

X044/301

NATIONAL
QUALIFICATIONS
2008

MONDAY, 26 MAY
9.00 AM – 10.20 AM

HISTORY
HIGHER
Paper 1

Answer questions on **one** Option only.

Take particular care to show clearly the Option chosen. On the **front** of the answer book, **in the top right-hand corner**, write A or B or C.

Within the Option chosen, answer **two** questions, one from Historical Study: Scottish and British and one from Historical Study: European and World.

All questions are assigned 20 marks.

Marks may be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.



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OPTION A: MEDIEVAL HISTORY

Answer TWO questions, one from Historical Study: Scottish and British and one from Historical Study: European and World

Historical Study: Scottish and British

Medieval Society

1. “In 12th Century Scotland and England, the strengths of the Feudal System considerably outweighed its weaknesses.” How accurate is this view?
2. How great an impact did the regular Church have on Medieval Society?
3. To what extent can it be argued that events such as the Investiture Contest indicate that the medieval Church was more interested in politics than religion?
4. How important was the development of the Scottish economy in strengthening the powers of the Crown during the reign of David I?
5. To what extent was the dispute between Henry II and Becket a continuation of the wider struggle between Church and State?

Historical Study: European and World

EITHER

Nation and King

6. “History has judged him to be a failure.” How valid is this view of the reign of King John (1199–1216)?
7. How important was the weakness of baronial opposition in the strengthening of the power of the French monarchy during the reign of Philip Augustus?
8. How successful was Louis IX in expanding the power of the French monarchy?
9. To what extent was Robert Bruce more concerned with personal ambition than with Scottish independence?

OR

Crisis of Authority

10. To what extent was the eventual French victory in the Hundred Years’ War due to the contribution of Joan of Arc?
11. How important were uprisings such as the Jacquerie and the Peasants’ Revolt in causing the decline of serfdom?
12. “The impact of the Black Death upon medieval society was not entirely harmful.” How valid is this view?
13. To what extent did the Great Schism reduce the authority of the Church?

OPTION B: EARLY MODERN HISTORY

**Answer TWO questions, one from Historical Study: Scottish and British
and one from Historical Study: European and World**

Historical Study: Scottish and British

EITHER

Scotland in the Age of the Reformation 1542–1603

1. How successful was the Roman Catholic Church in its attempts to reform itself before 1560?
2. How far was the death of Mary of Guise the main reason for the success of the Protestant Reformation in Scotland?
3. To what extent was Mary Queen of Scots herself to blame for the loss of her throne in 1567?
4. “Mary’s forced abdication was the main reason for political instability in Scotland in the period 1567–1585.” How valid is this view?
5. How significant were James VI’s relations with the Church in his attempts to strengthen royal authority up to 1603?

OR

Scotland and England in the Century of Revolutions 1603–1702

6. How far were religious issues the main threat to royal authority under James VI and I?
7. How important were Charles I’s financial policies in weakening his authority in the years before the Civil War?
8. “Purely a response to the attempts of Charles I to impose his religious views on Scotland.” How valid is this view of the growth of the Covenanting movement?
9. To what extent was the Republic successful in overcoming its problems between 1649 and 1660?
10. How successful was the Glorious Revolution in limiting the powers of the Crown?

Historical Study: European and World

EITHER

Royal Authority in 17th and 18th Century Europe

11. How successfully did Louis XIV increase the power of the monarchy during his reign?
12. To what extent should the credit for Louis XIV's achievements be given to his ministers?
13. How far did the enlightened reforms of Frederick II lead to significant changes to life in Prussia?
14. To what extent was Joseph II himself responsible for the limited success of his reforms?

OR

The French Revolution: The Emergence of the Citizen State

15. How far were the ideas of the Enlightenment the most serious challenge to the Ancien Regime?
16. To what extent was the decision to abolish the monarchy in 1792 a result of the pressures of war?
17. How effective was the government of the Jacobin dictatorship, 1793–1794?
18. To what extent had the Ancien Regime been destroyed by 1799?

[Turn over

OPTION C: LATER MODERN HISTORY

**Answer TWO questions, one from Historical Study: Scottish and British
and one from Historical Study: European and World**

Historical Study: Scottish and British

Britain 1850s–1979

1. To what extent was the growth of democracy in Britain after 1860 due to social and economic change?
2. How important were concerns about the extent of poverty in Britain in the Liberal Government's decision to introduce social reforms between 1906 and 1914?
3. "Their contribution during World War I was the main reason why the majority of women gained the right to vote in 1918." How valid is this view?
4. How successful was the National Government in dealing with the difficulties caused by the Depression of the 1930s?
5. **Either**
 - (a) To what extent did urbanisation increase social divisions in Scotland, 1880–1939? Discuss with reference to religion, leisure and education.

Or

- (b) "Political nationalism in Scotland only became a serious force from the 1960s onwards." How accurate is this view?

Historical Study: European and World

EITHER

The Growth of Nationalism

Germany

6. How important was Bismarck's leadership in the achievement of German unification?
7. How successful was the new German state in winning popular support during the period 1871–1914?
8. How important were weaknesses and divisions among his opponents in explaining Hitler's rise to power by 1933?
9. To what extent did the Nazis' control of Germany up to 1939 depend on their social and economic policies?

Italy

10. How significant was the military leadership of Garibaldi in the achievement of Italian unification?
11. How successful was the new Italian state in winning popular support during the period 1871–1914?
12. How important were weaknesses and divisions among his opponents in explaining Mussolini's rise to power by 1922?
13. To what extent did the Fascists' control of Italy up to 1939 depend on their social and economic policies?

[Turn over for The Large Scale State on *Page eight*

OR

The Large Scale State

The USA

14. “Economically, socially, and politically divided.” How accurate is this view of American society in the 1920s?
15. To what extent was the growth of the Ku Klux Klan in the 1920s a result of increasing concerns over immigration?
16. To what extent was the Depression of the 1930s the result of the economic boom of the 1920s?
17. How far were improvements in the lives of black Americans by 1968 due to the Civil Rights movement?

Russia

18. “In the period before 1905, opposition groups had little chance of mounting an effective challenge to the authority of the Tsarist state.” How accurate is this statement?
19. To what extent was the outbreak of revolution in 1905 due to Russia’s social and economic problems?
20. How important was Russia’s military failure in the First World War in causing the collapse of Tsarist authority in 1917?
21. To what extent was the establishment and survival of the Soviet state between 1917 and 1921 due to the weaknesses and divisions of the Bolsheviks’ opponents?

[*END OF QUESTION PAPER*]

X044/302

NATIONAL
QUALIFICATIONS
2008

MONDAY, 26 MAY
10.40 AM – 12.05 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.

Marks may be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

Some sources have been adapted or translated.



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<i>Option</i>		<i>Special Topic</i>	<i>Page</i>
A Medieval History	1	Norman Conquest and Expansion 1050–1153	4
	2	The Crusades 1096–1204	6
B Early Modern History	3	Scotland 1689–1715	8
	4	The Atlantic Slave Trade	10
	5	The American Revolution	12
C Later Modern History	6	Patterns of Migration: Scotland 1830s–1930s	14
	7	Appeasement and the Road to War, to 1939	16
	8	The Origins and Development of the Cold War 1945–1985	18
	9	Ireland 1900–1985: a Divided Identity	20

OPTION A: MEDIEVAL HISTORY

SPECIAL TOPIC 1: NORMAN CONQUEST AND EXPANSION 1050–1153

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

Source A: Duke William's message to Harold before the Battle of Hastings, from *The Deeds of William, Duke of the Normans and King of the English*, written c. 1071 by William of Poitiers.

Archbishop Stigand and Earl Godwin, Earl Leofric and Earl Siward, all confirmed by oath and pledge of hands that after Edward's death they would receive me as lord. They also pledged that during their lifetimes, they would never seek in any way to prevent my succession to this country . . . Finally, Edward sent Harold himself to Normandy, that he might swear there in my presence what his father and the other aforesaid magnates had sworn in my absence. On his way to me he fell into the peril of captivity, from which I delivered him by the exercise of both prudence and force. He did homage to me and gave me pledge of hand concerning the English kingdom.

Source B: William of Malmesbury, writing in the early twelfth century, about the Battle of Hastings.

The Normans passed the whole night in confessing their sins, and received the communion of the Lord's body in the morning. Their infantry, with bows and arrows, formed the vanguard, while their cavalry, divided into wings, was placed in the rear. The Duke declared that God would favour his as being the righteous side, and called for his arms. Then the battle commenced on both sides, and was fought with great ardour, neither side giving ground during the greater part of the day.

William gave a signal to his troops to pretend to flee, and withdraw from the field. By means of this trick, the solid ranks of the English opened for the purpose of cutting down the fleeing enemy and thus brought upon itself their swift destruction. For the Normans, facing about, attacked them and compelled them to fly. In this manner, deceived by a stratagem, they met an honourable death; nor indeed were they at all without their own revenge, for, by frequently making a stand, they slaughtered their pursuers in heaps.

Source C: *Kingship and Unity*, G. W. S. Barrow, (1993).

By the end of King David's reign, a vast area of Scotland south of the Forth had been allocated to tenants (almost all newcomers) holding by military service. These men enjoyed the right to transmit their estates to their sons or other heirs by blood or family relationship. Even Moray in the far north was rapidly feudalised. Of even more lasting importance, however, were the burghs which were founded in almost every part of his kingdom outside the essentially highland area. Such an explosion of new ideas, policies and practices could hardly have happened within a single generation without a leader of exceptional energy and determination, backed up by a cohort of like-minded strangers wielding, or protected by, formidable military power.

Source D: *The New Penguin History of Scotland*, R. A. Houston and W. W. J. Knox (ed), 2001.

Scottish society was never fully "feudalised". The kindred-based ethos of pre-existing social patterns in Celtic Scotland blunted the hard edge and binding legalities of feudalism found elsewhere in Christendom. Also, Scottish lordship was strongly regional in nature. Substantial landowners often enjoyed heritable jurisdictions of their domains, which meant that most aspects of justice were the responsibility of the local lord rather than central government. Local justice may, as a result, have been more understanding of regional concerns than the more distant state was.

Source E: from an account of the Domesday Survey, written by Robert, Bishop of Hereford, one of the clergy brought to England by William.

William made a survey of all of England, of the lands in each of the counties. He ordered a survey of the possessions of each of the great lords, their lands, their houses, their men, both bond and free. He sought to know whether they lived in huts, or with their own houses or land: he sought to know the number of ploughs, horses and other animals. In particular, he ordered a survey of the payments due from each and every estate.

After these investigations, others were sent to visit unfamiliar counties to check the first description and to denounce any wrong-doers to the king. And the land was troubled with many calamities arising from the gathering of the royal taxes.

[END OF SOURCES FOR SPECIAL TOPIC 1]

SPECIAL TOPIC 1: NORMAN CONQUEST AND EXPANSION 1050–1153

Answer *all* of the following questions.

- | | <i>Marks</i> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1. How valuable is Source A as evidence of the justice of William's claim to the throne of England?
<i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none">• <i>the origin and possible purpose of the source;</i>• <i>the content of the source;</i>• <i>recalled knowledge.</i> | 5 |
| 2. How fully does Source B explain the Norman victory at Hastings?
<i>Use the source and recalled knowledge.</i> | 6 |
| 3. Compare the views expressed in Sources C and D about the development of feudalism in Scotland.
<i>Compare the content overall and in detail.</i> | 5 |
| 4. To what extent does Source E illustrate William's methods of ruling England?
<i>Use the source and recalled knowledge.</i> | 6 |
| 5. How successful were the Normans in establishing feudalism in England and Scotland?
<i>Use Sources C, D and E and recalled knowledge.</i> | 8 |
| | (30) |

[END OF QUESTIONS ON SPECIAL TOPIC 1]

SPECIAL TOPIC 2: THE CRUSADES 1096–1204

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

Source A: An illumination from the 14th Century manuscript, *Les Passages faites Outremer*. In the picture Bishop Adhemar lifts the Holy Lance from its hiding place in the Church of St Peter in Antioch.



Source B: is from *Itinerarium Peregrinorum et Gesta Regis Ricardi*. It discusses the reasons for Philip's departure from the Third Crusade.

When things had thus been arranged after the surrender of Acre, toward the end of the month of July, a rumour circulated all at once through the army that the King of France wished to go home, and earnestly desired to prepare for his journey. How shameful was it for him to leave while the task was unfinished, when his duty was to lead and improve Christian men in the holy Crusade.

However, the French King claimed that illness had been the cause for his pilgrimage and that he had now fulfilled his vow as a Crusader as far as he could. King Richard demanded that the French King take an oath to keep faith and that he promise that he would not knowingly or maliciously trespass on Richard's land or the lands of his followers while Richard remained on Crusade.

How far the French King stood by this agreement and oath is known well enough to everyone. For, as soon as he re-entered his homeland, he stirred up the country and threw Normandy into disorder.

Source C: is from *Lionhearts, Saladin and Richard* by Geoffrey Regan.

Philip Augustus felt he also had reason enough to leave Outremer after the fall of Acre. Apart from the fact that Richard's presence only served to remind him how much he disliked the English king, there was also a major financial incentive to return to France. In the first place the Count of Flanders had died, giving him an opportunity to benefit from the deceased's extensive lands on the borders of France. Furthermore, since Richard was on Crusade and adding daily to his reputation as a Crusader, he would not be able to defend his land in Normandy and Aquitaine should Philip decide to settle any border disputes in his absence. Philip requested leave of absence sending four of his chief noblemen to explain to the Lionheart that ill health made it essential that they return to France . . . Richard was scornful of such an excuse.

Source D: is taken from the Itinerary of Richard I and describes the situation at Ascalon between Richard and the Duke of Burgundy.

After Richard had captured Ascalon, and was carefully rebuilding the walls of the city, a quarrel took place between him and the Duke of Burgundy. The Duke could not pay his men who were near mutiny, and asked Richard for a large sum of money for this purpose. However, on a former occasion, Richard had already lent the French an immense sum of money at Acre, which was to be repaid out of the ransom money from the captives. Therefore King Richard refused his application for money. It was because of this, and other causes of disagreement between the two men, that the Duke left Ascalon; and despite his inability to pay them, the French set out hastily with the Duke towards Acre.

Source E: *The Crusades*, W. B. Bartlett (1999)

Meanwhile, other negotiations had been taking place. Conrad had made his own approaches to Saladin through Reynald of Sidon. Saladin sought the advice of his council, wanting to know whether he should side with Conrad or Richard. They argued that he should support Richard, as he was unlikely to be in Outremer for too long. Saladin's double-dealings soon became public knowledge. Richard's representative, Humphrey of Toron, saw Al-Adil out hunting with Reynald and realised that other discussions were taking place. In addition, the Crusaders in Outremer were as disunited as ever and Richard's envoys were dismayed to discover that Conrad was still talking to Saladin. In particular, the presence of Balian of Ibelin among Conrad's entourage gave cause for concern. If such a prominent man and one much respected by the Franks was openly supporting Conrad, it suggested real problems ahead.

[END OF SOURCES FOR SPECIAL TOPIC 2]

SPECIAL TOPIC 2: THE CRUSADES 1096–1204

Answer *all* of the following questions.

- | | <i>Marks</i> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1. How useful is Source A as evidence of the significance for the Crusaders of the discovery of the Holy Lance?
<i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none">• the origin and possible purpose of the source;• the content of the source;• recalled knowledge. | 5 |
| 2. Compare the views given in Sources B and C on the departure of Philip Augustus from the Third Crusade.
<i>Compare the content overall and in detail.</i> | 5 |
| 3. To what extent does Source D illustrate the view that Richard I was a good soldier but a poor diplomat?
<i>Use the source and recalled knowledge.</i> | 6 |
| 4. How fully do Sources B, D and E explain the reasons for the failure of the Third Crusade?
<i>Use Sources B, D and E and recalled knowledge.</i> | 8 |
| 5. How important was the lack of unity among the leaders described in Source E in explaining the decline of the crusading ideal?
<i>Use the source and recalled knowledge.</i> | 6 |
| | (30) |

[END OF QUESTIONS ON SPECIAL TOPIC 2]

OPTION B: EARLY MODERN HISTORY

SPECIAL TOPIC 3: SCOTLAND 1689–1715

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

Source A: from P. H. Scott, *The Union of Scotland and England* (1979).

The Scottish Parliament turned to measures designed to restore Scottish trade from the effects of a century of neglect and discrimination. In 1695 it passed an Act for a company trading to Africa and the Indies. This was the Company of Scotland, which as the first of its ventures, decided to settle a colony at Darien. William, as King of Scotland, agreed to the Act and signed the Charter of the Company. As King of England, he was obliged to do all he could to sabotage and oppose the efforts of the Company.

When the Darien scheme failed, it was largely due to mismanagement and inadequate preparation. Many asked how a country could succeed when its own Head of State actively opposed its interests.

At this critical moment, when relations between the two countries were as bad as they had ever been, a dynastic accident offered a solution. The last child of Queen Anne died in 1700. In 1701, the English Parliament, without consultation with Scotland, passed the Act of Settlement, passing the succession after Anne to the Electress Sophia of Hanover.

Source B: from the Earl of Seafield's letters.

My reasons for joining with England on good terms were these: that the kingdom of England is a Protestant kingdom and that, therefore, the joining with them was a security for our religion. Secondly, England has trade and other advantages to give us, which no other kingdom could offer. Thirdly, England has freedom and liberty, and joining with them was the best way to secure that to us; and fourthly, I saw no other method for securing peace, the two kingdoms being in the same island, and foreign assistance was both dangerous to ourselves and England. Therefore, I was for the treaty.

Source C: from a petition from Stirling Town Council against the proposed union, 18th November 1706.

We desire that true peace and friendship be always cultivated with our neighbour England, upon just and honourable terms . . . Yet we judge that going into this Treaty will bring a burden of taxation upon this land, which freedom of trade will never repay . . . Scotland would still be under the regulations of the English in the Parliament of Britain, who may if they please discourage the most valuable branches of our trade, if we in any way are seen to interfere with their own. It will ruin our manufactories, our religion, laws and liberties.

As a result, one of the most ancient nations so long and so gloriously defended will be suppressed. Our parliament and all that is dear to us will be extinguished.

Source D: from William Ferguson, *Scotland's Relations with England* (1977).

The Equivalent, indeed, had a major part to play in getting members to favour the treaty . . . Part of it was earmarked to meet arrears of salaries and was later so used . . . It is not really possible to say how much money Queensberry made from the union, so tangled are the accounts, but certainly he obtained much more than the £12,000 sterling Seafield referred to.

The Equivalent was politically useful in other ways. The Squadrone was tricked into supporting the Union by a promise, later broken, that as nominees of the directors of the Company of Scotland, they would be allowed to handle that part of the Equivalent intended to compensate the shareholders.

Source E: from the House of Lords Journal, June 1713.

The Question is put to the House:

That permission be given to bring in a Bill, to end the Union; and for restoring each Kingdom to their Rights and Privileges as they had been at the time when the Union was first passed . . .

That charging Scotland with this Malt Tax, will be a violation of the 14th article of the Treaty of Union; by which it was clearly stated “that Scotland shall not be charged with any Malt Tax during this war;”

We must regard it as unjust, to make that part of the United Kingdom pay any part of this tax.

[END OF SOURCES FOR SPECIAL TOPIC 3]

SPECIAL TOPIC 3: SCOTLAND 1689–1715

Answer *all* of the following questions.

- | | <i>Marks</i> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1. To what extent does Source A show the problems which resulted from Scotland sharing the same monarch with England?
<i>Use the source and recalled knowledge.</i> | 6 |
| 2. Compare the attitudes towards the Union expressed in Sources B and C .
<i>Compare the content overall and in detail.</i> | 5 |
| 3. How adequately does Source D explain the importance of financial incentives in winning support for the Treaty of Union?
<i>Use the source and recalled knowledge.</i> | 6 |
| 4. How fully do Sources A, B and D explain why a majority of Scots MPs voted for Union?
<i>Use Sources A, B and D and recalled knowledge.</i> | 8 |
| 5. How useful is Source E as evidence of discontent with the Union after 1707?
<i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none">• <i>the origin and possible purpose of the source;</i>• <i>the content of the source;</i>• <i>recalled knowledge.</i> | 5 |
| | (30) |

[END OF QUESTIONS ON SPECIAL TOPIC 3]

SPECIAL TOPIC 4: THE ATLANTIC SLAVE TRADE

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

Source A: from David Northrup, *The Atlantic Slave Trade*, (2002)

In the eighteenth century, slavery came under mounting attack by philosophical and religious thinkers as well as by slave rebels. Antislavery societies sprang up in many Western countries. Ironically, it was in Great Britain, whose traders dominated the carrying of slaves across the Atlantic, that the largest and most influential abolitionist movement arose. Led by religious idealists—Quakers, Methodists and evangelical Anglicans—the British abolitionist movement also gained the support of a new industrial middle class, whose members identified slavery with outdated economic ideas. For both moral and economic reasons, these people supported the abolition of the Slave Trade as the first step toward ending slavery.

Source B: from a report issued by the London Abolition Committee, June 1795.

We have to inform our numerous friends, that the hostility which many in this country have shown from the use of West Indian produce, has given so much encouragement to the production and importation of East Indian sugar. We are of the opinion, while the Slave Trade continues, that a clear preference should be given to the East Indian sugar, as well as to all other substitutes for the produce of the West Indian Islands, particularly sugar, rum, cotton, coffee, cocoa and chocolate.

Source C: from a Petition of the merchants of Liverpool to the House of Commons, *c. 1788*.

We regard with real concern the attempts now being made to obtain a total abolition of the African Slave Trade. We humbly pray that our views may be heard against the abolition of this source of wealth. This should take place before the Honourable House shall make a decision upon a point which is so essential to the welfare of Liverpool in particular, and the landed interest of the kingdom in general. In our judgement, abolition must also do harm to the British manufacturers, must ruin the property of the English merchants in the West Indies, reduce the public revenue and damage the maritime strength of Great Britain.

Source D: from Petitions of the West Indian Traders of Bristol, May 1789.

It has been found with great exactness that the African and West India trade makes up at least three fifths of the commerce of the port of Bristol. If Wilberforce's Bill should pass into law, the decline of the trade of Bristol must inevitably follow, with the ruin of thousands . . .

Many of our Master Bakers and bread shops depend chiefly for employment on the great number of ships fitted out in Bristol and from the great number of people to be fed on board these ships during a long voyage. Many of the vessels are fitted out by the local drapers, grocers, tailors, and other tradesmen. A very considerable part of the various manufactures that we, the petitioners, produce are adapted to the African trade and are not saleable in any other market . . .

The welfare of the West Indian Islands, and the commerce and revenue of the United Kingdom so essentially depend on the slave trade being carried on.

Source E: from Peter J. Kitson, *Slavery, Abolition and Emancipation* (1999)

External circumstances were to affect the cause of abolition at home. In 1792 the French Revolution set out on a more extreme and threatening direction. One of the consequences of this was the encouragement of revolutionary expectations in the French colonies. In 1791 the mulattos of St Domingue began a revolt which was followed by a full-scale slave uprising. The effect of these events was to frighten opinion at home concerning any attempts to criticise the present constitutional arrangements. The defenders of the trade in the debates of 1792 repeatedly blamed the St Domingue uprising on the activities of the French and British abolitionists. Many of those who had hitherto supported abolition now became nervous at the turn which events were taking.

[END OF SOURCES FOR SPECIAL TOPIC 4]

SPECIAL TOPIC 4: THE ATLANTIC SLAVE TRADE

Answer *all* of the following questions.

	<i>Marks</i>
1. To what extent does Source A identify the reasons for the campaign to abolish the Slave Trade? <i>Use the source and recalled knowledge.</i>	6
2. How useful is Source B as evidence of the activities of the Abolitionists? <i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none">• <i>the origin and possible purpose of the source;</i>• <i>the content of the source;</i>• <i>recalled knowledge.</i>	5
3. To what extent does Source C illustrate the arguments used by supporters of the Slave Trade? <i>Use the source and recalled knowledge.</i>	6
4. How far do Sources C and D agree on the likely effects of the abolition of the Slave Trade? <i>Compare the content overall and in detail.</i>	5
5. How fully do Sources B, C and E reflect the issues in the debate over the abolition of the Slave Trade? <i>Use Sources B, C and E and recalled knowledge.</i>	8
	(30)

[END OF QUESTIONS ON SPECIAL TOPIC 4]

SPECIAL TOPIC 5: THE AMERICAN REVOLUTION

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

Source A: from a speech by General Conway in the Parliamentary debate on the Coercive Acts, 1774.

It is my sincere opinion that we are the aggressors and not the colonies. We have irritated and forced laws upon them for these six or seven years past. We have enacted such a variety of laws and new taxes and we have refused to repeal the trifling duty on tea. All these things have served no other purpose but to distress and confuse the colonists. I think the Americans have done no more than every British subject would do, where laws are imposed against their will.

Source B: from a letter by John Adams reflecting on the Boston Tea Party, 1773.

The question is whether the destruction of this tea was necessary. I believe it was—absolutely and indispensably so. The Governor would not allow the tea to be sent back. So there was no other alternative but to destroy it or let it be landed. To let it be landed, would be giving up the principle of taxation by Parliamentary authority, against which the Continent has struggled for 10 years. It would destroy all our efforts for the last 10 years and force us and our descendants forever to accept burdens and indignities, desolation and oppression, poverty and servitude.

Source C: from a letter from a Virginian to a friend in Scotland, January, 1776.

Tears fill my eyes when I think of this once happy land of liberty. All is anarchy and confusion . . . We are all in arms . . . The sound of war echoes from north to south. There are armed men everywhere. May God put a speedy and happy end to this grand and important contest between the mother and her children. The colonies do not wish to be independent; they only deny the right of taxation in Parliament. Our Assemblies would freely grant the King whatever he asks of us, provided Parliament plays no part in the process . . .

Source D: from a letter from George Washington to Marquis de Lafayette, September 1781.

But my dear Marquis, I am distressed beyond expression to know what is become of the Count De Grasse. I fear the English fleet, by occupying the Chesapeake . . . would frustrate all our excellent chances of success in that area.

If the retreat of Lord Cornwallis by water is cut off by the arrival of either of the French fleets, I am confident you will do all in your power to prevent his escape by land. May that great good fortune be reserved for you!

You see how critically important the present moment is. For my own part, I am determined to persist with my present plan, unless some unavoidable and impossible obstacles are thrown in our way.

Source E: from D. Higginbotham and J. R. Pole (eds), *A Companion to the American Revolution*, (2000).

It was a great advantage to Americans to be fighting on their own soil and to be more flexible in their military operations than their opponents. They did not fight a massive guerrilla war, but nonetheless they resorted advantageously at times to winter campaigning and night attacks. They effectively employed backwoods riflemen, light infantry and militia in harassing the British flanks, interrupting communication and supply routes, and raiding isolated posts.

British leaders were increasingly frustrated by waging a war 3,000 miles from home against an armed population spread over enormous stretches of territory. It was disheartening to seize, somewhere along the way, every single American urban centre, including the capital city of Philadelphia, and have nothing to show for it other than the possession of property, for America had no vital strategic centre.

[END OF SOURCES FOR SPECIAL TOPIC 5]

SPECIAL TOPIC 5: THE AMERICAN REVOLUTION

Answer *all* of the following questions.

	<i>Marks</i>
1. How accurately does Source A identify the causes of the conflict between Britain and her American Colonies? <i>Use the source and recalled knowledge.</i>	6
2. To what extent does Source B agree with the explanation in Source A of the actions of the Colonists? <i>Compare the content overall and in detail.</i>	5
3. How typical is Source C of the attitude of the Colonists to Britain by 1776? <i>Use the source and recalled knowledge.</i>	6
4. How useful is Source D as evidence of the importance of foreign help to the Colonists in the War of Independence? <i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none">• <i>the origin and possible purpose of the source;</i>• <i>the content of the source;</i>• <i>recalled knowledge.</i>	5
5. How fully do Sources C, D and E explain the reasons for Colonial victory in the war? <i>Use Sources C, D and E and recalled knowledge.</i>	8
	(30)

[END OF QUESTIONS ON SPECIAL TOPIC 5]

OPTION C: LATER MODERN HISTORY

SPECIAL TOPIC 6: PATTERNS OF MIGRATION: SCOTLAND 1830s–1930s

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

Source A: from G. C. Lewis, *Inquiry into the State of the Irish Poor in Great Britain*, (1836)

In all the towns of England and Scotland where the Irish have settled, they inhabit the cheapest dwellings, and thus they are crowded into the poorest, dampest, dirtiest, most unhealthy parts of the town. An Irish family usually occupies one room, or at most two rooms; and frequently, in addition to their own numbers, they take in a single man or woman, or a widow with children, as lodgers. Altogether, the Irish differ more from the native Scots in their living arrangements than in any other way. They appear to be scarcely aware of the problems arising from the crowding of large numbers into small spaces.

Source B: from a report into Catholic schools in Scotland, by a Government Inspector, 1859.

The evening schools attended by Irish immigrant girls are the salvation of many of them who are exposed to the bad influences in both factories and streets of our large cities. When these night schools are in the hands of the religious teachers then they produce the most satisfactory results. On many a wet evening, I have seen these schoolrooms crowded with factory girls tidily dressed and working hard to improve their prospects in life through education. At the end of the school time, these girls would go to their prayers in the church. I was assured by the priest that many of them attended religious services throughout the week, and were of exemplary character in their lives.

The Catholic Church is attempting to help these poor girls to better themselves in life through education and other means.

Source C: from William Ferguson, *Scotland, 1689 to the Present* (1968).

The developing economy of Scotland proved very attractive to the poverty-stricken Irish. In some ways they were an economic asset, providing a hard-working, mobile force of unskilled labour. Gangs of Irish “navvies” did excellent work in all sorts of construction projects, particularly canal and railway building. They also provided a supply of seasonal labourers.

However, they also acted as cut-price labour in the mines, where they were frequently employed as strike-breakers, and they added to the miseries of the hand-loom weavers by swamping that already overcrowded trade with cheap labour. Economic rivalry gave rise to bitter resentment, especially in the coalfields of Lanarkshire, although seasonal harvesters, both Highland and Lowland, also had grievances about losing work to the Irish workers.

Source D: from M. Harper, *Adventurers and Exiles; The Great Scottish Exodus* (2003).

Scots were attracted overseas for a variety of economic, social and cultural reasons. The promise of independence through land ownership was a powerful attraction, particularly to those whose security and prospects had been reduced by the changes in farming in Scotland. For many, the expected neighbourliness, co-operation and familiarity of an established Scottish settlement were incentives just as important as material gain and the absence of domineering landlords. However, the most effective encouragement to emigrate came undoubtedly from a satisfied emigrant's letter home. For emigrants who lacked overseas contacts, professional emigration agents might influence their decisions.

Source E: extract from a letter written by a Scottish emigrant living in Canada, 1889.

If truth be told, many who come out here live out a miserable existence. The people who live in the town of Red Deer are sleepy, with no “go” in them, and other places are no better, some even worse. In Edmonton, the price of property is very high. Our idea in coming to this country was to take up the free land for farming but everything is so different as to how it is described in the agents’ pamphlets.

For instance, we are told that splendid homesteads can be had within a mile or two of the railway for 10 dollars. In plain English, this is a downright lie. The *nearest* homestead land I could get was about 35 miles from the railway, and to get land that was worth having, I had to go about 60 to 80 miles from the town and railway. This is the last place on earth that I would care to remain in.

[END OF SOURCES FOR SPECIAL TOPIC 6]

SPECIAL TOPIC 6: PATTERNS OF MIGRATION: SCOTLAND 1830s–1930s

Answer *all* of the following questions.

- | | <i>Marks</i> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1. How useful is Source A as evidence of the living conditions of Irish immigrants in Scotland in the first half of the nineteenth century?
<i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none">• <i>the origin and possible purpose of the source;</i>• <i>the content of the source;</i>• <i>recalled knowledge.</i> | 5 |
| 2. How fully does Source B describe the importance of the Catholic Church in the lives of Irish immigrants in Scotland?
<i>Use the source and recalled knowledge.</i> | 6 |
| 3. Why did anti-Irish feeling develop among native Scots during the period 1830s–1930s?
<i>Use Sources A, B and C and recalled knowledge.</i> | 8 |
| 4. How typical of the experiences of emigrant Scots are the views expressed in Source E ?
<i>Use the source and recalled knowledge.</i> | 6 |
| 5. To what extent does the evidence in Source D support the views in Source E on the experiences of Scottish emigrants overseas?
<i>Compare the content overall and in detail.</i> | 5 |
| | (30) |

[END OF QUESTIONS ON SPECIAL TOPIC 6]

SPECIAL TOPIC 7: APPEASEMENT AND THE ROAD TO WAR, TO 1939

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

Source A: from the review by the Chiefs of Staff of British Armed Forces, July 1936, following the remilitarisation of the Rhineland.

Our military backwardness has placed us in a very weak position.

The present situation dictates a policy towards reaching an understanding with Germany. This will postpone the danger of German aggression against any vital interest of ours. It is important that we do this because of the extreme weakness of France, the possibility of an understanding between Germany and Japan and even Italy, and the huge risks to which a direct attack upon Great Britain would expose the Empire.

Source B: from a speech by Winston Churchill in the House of Commons, 14th March, 1938.

The seriousness of the events of March 12th (the German annexation of Austria) should be obvious. Europe is faced with a programme of aggression, calculated and timed, unfolding stage by stage. There is only one choice open, not only to us but to other countries. We can either submit like Austria, or else take effective measures while time remains, to head off the danger. If it cannot be avoided we must cope with it.

If we go on waiting upon events, how much shall we throw away of resources now available for our security and the maintenance of peace? How many friends and possible allies will be lost? Where are we going to be two years from now? The German army will certainly be much larger than the French army. Will all the small nations have left the League of Nations and be looking towards the ever-growing power of the Nazi system, to make the best terms that they can for themselves?

Source C: from a letter from the Conservative MP, Thomas Moore, to the national newspaper, *The Times*, 17th March 1938.

If the Austrian people had not welcomed this union, violence and bloodshed would have occurred. So far, there has been none, and this proves the strong desire of the two nations to bring about the Anschluss of which they have been so long deprived by the leading European powers. Austria now has free markets for her raw materials and manufactured goods but, more important still, she is no longer a source of conflict in international relations.

Let us therefore consider the benefits for Austria and Europe before laying the blame for a development which in the end may prove a decisive factor in European appeasement.

Source D: from the leading article in *The Scotsman* newspaper, 1st October 1938.

All the world is agreed that, but for the determination of the British Prime Minister, Europe would have been plunged into a horrible, soul-destroying war that would have killed millions, laid great cities waste, impoverished the nations, and sown the fresh seeds of bitterness and hostility in international relations. We should be very grateful to the statesmen who have saved Europe from such a calamity.

The statesmen of the Western democracies and of the two leading Fascist states have confronted each other over the abyss of war. But now, there is reason for hope in the remarkable declaration signed yesterday by Mr. Chamberlain and Herr Hitler at Munich.

It is true that Germany has given too many reasons for distrust, and her methods are violent, and her ambitions suspect. But, except on a basis of trust, we cannot remove fear and suspicion from international relations, or even begin to lay the foundations of a lasting world peace. Mr. Chamberlain's method of approach is the only way of progress. May he have the strength and support to carry it on to complete the process.

Source E: from *The Shadow of the Bomber*, U. Biailer, 1980.

The government's preoccupation with aerial warfare, and specifically with the danger of bombing, made it necessary that the highest priority be given to the means required to counter an air attack on Britain. Throughout the long debate on rearmament and strategy during the latter half of the 1930s, many experts argued this would undermine Britain's ability to use land forces in Europe. This debate was not resolved until December 1937. It was then decided that spending on the Army would be calculated on the assumption that British forces would not have to fight a land war in Europe.

[END OF SOURCES FOR SPECIAL TOPIC 7]

SPECIAL TOPIC 7: APPEASEMENT AND THE ROAD TO WAR, TO 1939

Answer *all* of the following questions.

- | | <i>Marks</i> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1. How useful is Source A as evidence of British concern following Germany's remilitarisation of the Rhineland in 1936?
<i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none">• <i>the origin and possible purpose of the source;</i>• <i>the content of the source;</i>• <i>recalled knowledge.</i> | 5 |
| 2. How adequately does Source B explain the dangers facing Britain after the Anschluss?
<i>Use the source and recalled knowledge.</i> | 6 |
| 3. Compare the views on the Anschluss expressed in Sources B and C .
<i>Compare the content overall and in detail.</i> | 5 |
| 4. To what extent do the views expressed in Source D reflect British reaction to the Munich Agreement?
<i>Use the source and recalled knowledge.</i> | 6 |
| 5. How fully do Sources A, D and E explain why the British government adopted the policy of appeasement?
<i>Use Sources A, D and E and recalled knowledge.</i> | 8 |
| | (30) |

[END OF QUESTIONS ON SPECIAL TOPIC 7]

SPECIAL TOPIC 8: THE ORIGINS AND DEVELOPMENT OF THE COLD WAR 1945–1985

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

Source A: from an official statement by the Soviet Government, 30 October, 1956.

The course of events has shown that the working people of Hungary correctly raise the question of the necessity of eliminating serious shortcomings in their country.

However, forces of reaction and counter revolution are trying to take advantage of the discontent of part of the working people. They are trying to undermine the foundations of the people's democratic order in Hungary and to restore the old landlord and capitalist order.

The Soviet Government and all the Soviet people deeply regret that the development of events in Hungary has led to bloodshed. On the request of the Hungarian People's Government, the Soviet Government consented to the entry into Budapest of the Soviet Army units to assist the Hungarian People's Army and the Hungarian authorities to establish order in the city.

Source B: from Imry Nagy: Last Message (November 4, 1956).

This fight is the fight for freedom by the Hungarian people against the Russian intervention, and it is possible that I shall only be able to stay at my post for one or two hours. The whole world will see how the Russian armed forces, contrary to all treaties and conventions, are crushing the resistance of the Hungarian people. They will also see how they are kidnapping the Prime Minister of a country which is a Member of the United Nations, taking him from his capital. It cannot be doubted at all that this is the most brutal form of intervention.

I ask that our leaders should turn to all the peoples of the world for help and explain that today it is Hungary and tomorrow, or the day after tomorrow, it will be the turn of other countries. The imperialism of Moscow does not recognise borders, and is only trying to play for time.

Source C: from a pamphlet issued by the German Democratic Republic entitled "*What You Should Know About the Wall*", issued in 1962.

We no longer wanted to stand by passively and see how doctors, engineers, and skilled workers were persuaded by corrupt and unworthy methods to give up their secure existence in the GDR and work in West Germany or West Berlin. These and other tricks cost the GDR annual losses amounting to 3·5 thousand million marks.

But we prevented something much more important with the Wall—West Berlin could have become the starting point for military conflict. The measures we introduced on 13 August in conjunction with the Warsaw Treaty states have cooled off a number of hotheads in Bonn and Berlin.

Source D: from Paul Kennedy, *The Rise and Fall of the Great Powers* (1988).

In 1955, the USSR was mass-producing a medium-range ballistic missile (the SS-3). By 1957, it had fired an intercontinental ballistic missile over a range of five thousand miles, using the same rocket engine which shot *Sputnik*, the earth's first artificial satellite, into orbit in October of the same year.

Shocked by these Russian advances, and by the implication that both US cities and US bomber forces might be vulnerable to a sudden Soviet strike, Washington committed massive resources to its own intercontinental ballistic missiles in order to close what was predictably termed "the missile gap". But the nuclear arms race was not confined to such systems. From 1960 onward, each side was also developing a wide variety of other weapons.

Source E: from S. J. Ball, *The Cold War: An International History 1947–1991* (1998)

A group set up by President Kennedy concluded that "stronger US actions were needed to assist the Vietnamese against Communism in the South East Asia region". These included expanding the ARVN (Army of the Republic of Vietnam), supplying more US aid and sending US advisers to directly participate in anti-guerrilla warfare . . . At the end of 1961 an American government report concluded: "the United States must decide how it will cope with Khrushchev's 'wars of liberation' which are really wars of guerrilla aggression. This is a new and dangerous Communist technique which bypasses our traditional and military responses." Faced with this supposed threat, Kennedy expanded the numbers of US advisers from 400 to 16,000.

[END OF SOURCES FOR SPECIAL TOPIC 8]

SPECIAL TOPIC 8: THE ORIGINS AND DEVELOPMENT OF THE COLD WAR 1945–1985

Answer *all* of the following questions.

- | | <i>Marks</i> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1. How fully does Source A explain the reasons for Soviet intervention in Hungary in 1956?
<i>Use the source and recalled knowledge.</i> | 6 |
| 2. Compare the views on events in Hungary in 1956 expressed in Sources A and B .
<i>Compare the content overall and in detail.</i> | 5 |
| 3. How useful is Source C as evidence of East Germany's reasons for constructing the Berlin Wall in 1961?
<i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none">• <i>the origin and possible purpose of the source;</i>• <i>the content of the source;</i>• <i>recalled knowledge.</i> | 5 |
| 4. To what extent does Source D illustrate the development of the Arms Race?
<i>Use the source and recalled knowledge.</i> | 6 |
| 5. How fully do Sources C, D and E explain the issues which divided the superpowers in the 1950s and 1960s?
<i>Use Sources C, D and E and recalled knowledge.</i> | 8 |
| | (30) |

[END OF QUESTIONS ON SPECIAL TOPIC 8]

SPECIAL TOPIC 9: IRELAND 1900–1985: A DIVIDED IDENTITY

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

Source A: John Redmond, addressing an Irish Volunteer Parade in County Wicklow, 20th September 1914.

The duty of the men of Ireland is twofold. Their duty is, at all costs, to defend the shores of Ireland against foreign invasion. More than that, they must ensure that Irish courage proves itself on the battlefield as it has always proved itself in the past.

The interests of Ireland—of the whole of Ireland—are at stake in this war. The war is undertaken in defence of the highest principles of religion and morality and right. It would be a disgrace for ever if young Ireland confined its efforts to remaining at home to defend the shores of Ireland from an unlikely invasion, and failed in its duty of showing the gallantry and courage which has distinguished our race through all its history.

I say to you, therefore, “Go on drilling and making yourselves fit and ready for the work, and then behave like men, not only in Ireland itself, but wherever the firing line extends.”

Source B: From an open letter by the Bishop of Limerick, the Most Rev. Dr. O’Dwyer, (November 1915).

It is very probable that these poor Connacht peasants know little or nothing of the meaning of the war. Their blood is not stirred by the memories of German aggression, and they have no burning desire to die for Serbia. They would much prefer to be allowed to till their own potato gardens in peace in Connemara. Their view is that they are not ready to die for England. Why should they? What have they or their ancestors ever got from England that they should die for her? Mr. Redmond will say “A Home Rule Act is on the statute book”. But any intelligent Irishman will say “An Illusion of Home Rule” which will never come into operation. This war may be just or unjust, but any fair-minded man will admit that it is England’s war, not Ireland’s.

Source C: from F. S. L. Lyons, *Ireland since the Famine* (1973).

Two lorry loads of Auxiliaries . . . were slowed down by a trick and as the police climbed down from them they came under heavy fire; only one man survived. The very next day, another ambush only a few miles from Cork city caused more Auxiliaries casualties. That night Auxiliaries and Black and Tans poured in to the town, looting, wrecking, drinking and burning—burning to such effect, indeed, that a large part of the centre of the city was completely destroyed. The fire brigade was deliberately obstructed as they sought to bring the flames under control. The Auxiliaries made their own comment on the affair when they swaggered about the streets of Dublin with burnt corks in their caps.

Source D: from *The Twelve Apostles*, by D. Figgis. The author is describing a meeting with Michael Collins which he attended at the beginning of the Anglo-Irish War, 1919.

Michael Collins rose. As usual, he swept aside all pretences, and said that the announcement to use force had been written by him, and that the decision to make it had been made not by Sinn Fein but by the Irish Volunteers. He spoke more strongly, saying that the sooner fighting was forced and a general state of disorder created, the better it would be for the country. Ireland was likely to get more out of the state of general disorder than from a continuance of the situation as it then stood. The proper people to make decisions of that kind were ready to face the British military, and were resolved to force the issue, and they were not put off by weaklings and cowards. He accepted full responsibility for the announcement. He told the meeting with forceful honesty that he held them in no opinion at all; that, in fact, they were only summoned to confirm that the proper people had decided.

Source E: Joint Statement by Irish bishops, October 1922.

A section of the community, refusing to acknowledge the government set up by the nation, has chosen to attack their own country, as if she were a foreign power. Forgetting, apparently, that a dead nation cannot be free, they have deliberately set out to make our motherland, as far as they could, a heap of ruins. They have wrecked Ireland from end to end, burning and destroying national property of enormous value, breaking roads, bridges and railways, seeking by this blockade to starve the people . . . They carry on what they call a war but which, in the absence of any authority to justify it, is morally only a system of murder and assassination of the National forces. It must not be forgotten that killing in an unjust war is as much murder before God as if there was no war.

[END OF SOURCES FOR SPECIAL TOPIC 9]

SPECIAL TOPIC 9: IRELAND 1900–1985: A DIVIDED IDENTITY

Answer *all* of the following questions.

- | | <i>Marks</i> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1. How useful is Source A as evidence of Irish opinion on involvement in the First World War?
<i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none">• <i>the origin and possible purpose of the source;</i>• <i>the content of the source;</i>• <i>recalled knowledge.</i> | 5 |
| 2. Compare the views expressed in Sources A and B on Irish support for Britain and the First World War.
<i>Compare the content overall and in detail.</i> | 5 |
| 3. How fully does Source C illustrate the methods used by both sides during the Anglo-Irish War?
<i>Use the source and recalled knowledge.</i> | 6 |
| 4. How much support was there at the time for the views expressed by the Irish bishops in Source E .
<i>Use the source and recalled knowledge.</i> | 6 |
| 5. How fully do Sources B, D and E explain the causes of division and conflict in Ireland during the period 1912–1922?
<i>Use Sources B, D and E and recalled knowledge.</i> | 8 |
| | (30) |

[END OF QUESTIONS ON SPECIAL TOPIC 9]

[END OF QUESTION PAPER]

ACKNOWLEDGEMENTS

Special Topic 2 The Crusades—Picture, *An Illumination from the 14th century manuscript, Les Passages faites Outremer* taken from page 68 of *The Historical Atlas of the Crusades* by Angus Konstam. Permission is being sought from Bibliotheque Nationale in Paris.

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