty Ferry. Their money was also used to purchase great country estates further away from Dundee. Although jute imports peaked in 1902 the profit levels of the 1860s were never matched. Competition was growing from Indian jute mills. The First World War brought a temporary boom to Dundee's jute mills but after the war the advantages of Empire trade that had made Dundee boom now deserted the town.



**Source E:** from Simon Wood, *Migration and Empire 1830–1939* (2011).

Dundee developed a way of turning jute fibre from Bengal into a useable cloth. As a result a handful of families made huge profits exporting jute sacking to the Empire. The display of their wealth and confidence can be seen in the growth of elegant suburbs such as at Broughty Ferry near Dundee. Money from the Empire also helped some landed families who were struggling in Scotland's rural economy. For example, money from the Indian textile trade was used by Alisdair Forbes to purchase and improve country estates in the Strathdon area. However, once the Empire developed its own industries, they became serious competitors for Scottish producers. The First World War saw a boom in Scottish industry. Dundee's jute mills worked hard producing sand bags as well as tent material. However, even by 1914 Bengal jute mills were making huge profits. Prices for jute fell after the war and employment levels in the jute industry in Scotland fell between 1929 and 1939.

[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 far does <b>Source A</b> show the reasons for internal migration within Scotland?<br><i>Use the source and recalled knowledge.</i>   | <b>10</b>   |
| 2. How useful is <b>Source B</b> as evidence of relations between native Scots and immigrants?<br><i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none"><li>• <i>the origin and possible purpose of the source;</i></li><li>• <i>the content of the source;</i></li><li>• <i>recalled knowledge.</i></li></ul> | <b>5</b>    |
| 3. How fully does <b>Source C</b> illustrate the impact of Scots emigrants upon the Empire?<br><i>Use the source and recalled knowledge.</i>  | <b>10</b>   |
| 4. To what extent do <b>Sources D</b> and <b>E</b> agree about the impact of the Empire on Scotland?<br><i>Compare the sources overall and in detail.</i>   | <b>5</b>    |
|   | <b>(30)</b> |

[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 a letter sent by Sir Douglas Haig, Earl of Bemerseyde, in 1922 which was read at the memorial to the 16th (Service) Battalion Royal Scots.

To all ranks of the Army I commanded, I owe a debt which I can never sufficiently acknowledge. Yet, as a Scotsman, I need to honour the huge contribution made by Scots in the war. I have a special sympathy for those who mourn our countless thousands of Scottish dead. I am grateful for this opportunity to express my thanks to the officers and men of the gallant battalion that Sir George McCrae so loyally helped to raise in 1914. As the commander of our Army in its first great offensive battle (the Somme), I can pay a special tribute to this Scottish regiment, which on 1st July 1916 suffered such heavy loss and served its country so well. The thought that Scotsmen served our country truly and well offers some consolation for the loss of our comrades and friends.

**Source B:** from an article in *The Daily Telegraph*, 1916 written by the journalist Rebecca West about the Gretna munitions workers.

The 250 girls work a twelve-hour shift before returning to the barracks where they live two miles away. The girls who take up this work sacrifice almost as much as men who enlist and have to be ready to face an emergency, for example only two days ago an explosion of air with chemicals ignited the cordite. Two huts were gutted, and one girl lost a hand. Surely, never before can women have lived lives so completely similar to that of the regular army. They face more danger every day than any soldier on home defence has seen since the beginning of the war. It is because of this army of cheerful and disciplined workers that this cordite factory has been able to increase its output since the beginning of the war by something over 1500 per cent; the country owes them a great debt.

**Source C:** from T.M. Devine, C.H.Lee and G.C.Peden, *The Transformation of Scotland (The Economy since 1700)*, (2005).

The Scottish economy was devastated by four years of war; overseas trade had been disrupted and was very slow to recover. Those who returned from war faced many difficulties. Employment prospects in agriculture, fishing and the heavy industries were poor with unemployment levels growing during the 1920s. The Land Settlement (Scotland) Act in 1919 produced more funds for land settlement but the shortage of available land in the Highlands and Islands remained a problem and land raids continued. So with high unemployment, low wages and a shortage of available land to farm, thousands of Scots made the decision to emigrate to build a new life in the colonies. They were helped in making their decision as the Overseas Settlement Committee, set up in 1921 with government support, provided assistance to people wanting to emigrate and granted free passage to ex-servicemen and women until the end of December 1922.

**Source D:** from “*The Strike Bulletin*”, February 1st 1919.

The strikers were being addressed by the Strike Committee until their leaders returned from meeting the Lord Provost. The strike leaders were kept waiting in the City Chambers and the police were ordered to draw their batons and forcibly disperse the crowd waiting in George Square. On hearing the sounds of conflict the strike leaders rushed out to help restore order with Willie Gallacher (of the Clyde Workers’ Committee) urging the crowd to disperse peacefully. But, instead of listening, the police made an attack on them and Davie Kirkwood (of the Clyde Workers’ Committee) was thrown to the ground. The outrage looks like a prearranged affair with the attack on the strikers being deliberately planned and ordered. The government, afraid to do their own dirty work, employed the police to do it for them. This was sheer brutality by the police and January 31st 1919 will be known in Glasgow as Bloody Friday.

**Source E** from William Ferguson “*Scotland 1689 to the Present*” (1968).

The violence was touched off by the outnumbered and understandably nervous police who charged with batons raised to try to clear the tramlines. It continued with blows landing indiscriminately on both strikers and curious bystanders. Gallacher’s horrified reaction was to try to get the crowd to disperse. Kirkwood was trying to pacify the crowd when he was beaten to the ground by police truncheons. He was later able to provide photographic evidence of this and was found not guilty while William Gallacher and Emanuel Shinwell were each sentenced to five months imprisonment for “incitement to riot”. However, the “riot” in George Square was not planned; the situation was simply misread and violence erupted, but not because of a revolutionary plot. Thousands of people had been brought together through fears of unemployment and high prices but the government, plagued by fears of communism, seems to have taken the possibility of revolution seriously.

[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 far does **Source A** explain the contribution of Scots to the military effort on the Western Front?  
*Use the source and recalled knowledge.* **10**
  
  2. How useful is **Source B** as evidence of the impact of the war on Scottish women?  
*In reaching a conclusion you should refer to:*
    - *the origin and possible purpose of the source;*
    - *the content of the source;*
    - *recalled knowledge.***5**
  
  3. How fully does **Source C** describe the impact of the war on the Scottish economy between 1914 and 1928?  
*Use the source and recalled knowledge.* **10**
  
  4. To what extent do **Sources D** and **E** agree about the events of “Red Clydeside” in 1919?  
*Compare the content overall and in detail.* **5**
- (30)**

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

[END OF QUESTION PAPER]

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