



National
Qualifications
SPECIMEN ONLY

SQ24/H/01

History

Date — Not applicable

Duration — 2 hours and 20 minutes

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.



* S Q 2 4 H 0 1 *

SECTION 1 — SCOTTISH

Attempt ONE Part

PARTS

- A. The Wars of Independence, 1249–1328 Page 3
- B. The Age of the Reformation, 1542–1603 Page 5
- C. The Treaty of Union, 1689–1740 Page 7
- D. Migration and Empire, 1830–1939 Page 9
- E. The Impact of the Great War, 1914–1928 Page 11

SECTION 2 — BRITISH

Attempt one question from the Part you have chosen

PARTS

- A. Church, State and Feudal Society, 1066–1406 Page 13
- B. The Century of Revolutions, 1603–1702 Page 13
- C. The Atlantic Slave Trade Page 13
- D. Britain, 1851–1951 Page 14
- E. Britain and Ireland, 1900–1985 Page 14

SECTION 3 — EUROPEAN AND WORLD

Attempt one question from the Part you have chosen

PARTS

- A. The Crusades, 1071–1204 Page 15
- B. The American Revolution, 1763–1787 Page 15
- C. The French Revolution, to 1799 Page 15
- D. Germany, 1815–1939 Page 16
- E. Italy, 1815–1939 Page 16
- F. Russia, 1881–1921 Page 16
- G. USA, 1918–1968 Page 17
- H. Appeasement and the Road to War, to 1939 Page 17
- I. The Cold War, 1945–1989 Page 17

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 Michael Prestwich, *Edward I* (1997).

Alexander's death left Margaret of Norway as heir to the Kingdom of Scotland. Margaret, born in 1283, had been accepted as the rightful heir to the throne in 1284, even though a woman had never ruled as Queen of Scots. However the situation in Scotland was transformed in the autumn of 1290, with Margaret's death in Orkney. The thread on which the future security of Scotland depended had snapped. Bishop Fraser wrote to King Edward I on 7th October, reporting the rumour of Margaret's death. The bishop asked Edward to come north to Scotland so that Edward might prevent trouble, for Robert Bruce the elder had come to Perth with a considerable following, where the nobles had assembled. In order to prevent civil war breaking out, Bishop Fraser asked Edward to place the rightful claimant on the Scottish throne.

Source B: from the judgement of the English Court on William Wallace, August 23rd 1305.

In the year of our Lord 1296, Edward, the King of England, had taken the land of Scotland by arms. William Wallace forgot his oath of loyalty to our lord King Edward. Wallace attacked, wounded and killed William Heselrig, Sheriff of Lanark, who was holding an open court, and then cut up the sheriff piecemeal. Thereafter, Wallace sent out his commands as though he were the superior of that land. Therefore it is the judgement of the Court of Edward that Wallace shall be taken through the city of London to Smithfield Elms where he shall be hanged and afterwards taken down. The body of Wallace shall then be divided into four quarters and his severed head shall be put on London Bridge as a warning to all those passing.

SECTION 1 — SCOTTISH (continued)

Source C: from Colm McNamee, *Robert Bruce* (2006).

With the death of Edward I in July 1307, Bruce's campaigns to recover his kingdom entered a new phase. Gone were the days of struggling for survival following the catastrophes of Methven and Dalry. Bruce and his supporters were now seizing the initiative and carrying war to the enemy in the north. Bruce was fortunate that Edward II was less of an opponent than his father. Bruce is believed to have said that "he feared the bones of the dead king more than the live one". Edward II had left Scotland on 1st September 1307 without confronting Bruce, and he did not return until 1310, allowing Bruce three years in which to defeat his enemies. During this period there was increasing recognition in Scotland of Bruce as king.

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

Robert Bruce had already taken the decision to march north to smash the Comyn heartlands before the most welcome news broke: Edward I had died at Burgh-on-Sands. Edward's long anticipated death proved to be a turning point in Bruce's recovery. Prince Edward, now Edward II, would make only a token show of force in Scotland in 1307, withdrawing before the summer was out and not returning for three years. Crucially, this left the English garrisons undermanned and underpaid. Bruce's army penetrated the Great Glen where the absence of leadership either from England or John Comyn, Earl of Buchan, allowed Bruce to isolate his opponents one by one. The impression that Bruce was a winner on the beginning of a roll began to take effect.

Attempt all of the following questions.

1. How fully does **Source A** describe the succession problem in Scotland, 1286–1292? 9
Use the source and your own knowledge.

2. Evaluate the usefulness of **Source B** as evidence of Scottish resistance to Edward I, 1296–1305. 6
In making a judgement you should refer to:
 - *the origin and possible purpose of the source*
 - *the content of the source*
 - *your own knowledge*

3. Compare the views of **Sources C** and **D** about the rise of Robert Bruce. 5
Compare the content overall and in detail.

[Now go on to Section 2 starting on *Page thirteen*]

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 A. Ryrie, *The Origins of the Scottish Reformation* (2010).

Radicalised Protestants gained confidence as they found remarkably few of their countrymen were willing to oppose them. Their cause was also aided by Scottish Catholicism's ability to rally support being considerably weakened by a decade-long period of public debate. It was no longer clear there was a banner to rally to within the Catholic Church in Scotland. Moreover, the events of the 1550s had left some Scots uncertain of trusting the French. This again led to many Scots looking to radicalised Protestants for direction. Critical in gaining support towards Reformation was the Protestant English being viewed as allies, rather than an enemy with imperial ambitions.

Source B: from James VI, *The True Law of Free Monarchies* (1598).

The King is overlord of the whole land, so is he master over every person that inhabits it, having power over the life and death of every one of them (including the Kirk). A just prince will not take the life of any of his subjects without a clear law. Yet it must be remembered that these laws are made by himself or previous Kings, and so the power flows always from himself and must be obeyed, as Kings alone punish all law-breakers and not the church. Not that I deny the old definition of a King and of a law which makes the King. For certainly a King that governs by his law cannot be accountable to the Kirk, but answerable to God alone.

Source C: from D.H. Fleming, *The Reformation in Scotland* (1910).

No congregation or parish was to be dominated by one man, but was to be ruled by localised Kirk Session. These consisted of minister, elders and deacons. Centuries before the Reformation the burghs of Scotland had been ruled by town councils, but members of these town councils were drawn from narrow circles. The Kirk Session was a far better system as members were chosen from a wider section of the community. The Kirk Sessions enabled self-government of local kirks. The minister moderated the weekly meetings, largely involving the moral life of parishioners. The elders participated in this work and in overseeing of education, especially the ability to read.

SECTION 1 — SCOTTISH (continued)

Source D: from M. Lynch, *In Search of the Scottish Reformation* (2009).

Control by the Church operated through the creation of Kirk Sessions run at local level. These were led by elders and deacons who were elected annually. This gave the people the remedy, as far as the Kirk Sessions were concerned, to vote for change at the next annual election. Elders were important as they developed education within their parishes, and greatly increasing literacy levels. The aged, infirm, handicapped and orphans were given a right of maintenance and needful shelter. This support was freely given from the poor relief. For most parishes, Kirk Sessions were the only form of self-government, yet, in the Highlands, discipline relied more on the Clan Chief than the Kirk.

Attempt all of the following questions.

1. How fully does **Source A** explain the reasons for the Reformation of 1560? 9
Use the source and your own knowledge.

2. Evaluate the usefulness of **Source B** in explaining the relationship between monarch and Kirk in the reign of James VI. 6
In making a judgement you should refer to:
 - *the origin and possible purpose of the source*
 - *the content of the source*
 - *your own knowledge*

3. Compare the views of **Sources C** and **D** on the impact of the Reformation on Scotland. 5
Compare the content overall and in detail.

[Now go on to Section 2 starting on *Page thirteen*]

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 Christopher A. Whatley, *The Scots and the Union* (2007).

The Scots resented the lack of support from King William and the English government during the disasters of the Ill Years which were long-lasting. The population was slashed from 1·23 million in 1691 to 1·03 million in 1700, and it was another half century before the population of Scotland began to rise above the 1690 level. Scotland made considerable trade sacrifices during England's war with France in the 1690s. Scots also spoke of extraordinary deceptions played upon them in their efforts to establish a colony at Darien. In addition, Scots were aware of the fact that since the Union of the Crowns, during a time when England and other nations had improved their economies, Scotland made no progress as its attempts to make headway were held back by English influence.

Source B: from Lockhart of Carnwath, *Memoirs* (1714).

Ministers and MPs were concerned about the threat to the Presbyterian government of the Kirk, and roared against the wicked Union from pulpits, or read addresses against it to Parliament. But no sooner did Parliament pass an Act for the Security of the Kirk than most of the emotion was cooled, and many of the MPs changed their tune and preached in favour of Union. But the truth of the matter lies here: a sum of money was necessary to be distributed amongst the Scots, and the distribution of the Equivalent amongst the investors in the Company of Scotland was the best way of bribing a nation. Some titles were given, as well as payment of arrears in MPs' salaries, amounting in total to £20,000, secretly made through the Earl of Glasgow. Alas, it had the desired effect.

Source C: from a letter written by the Earl of Mar to his brother (1711).

Most Scots seem to be weary of this mistake of Union, as are the English. One opinion held by our countrymen for relieving us of this hardship is to dissolve the Union through an Act of Parliament in the House of Lords. This would put us in the same place as we were before 1707. Nevertheless, if this was possible, the English would make the Hanoverian Succession permanent. So in such a circumstance we are placed, and I believe never were Scots in harder circumstances, with the economy likely to remain flat for decades. If we saw a possibility of getting free from Union without war we would have some comfort, but that, I'm afraid, is impossible.

SECTION 1 — SCOTTISH (continued)

Source D: from Michael Fry, *The Union: England, Scotland and the Treaty of Union* (2006).

To Scots, the Union looked within a short time to have been a terrible mistake. Even the supporters of Union regretted what they had done. No economic boom followed for at least half a century; businesses closed down rather than opened up in the new British common market. The English delayed paying the promised Equivalent, which was money they did not have, and treated the Scots at Westminster with contempt. By 1713, Scottish politicians at Westminster felt driven to a dramatic demonstration of their discontent, agreeing to propose a dissolution of the Union in the House of Lords. This failed by only four votes. Within a couple of years, armed revolt against the Union would break out in Scotland and Mar, indeed, was the leader of the rising.

Attempt all of the following questions.

1. How fully does **Source A** describe worsening relations between Scotland and England? 9

Use the source and your own knowledge.

2. Evaluate the usefulness of **Source B** as evidence of the reasons for the passing of the Act of Union. 6

In making a judgement you should refer to:

- *the origin and possible purpose of the source*
- *the content of the source*
- *your own knowledge*

3. Compare the views of **Sources C** and **D** about the effects of Union to 1740. 5

Compare the content overall and in detail.

[Now go on to Section 2 starting on *Page thirteen*]

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 *Life in Shetland* as reported in a local newspaper.

The decade 1861–1871 marked the beginning of a decline in the population of Shetland, which was to continue for the next century. New worlds were opening up in Canada, Australia and New Zealand. Improvements in transport and communication brought about by an industrial and technological revolution gave the Scots knowledge of better conditions overseas. The introduction of compulsory education under the Education Act of 1872 increased further the awareness of opportunities that were available in Britain and elsewhere. This generated dissatisfaction with the islanders' own precarious ways of living, toiling on the land and at sea, and encouraged emigration on a considerable scale. About a tenth of Shetland's population left these shores between 1861 and 1881.

Source B: from a letter sent by David MacArthur, now living in Canada, to his sister in Scotland, 11th February 1874.

Your other five brothers and I are doing well here in Winnipeg. Your brother Alic has been busy this past fortnight in helping D.A. Smith secure a victory of one hundred seats in parliamentary elections. Your other brother Duncan has also been busy in getting tenders for the building of the new bank which will go ahead once the snow is cleared. There is great commotion here just now about the placing of government buildings. There are plans to build a Post Office, a Custom's House and a Land's Office. The business place at the moment is currently right opposite our brother Peter's property. If the trade is kept where it is, the value of his property will surely increase ten times.

Source C: from Christopher A Whatley, *The Industrial Revolution in Scotland* (1997).

Prepared to accept lower wages, the Irish tended to be drawn into the easier-to-enter trades such as handloom weaving, where they accounted for about 30% of the workforce by the later 1830s. At this time of industrial progress they were gratefully used by employers who exploited the opportunities. The Irish were used to doing more burdensome jobs such as ironstone mining, along with some unskilled work where they were more numerous than the Scots. There was resentment on the part of those sections of the native population who felt the direct effects of low-wage competition created by the Irish. The fact that the religion of the majority of the immigrants was Roman Catholicism heightened social tensions in mining and weaving towns and villages in Presbyterian communities.

SECTION 1 — SCOTTISH (continued)

Source D: from Mary Edward, *Who belongs to Glasgow?* (1993).

In the 1840s and 1850s, people were flocking into Glasgow at the rate of several thousand a week. These Irish workers were, of course, coming to Glasgow to meet a labour demand created by Scotland's expanding economy. Gradually, as the Catholic population of the city increased, Highland and Irish Catholic churches were built. But anti-Catholic disturbances in Glasgow were to be a feature for decades to come, mostly directed against the Irish. Much of the hostility was of course mixed with the idea that the Irish took away the jobs of the native population and kept wages down. This ignores the fact that the Irish were often doing dirty, heavy jobs that the locals did not want, working as colliers or labourers on railways and canals, in conditions which were little above slavery.

Attempt all of the following questions.

1. How fully does **Source A** explain the reasons for Scottish migration and emigration? 9
Use the source and your own knowledge.

2. Evaluate the usefulness of **Source B** as evidence of the impact of Scottish emigrants upon the Empire. 6
In making a judgement you should refer to:
 - *the origin and possible purpose of the source*
 - *the content of the source*
 - *your own knowledge*

3. Compare the views of **Sources C** and **Source D** about the effects of migration and Empire on Scotland. 5
Compare the content overall and in detail.

[Now go on to Section 2 starting on *Page thirteen*]

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 *The History of the 51st [Highland] Division, 1914–18* by Major F.W. Bewsher D.S.O., M.C. (1920).

No history of the Highland Division would be complete without a word spoken about the Scot and his enemy. The Scot was a magnificent trench fighter. That the Scot should have defeated his enemy in every battle, from 13th November 1916 until 29th October 1918, was all the more of an achievement given the quality of his opponent. As regards the Scot, the men of the Highland Division were difficult to equal. The war only added to the reputation of the Highlander as a fighting man. They were moulded by their commanders into a highly perfected fighting machine. According to their own statements, the Germans feared the Highland Division more than any other Division on the Western Front. This was not because it was the most savage, for the Scot was a clean fighter, but because, after the Somme offensive of 1916, the Division never knew failure.

Source B: from editorial comment made in the *Glasgow Herald*, 29th April 1924.

The Anchor-Davidson passenger vessel *Cassandra*, which leaves Glasgow for Quebec and Montreal on Thursday, will carry over 300 emigrants for Canada, drawn mainly from the agricultural districts of Scotland. A large number of those travelling are young single men going out under the Empire Settlement Act to work the land. There are also many families who are proceeding to join relatives already established in Canada. Forty women will also be on board. The Canadian Pacific Railway Company announces that their Colonisation Department has received 1,200 applications from farmers in Canada for immediate assistance. Single men with experience in farm work are required. The Canadian farmers prefer to use Scottish emigrants as farm workers; therefore men from Scotland have been encouraged to emigrate by guaranteed employment on their arrival.

SECTION 1 — SCOTTISH (continued)

Source C: from Richard J. Finlay, *Controlling the Past: Scottish Historiography and Scottish Identity in the 19th and 20th Centuries* (1994).

Scottish national identity suffered a crisis in the inter-war period as the foundations of Scottish confidence were shaken by the impact of post-war disruption. The Empire was drifting apart; economic difficulties ended the idea that Scotland was the “workshop of the Empire”. Increased emigration to the colonies was seen as a response to the lack of social and economic opportunities. The role of the Church was reduced as religion had less influence on society and the terrible social conditions and slums painted a very different picture of the nation. Politicians and intellectuals debated the “end of Scotland” and it seemed that the nation was in terminal decline. For many, history was all Scotland had left to prove her nationality and it had to be re-adapted to suit the changed circumstances.

Source D: from Trevor Royle, *The Flowers of the Forest: Scotland and the First World War* (2006).

In the period since the war ended, the story in Scotland had been one of general decline and a gradual collapse in confidence. Between 1921 and 1923, the number of ships being built on the Clyde dropped. Other heavy industries also suffered and coal production fell. Lloyd George had promised “homes fit for heroes”, but all too often returning soldiers were forced to put up with cramped and unhealthy housing conditions. In the 1920s the number of Scots moving abroad had reached a new high of 555,000 due to the lack of jobs. In 1921 a census carried out by the Board of Agriculture showed that there was a sharp reduction in the number of people working on the land.

Attempt all of the following questions.

1. How fully does **Source A** explain the experience of the Scots on the Western Front? 9
Use the source and your own knowledge.

2. Evaluate the usefulness of **Source B** as evidence of the reasons so many Scots left Scotland after 1918. 6
In making a judgement you should refer to:
 - *the origin and possible purpose of the source*
 - *the content of the source*
 - *your own knowledge*

3. Compare the views of **Sources C** and **D** about the crisis in Scottish identity that developed after 1918. 5
Compare the sources overall and in detail.

[Now go on to Section 2 starting on *Page thirteen*]

SECTION 2 — BRITISH — 20 marks

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

1. How important was the peasant class in feudal society? 20
2. To what extent was the contribution of the Church in medieval society confined to religion? 20
3. To what extent was the desire to develop the economy the main reason why Henry II centralised royal power? 20

Part B — The Century of Revolutions, 1603–1702

4. How important was finance as a cause of the challenge to the authority of James I in England? 20
5. How successfully did Charles I impose his authority in Scotland? 20
6. To what extent was the failure to find an alternative form of government, 1649–1658, a result of Cromwell's dependence on the army? 20

Part C — The Atlantic Slave Trade

7. *The shortage of labour on West Indian plantations was the main reason for the development of the Atlantic slave trade.*
How valid is this view? 20
8. How important was the slave trade in the development of the British economy in the 18th century? 20
9. To what extent did the slave trade have a negative impact on African societies?

SECTION 2 — BRITISH (continued)

Part D — Britain, 1851–1951

10. To what extent was the growth of democracy in Britain after 1851 due to the role of pressure groups? 20
11. *By 1928, Britain was a fully democratic country.*
How valid is this view? 20
12. How important were the social surveys of Booth and Rowntree in the Liberal government's decision to introduce social reforms, 1906–1914? 20

Part E — Britain and Ireland, 1900–1985

13. How important was the re-emergence of Irish Republicanism in the growth of tension in Ireland up to 1914? 20
14. To what extent did the First World War change the political situation in Ireland? 20
15. To what extent was the outbreak of the Irish Civil War due to divisions in the Republican movement? 20

[Now go on to Section 3 starting on *Page fifteen*]

SECTION 3 — EUROPEAN AND WORLD — 20 marks

Part A — The Crusades, 1071–1204

1. How important was the fear of Islamic expansion in calling the First Crusade? 20
2. To what extent was the desire to acquire territory in the Holy Land the main motive behind the crusading movement? 20
3. To what extent was the fall of Jerusalem in 1187 due to the defeat of the Christian forces at Hattin? 20

Part B — The American Revolution, 1763–1787

4. To what extent did the Navigation Acts cause colonial resentment towards Britain by 1763? 20
5. How important were disputes over taxation in turning colonists' opinion towards independence by 1776? 20
6. *The American War of Independence was global in nature.*
How valid is this view? 20

Part C — The French Revolution, to 1799

7. To what extent were the grievances of the bourgeoisie the most serious challenge to the Ancien Regime in the years before 1789? 20
8. *The financial problems of the Ancien Regime brought about the outbreak of the Revolution by 1789.*
How valid is this view? 20
9. To what extent can Robespierre be blamed for the Reign of Terror in France, 1792–1795? 20

SECTION 3 — EUROPEAN AND WORLD (continued)

Part D — Germany, 1815–1939

10. How important were economic factors in the growth of nationalism in Germany, 1815–1850? 20
11. To what extent was there a real growth in German nationalism up to 1850? 20
12. How important was Bismarck's role in the achievement of German unification by 1871? 20

Part E — Italy, 1815–1939

13. How important were economic factors in the growth of nationalism in Italy, 1815–1850? 20
14. To what extent was there a real growth in Italian nationalism up to 1850? 20
15. How important was the role of Garibaldi in the achievement of Italian unification by 1870? 20

Part F — Russia, 1881–1921

16. *Before 1905, opposition groups were unable to effectively challenge the authority of the Tsarist state.*
How valid is this view? 20
17. How important was military defeat against Japan in causing the revolution of 1905? 20
18. To what extent was Nicholas II responsible for the collapse of Tsarist rule in February 1917? 20

SECTION 3 — EUROPEAN AND WORLD (continued)

Part G — USA, 1918–1968

19. To what extent did the policy of Isolationism explain changing attitudes towards immigration in the USA during the 1920s? 20
20. To what extent was the ‘separate but equal’ decision of the Supreme Court the main obstacle facing black Americans in achieving civil rights before 1941? 20
21. How effective was the New Deal in solving America’s problems in the 1930s? 20

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

22. To what extent do economic difficulties explain the aggressive nature of fascist foreign policies in the 1930s? 20
23. *The fascist powers pursued their foreign policy aims by use of military threat and force in the years after 1933.*
How valid is this view? 20
24. How successfully did British governments achieve their aims in foreign policy before March 1938? 20

Part I — The Cold War, 1945–1989

25. To what extent was the development of the Cold War up to 1955 caused by America’s decision to use the atom bomb against Japan? 20
26. To what extent was Soviet control of Eastern Europe seriously challenged up to 1961? 20
27. *America’s withdrawal from Vietnam was mainly due to public protests at home.*
How valid is this view? 20