



**X837/75/11**

**History**

WEDNESDAY, 16 MAY

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**INSTRUCTIONS TO CANDIDATES**

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

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

**Total marks — 80**

**SECTION 1 — SCOTTISH CONTEXTS — 26 marks**

**Part E. The Era of the Great War, 1900 to 1928**

**Pages 3 to 5**

**SECTION 2 — BRITISH CONTEXTS — 29 marks**

**Part C. The Atlantic Slave Trade, 1770 to 1807**

**Pages 5 to 7**

**SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 25 marks**

**Part G. Free at Last? Civil Rights in the USA, 1918 to 1968**

**Pages 8 to 11**

Write your answers on your answer sheet.

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

An OW in the margin indicates a new question.

## SECTION 1 — SCOTTISH CONTEXTS — 26 marks

### Part E — The Era of the Great War, 1900 to 1928

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

17. To what extent was the machine gun the most effective weapon on the Western Front during the Great War? **[9 marks]**

(Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

**Source A** describes the restrictions introduced under the Defence of the Realm Act.

#### Source A

The Defence of the Realm Act (DORA) was introduced in August 1914. It stated that no-one was allowed to talk about the navy or the army in public places. You were also not allowed to spread rumours about military matters. You could not trespass on railway lines or bridges. It was added to as the war progressed and listed all the things that people were not allowed to do in wartime. In addition, British Summer Time was introduced to give more daylight hours for extra work.

18. How fully does **Source A** describe the restrictions introduced under the Defence of the Realm Act? (Use the source and recall to reach a judgement.) **[6 marks]**

**Source B** is from a newspaper interview with Prime Minister David Lloyd George, published on 22 August 1918.

**Source B**

I admire the splendid manner in which female volunteers came forward to work in administrative offices of all kinds. We would have been unable to cope during the past few months without women working in hospitals. The heroines who have flocked to work behind the front lines as ambulance drivers have faced daily danger. My message is: "Well done, carry on. You are helping to create a new world for yourselves and for your children".

19. Evaluate the usefulness of **Source B** as evidence of women's work during the Great War. [5 marks]
- (You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)
20. Explain the reasons why the Suffragettes harmed the cause of votes for women. [6 marks]

[END OF SECTION 1]

SECTION 2 — BRITISH CONTEXTS — 29 marks

Part C — The Atlantic Slave Trade, 1770 to 1807

Attempt the following **five** questions using recalled knowledge and information from the sources where appropriate.

31. To what extent did tribal conflict encouraged by the slave trade cause the most harm to African societies? **[9 marks]**

(Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

**Source A** is about the impact that trade with the Caribbean had on the British economy.

**Source A**

British trade with the Caribbean continued for many years. Slave-produced goods such as sugar and coffee were imported into British ports, helping them to become rich and powerful trading centres. Work was provided in many ports as men were employed as sailors, shipbuilders and dock workers. The profits made from the slave trade were also invested in the development of other British industries. Wealthy colonial families built huge mansions in many of the British cities where they traded.

32. How fully does **Source A** explain the impact that trade with the Caribbean had on the British economy? (Use the source and recall to reach a judgement.) **[6 marks]**
33. Describe the methods used to discipline slaves on the plantations. **[4 marks]**

Sources B and C are about the methods used by the abolitionists.

**Source B**

The abolitionists used a variety of methods to put a stop to the slave trade. Personal accounts changed public opinion, as the dreadful experiences of the slaves during the Middle Passage were told by survivors. Many slavers backed these up, giving similar accounts about the horrors of the trade. Abolitionists such as Clarkson toured the country with equipment used on slaves to show the public how badly they were treated.

**Source C**

The Committee for the Abolition of the Slave Trade was set up by Thomas Clarkson and Granville Sharp. Clarkson travelled around Britain with instruments such as manacles and thumbscrews to gain support for the cause. John Newton, former slaver, published a pamphlet outlining the horrific conditions of the slave trade and confirming slave accounts. Some slaves, such as Olaudah Equiano, published autobiographies sharing their experiences and changing the views of the public.

34. Compare the views of **Sources B** and **C** about the methods used by the abolitionists. (Compare the sources overall and/or in detail.) **[4 marks]**
35. Explain the reasons why it took so long to abolish the slave trade in Britain. **[6 marks]**

**[END OF SECTION 2]**

### SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 25 marks

#### Part G — Free at Last? Civil Rights in the USA, 1918 to 1968

Attempt the following **five** questions using recalled knowledge and information from the sources where appropriate.

**76.** Describe the difficulties faced by immigrants to the USA in the 1920s. **[4 marks]**

**Source A** is from a textbook written by modern historians, published in 2013.

#### **Source A**

Slavery had been abolished in the 1860s but the Southern states of the USA used Jim Crow laws to maintain a segregated society. Black children were forbidden to attend school with white children. At work, black Americans collected their pay separately from whites. There were also strict bans on whites and blacks marrying. In 1896, the Supreme Court ruled that such segregation of black people from white people was acceptable. Their ruling was called the 'separate but equal' decision.

**77.** Evaluate the usefulness of **Source A** as evidence of the ways in which the Jim Crow laws segregated black and white Americans. **[5 marks]**

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

**78.** Explain the reasons why sit-ins were an important step forward in the campaign for civil rights. **[6 marks]**

Source B describes events in Birmingham, Alabama in 1963.

Source B

Birmingham was probably the most racist and segregated place in the USA. Martin Luther King led a protest march through Birmingham against the discrimination and inequality faced by black Americans in the city. The march was led by children with over 30,000 demonstrators taking part. Chief of Police, Bull Connor, ordered the arrest of protestors and many children aged 6 to 18 were jailed. On the following day water cannons were used to disperse the marchers. The events in Birmingham caused an outcry across America.

79. How fully does Source B describe the civil rights protest in Birmingham in 1963? (Use the source and recall to reach a judgement.) [6 marks]

Sources C and D describe the beliefs of Malcolm X.

Source C

Malcolm X was a leading figure in the Nation of Islam. Malcolm was a racist who hated white Americans, in much the same way that members of the KKK hated black Americans. His answer to the discrimination faced by black Americans was to call for segregation of the races — to separate black Americans from the 'white enemy'. In promoting 'Black is Beautiful', Malcolm argued that black Americans were a superior people to other races.

Source D

Malcolm X never once argued for segregation of white Americans from black Americans. He believed that black Americans should be in control of black communities and equally believed in white power for white people. Malcolm never believed that black people were superior to anyone else. Malcolm didn't hate white Americans, he just distrusted them, not because of their skin colour but because of the way they treated his people.

80. Compare the views of Sources C and D about the beliefs of Malcolm X. (Compare the sources overall and/or in detail.) [4 marks]

[END OF SECTION 3]

[END OF QUESTION PAPER]