



National
Qualifications
2017

X737/76/11

History

TUESDAY, 9 MAY
9:00 AM – 11:20 AM

Total marks — 60

SECTION 1 — SCOTTISH — 20 marks

Attempt ONE Part

SECTION 2 — BRITISH — 20 marks

Attempt ONE question from the Part you have chosen

SECTION 3 — EUROPEAN AND WORLD — 20 marks

Attempt ONE question from the Part you have chosen

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



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SECTION 1 — SCOTTISH

Attempt ONE Part

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| D. Migration and Empire, 1830–1939 | Page 10 |
| E. The Impact of the Great War, 1914–1928 | Page 12 |

SECTION 2 — BRITISH

Attempt ONE question from the Part you have chosen

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SECTION 3 — EUROPEAN AND WORLD

Attempt ONE question from the Part you have chosen

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SECTION 1 — SCOTTISH — 20 marks

Part A — The Wars of Independence, 1249–1328

Study the sources below and attempt the questions which follow.

Source A: from Geoffrey W.S. Barrow, *Robert Bruce and the Community of The Realm of Scotland* (1988).

The atmosphere in the summer of 1290 was hopeful, even joyful. Then tragic events in late September 1290 set in motion a struggle for the throne between a number of claimants, of whom two were of outstanding importance: Robert Bruce of Annandale and John Balliol, Lord of Galloway. While the nobles were gathering at Perth, Robert Bruce, in his seventieth year, had arrived unexpectedly with a strong body of armed men. It looked as though the question of the succession would be settled by open war between the two claimants and their supporters. Bishop Fraser went so far as to write to the English king in October 1290, suggesting that if John Balliol was to come to Edward, the king would be well advised to reach an understanding with him, as the likely king of Scots.

Source B: from Michael Penman, *The Scottish Civil War* (2002).

It was a second royal death which heralded the eruption of the rival campaigns of the Bruce and Balliol families to secure the Scottish throne. At a meeting between the Scots and English ambassadors at Perth, Robert Bruce of Annandale arrived with a great following. Bruce had undeniably revived his efforts of 1286 and was canvassing military support to press his claim to the throne. He was not without hope of success. At the same time, one of the Guardians, William Fraser, the bishop of St Andrews wrote to Edward recommending Edward “deal” with John Balliol, whom he believed to be the best claimant to the throne. He was also concerned at the terrible prospect of “the shedding of blood” between the rival candidates and their allies.

Source C: from Caroline Bingham, *Robert the Bruce* (1999).

After his inauguration as King of Scots on 30 November 1292 John Balliol travelled south to Newcastle where King Edward was holding his Christmas Court, and there on 26 December 1292 he paid homage to Edward I for his kingdom. Well advised by his kinsmen, the Comyns, John indicated in his first parliament of February 1293 that he intended to build upon Alexander III’s achievements. But even as he began to assert his authority it was undermined by Edward’s intention to accept appeals from King John’s Court. When the case of Macduff of Fife came before the Court of King Edward at the November parliament, John was subjected to the most public humiliation. In the summer of 1294 King John was again in England, and was made to promise Scottish participation in Edward’s proposed expedition against Philip IV of France.

SECTION 1 — SCOTTISH (continued)

Source D: from a medieval chronicle written by the monks of Westminster Abbey, 1305.

A certain Scot, by the name of William Wallace, collected an army of Scots in 1298 at the battle of Falkirk against the King of England. Seeing that he could not defeat such a powerful army, Wallace said to the Scots, “Behold I have brought you into a ring, now dance as well as you can,” then fled from the battle. In 1305 Wallace was taken prisoner by servants of Edward and brought to London, where on the eve of St. Bartholomew, 23 August, he was condemned to a justly deserved death. For acts of treason against the English king, Wallace was dragged to a gallows where he was hanged. For his sacrilege, the burning of churches in England, his heart, liver, and entrails were cast upon a fire. Wallace’s divided body was then sent to the four quarters of Scotland.

Attempt all of the following questions.

1. Compare the views of **Sources A** and **B** about the succession problem. 5
Compare the sources overall and in detail.

2. How fully does **Source C** explain the relationship between John Balliol and Edward I? 9
Use the source and your own knowledge.

3. Evaluate the usefulness of **Source D** as evidence of the role of William Wallace and Scottish resistance. 6
In reaching a conclusion you should refer to:
 - *the origin and possible purpose of the source*
 - *the content of the source*
 - *recalled knowledge.*

[Now go to SECTION 2 starting on Page 14]

SECTION 1 — SCOTTISH — 20 marks

Part B — The Age of the Reformation, 1542–1603

Study the sources below and attempt the questions which follow.

Source A: from Alec Ryrie, *The Age of Reformation: 1485–1603* (2009).

On 11 May 1559, Knox preached an inflammatory sermon at Perth which triggered a riot. Mary of Guise regarded this as an act of rebellion. The Protestant Lords now styling themselves “the Congregation” mobilised to defend themselves against her forces. In January 1560, Queen Elizabeth granted the Lords help: a naval blockade of Leith, followed by an army. It was not a huge force but the English treated their Scottish allies with courtesy, and made clear their wish to withdraw as quickly as possible. Guise’s forces were besieged in Leith from April till July 1560 and while they were able to repel assaults, their hopes of reinforcement were melting away. Worse, Guise herself was gravely ill with dropsy, and died on 11 June by which time France sent not an army but ambassadors to negotiate peace with the English.

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

Military operations by the Lords of the Congregation against Mary of Guise began in the summer of 1559. By October 1559 they suspended her from the regency and transferred authority to a “great council of the realm”. However, Mary of Guise’s French troops were based on a strongly fortified position at Leith, well placed to maintain communications with France and they fiercely resisted the Lords. While the arrival of an English fleet and army to assist the Lords between January and March 1560 was helpful, the fortress of Leith still held out. It was Mary of Guise’s death, on the night of 10–11 June which opened the way for peace arranged between the English and French commissioners. On 6 July the Treaty of Edinburgh was concluded by which foreign troops were withdrawn from Scotland and a new parliament summoned.

Source C: from Jenny Wormald, *Court, Kirk and Community, Scotland 1470–1625* (1981).

As consort to the King of France, Mary’s refusal to recognise the Reformation Parliament in Scotland made her position difficult. In August 1561 following the death of her husband she returned to Scotland. The Catholics of Europe, the pope, the kings of France and Spain, and the Earl of Huntly saw her return as the beginning of a Scottish Counter-Reformation. Instead, Mary made a deal with her half-brother Lord James Stewart, raising concerns when she became the only Catholic in Scotland entitled to hear Mass. She then settled down to write a series of polite and friendly letters to leaders of the Catholic Church. More than anything though, Mary was driven by her ambition to sit on the English throne and England fearing a revival of French influence in Scotland remained cautious of her.

SECTION 1 — SCOTTISH (continued)

Source D: from *The Black Acts*, passed by the Scottish Parliament, 1584.

Our sovereign lord and his parliament proclaim that Patrick, Archbishop of St Andrews, and the bishops, shall direct and put order to all matters ecclesiastical by visiting the kirks and the ministers. Where they shall find persons worthy and qualified they should appoint them to parishes, and where those appointed fail in their duties, they will be tried by their bishops and lose their livings. Treasonous crimes have been committed against his highness and those involved in the plot at Ruthven have been prosecuted. Following these troubling times, it is ordered by our sovereign lord that none of his highness's subjects should gather together for holding of councils, conventions or assemblies, where any matter civil or religious is to be discussed, without his majesty's special commandment, and licence obtained to that effect.

Attempt all of the following questions.

4. Compare the views of **Sources A** and **B** on the relationships Scotland had with France and England. 5

Compare the sources overall and in detail.

5. How fully does **Source C** explain the difficulties arising during the reign of Mary 1561–1567? 9

Use the source and recalled knowledge.

6. Evaluate the usefulness of **Source D** as evidence of the relationship between monarch and Kirk in the reign of James VI. 6

In reaching a conclusion you should refer to:

- *the origin and possible purpose of the source*
- *the content of the source*
- *recalled knowledge.*

[Now go to SECTION 2 starting on Page 14]

SECTION 1 — SCOTTISH — 20 marks

Part C — The Treaty of Union, 1689–1740

Study the sources below and attempt the questions which follow.

Source A: from *The History Today Companion to British History* (1995).

The scheme was a plan devised by Scottish bankers and businessmen in 1695 for the foundation of a Scottish settlement, to be called New Caledonia, in Panama, Central America. It was hoped that the colony might achieve the chief object of providing a market for Scottish goods, and lead to Scotland competing with its European economic rivals. However, there was significant English political opposition to the scheme. Because of the perceived threat to the English-owned East India Company, English sabotage was blamed for underfunding and mismanagement. King William, who viewed the Scots settlers as aliens, was held responsible for the scheme's failure. He had done little to prevent Spanish military opposition to the Scots settlers in Central America. Anglo-Scottish relations were strained even further and this was shown by anti-English riots in Edinburgh.

Source B: from a speech by John Dalrymple, Earl of Stair, during the union debates, 1706.

We followed the example of other nations and formed the Company of Scotland to trade with the West Indies. We built ships and planned a colony on the isthmus of Darien. What we lacked were not men or arms, or courage, but the one thing most needful: we lacked the political co-operation of England. The pitiful outcome of that enterprise is too sad a story to be told again. The British king treated us as pirates and enemies, as if we were aliens. Suffice it to say that because the English wanted to protect their East India Company they did not treat us as partners or friends or fellow subjects. The union of crowns gave us no security, as the English did not prevent us being exposed to the hostile rivalry of Spain. Our colony was attacked. We suffered every cruelty an enemy can inflict.

Source C: from *History of the Union* by Daniel Defoe (1709).

Many MPs knew that the standing of Scotland in the British Parliament would not be that of a kingdom, but of a province of England. Also, they knew that Cornwall would send almost as many members to Parliament as the whole of Scotland. The people cried out that they were Scotsmen and they would remain Scotsmen. They condemned the word "British" as fit only for the Welsh, who had already been made the subjects of the English. Scotland had always had a famous name in foreign courts, and had enjoyed privileges and honours there for many years, bought with the blood of their ancestors. They would never give away their birth right, though some in the nation had been negotiating such a bargain for themselves, at the price of selling their country.

SECTION 1 — SCOTTISH (continued)

Source D: from *The Act of Union*, Scottish Parliament (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 the 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.

Attempt all of the following questions.

7. Compare the views of Sources A and B about worsening relations between Scotland and England. 5

Compare the sources overall and in detail.

8. How fully does Source C explain the arguments for and against Union with England? 9

Use the source and recalled knowledge.

9. Evaluate the usefulness of Source D as evidence of the reasons for the passing of the Act of Union by the Scottish parliament. 6

In reaching a conclusion you should refer to:

- *the origin and possible purpose of the source*
- *the content of the source*
- *recalled knowledge.*

[Now go to SECTION 2 starting on Page 14]

SECTION 1 — SCOTTISH — 20 marks

Part D — Migration and Empire, 1830–1939

Study the sources below and attempt the questions which follow.

Source A: from Marjory Harper, *Crossing borders: Scottish emigration to Canada* (2006).

In 1923, 600 Hebrideans took advantage of the year-old Empire Settlement Act to secure passage to Canada. They embarked on two Canadian Pacific liners at Lochboisdale and Stornoway. The unprecedented subsidised state funding also encouraged lowland workers to emigrate. This provided opportunity to escape from the depression and unemployment that blighted the heavy industries of the Central Belt after the First World War. Rural lowlanders had been attracted to Canada precisely because it offered the prospect of changing from tenancy to independent ownership, as for the price of a year's rent, a farm of good quality could be purchased, in direct contrast to the erosion of farming opportunities at home. The land could then be passed on to their children. They anticipated that such a step would bring economic betterment.

Source B: from an article by Alan Harrow, in the *Kintyre Antiquarian Magazine* (2011).

Rural populations of Canada and other parts of the British Empire were increased by the Empire Settlement Act of 1922. For Scots across the land it provided a welcomed opportunity to break their mundane existence and gave an opportunity for travel. Travel was possible as subsidies were paid to the immigrants who agreed to work the land for a certain amount of time. Both town and country workers also seized this opportunity to escape from the grip of depression and the lack of employment opportunities that existed in Scotland. Many went to Canada where they were offered the chance to become independent landowners, something that there was little opportunity to achieve in Scotland. However, for many it was not the land of "milk and honey" that they had hoped for, but a land of broken promises.

Source C: from Tom Devine, *The Scottish Nation: 1700–2000* (2000).

Initially the reaction of the native workers to the swelling tide of alien immigration from Lithuania was hostile as it was believed that foreigners had been brought into the Ayrshire coalfields to break strikes and dilute the power of the Unions. Friction further intensified after 1900 as depression in the coal trade caused successive reductions in miners' wages while Lithuanian immigration into the labour market continued. However, over the next two decades things changed. To enhance their own economic advantage Lithuanians gave a convincing display of loyalty to the Trade Union which improved relations with Scots. Nonetheless, assimilation was initially confined to industrial relations, as in all other spheres they were still separate and distinct, yet due to their smaller numbers the Lithuanians were not viewed as a threat to the Scottish way of life.

SECTION 1 — SCOTTISH (continued)

Source D: is a diary entry by Sir Charles Dilke in 1868 talking about Scots in India.

The history of British industry in India is one where, again, the Scots are of paramount importance. The stories of the tea and jute industries begin with the Scots and their impact on these industries. While visiting Bombay in the 1860s, I was struck by the importance of Scots within the business classes of one of India's largest cities, as Bombay merchants were all Scotch. In British settlements, from Canada to Ceylon, from Dunedin to Bombay, for every Englishman that you meet who has worked himself to wealth from small beginnings without external aid, you find ten Scotchmen. It is strange indeed that Scotland has not become the popular name for the United Kingdom, particularly with their impact on education, not only in India but across the Empire.

Attempt all of the following questions.

10. Compare the views of **Sources A** and **B** on the reasons for the migration of Scots. 5
Compare the sources overall and in detail.
11. How fully does **Source C** explain the experiences of immigrants in Scotland? 9
Use the source and recalled knowledge.
12. Evaluate the usefulness of **Source D** as evidence of the impact of Scottish emigrants on the Empire. 6
In reaching a conclusion you should refer to:
- *the origin and possible purpose of the source*
 - *the content of the source*
 - *recalled knowledge.*

[Now go to SECTION 2 starting on Page 14]

SECTION 1 — SCOTTISH — 20 marks

Part E — The Impact of the Great War, 1914–1928

Study the sources below and attempt the questions which follow.

Source A: from Trevor Royle, *The Flowers of the Forest* (2007).

Amongst those attacking the German defensive system called the Frankfurt Trench on 18 November 1916 in what was the last act of the Battle of the Somme were the Glasgow Boys Brigade Battalion — officially the 16th Highland Light Infantry, who fought their way into the Frankfurt Trench where they were stranded. Finding themselves cut off with no hope of escape, they set about barricading a section of the trench to repel the expected German counter attack. It soon became painfully clear that the men of the 16th Highland Light Infantry were in no position to offer prolonged resistance — of their number only half were uninjured and they only had four Lewis guns with limited ammunition. Against the odds they managed to hold out until 25 November, over a week after the original attack.

Source B: from Lyn MacDonald, *Somme* (2013).

An urgent signal from Divisional Headquarters brought Colonel Kyle of the 16th Highland Light Infantry, the astonishing news that ninety of his men were not “missing” at all. They had been trapped by the German counter-attack and were lying low in the Frankfurt Trench some distance behind the recaptured German line. The small armed party of German soldiers sent to take the Scots prisoner, returned reporting that half of their number had been killed or captured by the Scots who had blocked a stretch of the Frankfurt Trench. It was now Tuesday, 21 November and three days had passed but still the Scots soldiers had the fixed intention of defending their position: they held out until Sunday. Far from being armed to the teeth however, all the Scots had, were four Lewis-guns and a small amount of ammunition.

Source C: from Ewen A. Cameron, *Impaled Upon a Thistle: Scotland Since 1880* (2010).

During the Great War, Scottish society had to reacquire itself with mass mortality with the census of 1921 suggesting a figure of 74,000 for war related mortality, nearly 11 per cent of the Scots who enlisted. Prior to 1914, the loss of a relative in battle was not a common experience for most Scottish families, but mounting losses now brought this to the forefront of Scottish life. Nineteenth century conflicts had been fought in an age when the profession of arms was held in low esteem. The dead of the Great War however were glorified and idealised by the culture of remembrance which grew up around the symbols upon which they were counted. The Scottish landscape is littered with war memorials, in towns and villages and in places where the number of names on the memorial outnumbers the current population.

SECTION 1 — SCOTTISH (continued)

Source D: from a report on Scotland's heavy industries by the Ministry of Munitions 1916.

By way of showing how existing works have been affected reference might be made to the large steel works, at Motherwell, of Mr David Colville and Sons and the engineering works of Mr William Beardmore and Company Limited at Parkhead (Glasgow). The increase in the number of workers employed by these great establishments is suggestive of a substantial expansion in business with practically the whole of the output — which includes shell bars, special aircraft steel and bullet-proof plates — being for the purposes of the war. Mr Beardmore and Company, in addition to all they had to do in connection with their large engineering works, undertook the management of various National Projectile (shell) factories for the government. These developments were not enough in themselves. Existing works have been supplemented by entirely new factories established for the express purpose of supplying munitions.

Attempt all of the following questions.

13. Compare the views of **Sources A** and **B** about the experience of Scots on the Western Front. 5
Compare the sources overall and in detail.
14. How fully does **Source C** explain the domestic impact of war on society and culture? 9
Use the source and recalled knowledge.
15. Evaluate the usefulness of **Source D** as evidence of the impact of war on industry and the economy. 6
In reaching a conclusion you should refer to:
- *the origin and possible purpose of the source*
 - *the content of the source*
 - *recalled knowledge.*

[Now go to SECTION 2 starting on Page 14]

SECTION 2 — BRITISH — 20 marks

Attempt ONE question

Part A — Church, State and Feudal Society, 1066–1406

16. *The landed classes played the most important role in feudal society.*
How valid is this view? 20
17. To what extent was the increase of central royal power in the reign of Henry II in England due to the need to develop the economy? 20
18. How important was the Black Death as a reason for the decline of feudal society? 20

Part B — The Century of Revolutions, 1603–1702

19. *Religious issues were the main reason for the problems faced by King James after the Union of the Crowns in 1603.*
How valid is this view? 20
20. How important were foreign matters as a reason for the failure to find an alternative form of government, 1649–1658? 20
21. To what extent did the Revolution Settlement significantly alter the authority of the monarch, 1688–1702? 20

Part C — The Atlantic Slave Trade

22. How important were racist attitudes as a reason for the development of the slave trade? 20
23. To what extent did the slave trade have negative implications for African societies? 20
24. *The role of William Wilberforce was the most important reason for the success of the abolitionist campaign in 1807.*
How valid is this view? 20

SECTION 2 — BRITISH (continued)

Part D — Britain, 1851–1951

25. *Britain became more democratic between 1851 and 1928 due to the effects of industrialisation and urbanisation.*
How valid is this view? 20
26. How important were the fears over national security as a reason why the Liberals introduced social reforms, 1906–1914? 20
27. To what extent did the Labour welfare reforms, 1945–1951, deal effectively with the social problems of Britain? 20

Part E — Britain and Ireland, 1900–1985

28. How important was the British position, as seen by the results of the 1910 elections, as a reason for the growth of tension in Ireland by 1914? 20
29. To what extent were divisions in the republican movement a reason for the outbreak of the Irish Civil War? 20
30. *Economic differences were the main obstacle to peace in Ireland between 1968 and 1985.*
How valid is this view? 20

[Now go to SECTION 3 starting on *Page 16*]

SECTION 3 — EUROPEAN AND WORLD — 20 marks

Attempt ONE question

Part A — The Crusades, 1071–1204

31. How important was the Papal desire to channel the aggressive nature of feudal society as a reason for the calling of the First Crusade? 20
32. To what extent was the Christian states' lack of resources the main reason for the fall of Jerusalem in 1187? 20
33. *The crusading ideal had declined by the time of the Fourth Crusade in 1204.*
How valid is this view? 20

Part B — The American Revolution, 1763–1787

34. How important were the Navigation Acts as a cause of colonial resentment towards Britain by 1763? 20
35. To what extent was the American War of Independence a conflict which was global in nature? 20
36. *The American Constitution addressed the key political issues in the new United States.*
How valid is this view? 20

Part C — The French Revolution, to 1799

37. To what extent was corruption the most important threat to the security of the Ancien Régime before 1789? 20
38. How important was the threat of counter-revolution as a reason for the Terror, 1792–1795? 20
39. *The peasantry gained the most from the French Revolution.*
How valid is this view? 20

SECTION 3 — EUROPEAN AND WORLD (continued)

Part D — Germany, 1815–1939

40. *Economic factors were the main reason for the growth of nationalism in Germany, 1815–1850.*
How valid is this view? 20
41. How important was Prussian economic strength in the achievement of German unification by 1871? 20
42. To what extent was propaganda the main reason why the Nazis were able to stay in power 1933–1939? 20

Part E — Italy, 1815–1939

43. *The secret societies played the most important role in the growth of nationalism in Italy, 1815–1850.*
How valid is this view? 20
44. To what extent was the decline of Austria the main reason why unification was achieved in Italy, by 1870? 20
45. How important was foreign policy as a reason why the Fascists in Italy were able to stay in power, 1922–1939? 20

Part F — Russia, 1881–1921

46. *The authority of the Tsarist state was never seriously challenged in the years before 1905.*
How valid is this view? 20
47. How important were military defeats in the First World War in bringing about the February Revolution, 1917? 20
48. To what extent was disunity among the Whites the main reason for the victory of the Reds in the Civil War? 20

SECTION 3 — EUROPEAN AND WORLD (continued)

Part G — USA, 1918–1968

49. How important was prejudice and racism as a reason for changing attitudes towards immigration in the 1920s? 20
50. To what extent was the New Deal effective in solving America's problems in the 1930s? 20
51. *The Civil Rights movement was effective in meeting the needs of black Americans, up to 1968.*
How valid is this view? 20

Part H — Appeasement and the Road to War, to 1939

52. To what extent does the British policy of appeasement explain the aggressive nature of the foreign policies of Germany and Italy in the 1930s? 20
53. *British foreign policy was successful in containing fascist aggression between 1935 and March 1938.*
How valid is this view? 20
54. How important was the invasion of Poland in causing the outbreak of war in 1939? 20

Part I — The Cold War, 1945–1989

55. To what extent were ideological differences the main reason for the emergence of the Cold War, up to 1955? 20
56. *The Americans lost the war in Vietnam due to the relative strengths of North and South Vietnam.*
How valid is this view? 20
57. How important was Western economic strength in explaining the end of the Cold War? 20

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ACKNOWLEDGEMENTS

Section 1 Part D Source A – Extract is adapted from “Crossing Borders: Scottish emigration to Canada (2006)” by Marjory Harper, taken from <https://www.history.ac.uk/ihr/Focus/Migration/articles/harper.html>. Reproduced by kind permission of Institute of Historical Research, University of London.

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