



National
Qualifications
2016

X737/76/11

History

FRIDAY, 20 MAY

9:00 AM – 11:20 AM

Total marks — 60

SECTION 1 — SCOTTISH — 20 marks

Attempt ONE Part

SECTION 2 — BRITISH — 20 marks

Attempt ONE question from the Part you have chosen

SECTION 3 — EUROPEAN AND WORLD — 20 marks

Attempt ONE question from the Part you have chosen

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

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

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



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SECTION 1 — SCOTTISH

Attempt ONE Part

PARTS

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| B. The Age of the Reformation, 1542–1603 | Page 06 |
| C. The Treaty of Union, 1689–1740 | Page 08 |
| D. Migration and Empire, 1830–1939 | Page 10 |
| E. The Impact of the Great War, 1914–1928 | Page 12 |

SECTION 2 — BRITISH

Attempt one question from the Part you have chosen

PARTS

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SECTION 3 — EUROPEAN AND WORLD

Attempt one question from the Part you have chosen

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| A. The Crusades, 1071–1204 | Page 16 |
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SECTION 1 — SCOTTISH — 20 marks

Part A — The Wars of Independence, 1249–1328

Study the sources below and attempt the questions which follow.

Source A: from the statement by the Scottish nobles in reply to Edward I's demand made at Norham, May 1291.

Greetings. We, the representatives of the Scottish political community, give thanks to His Highness, King Edward I for his great kindness towards the Scottish nation. In response to Edward I's demand at Norham that he is recognised as overlord of Scotland before he can judge between the claimants to the Scottish succession, the Scottish people have sent us here to answer that, they know nothing of this right of overlordship of Scotland nor have they ever seen it claimed by Edward I or his ancestors. Therefore we have no power to reply to Edward I's claim as we lack a king to whom the demand ought to be addressed and only a king has the power to answer. King Edward I has himself guaranteed the kingdom of Scotland's independence in the Treaty of Birgham-Northampton.

Source B: from Michael Brown, *The Wars of Scotland 1214–1371* (2004)

In the weeks which followed Wallace and Murray's victory at Stirling Bridge, English garrisons across central and southern Scotland surrendered leaving only Edinburgh, Roxburgh and Berwick in English hands. During the winter of 1297 Wallace was knighted and named guardian of the realm, thus reviving the office used between 1286 and 1292. Tensions amongst the Scottish leadership lingered from previous years and resurfaced when Wallace appointed William Lamberton, a supporter of Scottish independence, as the new bishop of St Andrews. Despite the reluctance on the part of some of the nobility to accept Wallace's leadership, many of the nobles, clergy and others who opposed Edward's rule accepted Wallace as the best hope for the defence of the kingdom.

Source C: from G.W.S. Barrow, *Kingship and Unity, Scotland 1000–1306* (1981)

Tragically, Murray had been mortally wounded at Stirling Bridge and died in November 1297. However Wallace and Murray and their infantry army's startling defeat of the largely cavalry force brought against them by Surrey and Cressingham at Stirling in September 1297 led to the near collapse of the English military control in Scotland. Wallace, the hero of the hour, whose victory had electrified Western Europe, was knighted and afterwards elected as guardian, still in the name of King John but also of the Community of the Realm. Wallace issued commands and appointed new bishops—most importantly his friend William Lamberton to succeed William Fraser as bishop of St Andrews. Scotland's traditional leaders fought under Wallace's command and a few even escaped from English custody in Flanders in order to give him their support.

SECTION 1 — SCOTTISH (continued)

Source D: from Fiona Watson, *Scotland from Prehistory to the Present* (2003)

The power of the Comyn family combined with their close bond with their relation, the deposed King John presented Bruce with a formidable problem. Fortunately for Bruce, the Comyns never displayed any outstanding talent in military matters. Bruce himself had quickly matured into a cunning and effective guerrilla leader, qualities that mattered far more to Scotland's interests than playing by the established rules. The new King was also blessed with an ability to attract and sustain a close-knit team of military commanders who were as effective in military terms as Bruce himself. As a result, Bruce could maintain a war on more than one front, sending his only surviving brother, Edward, and the enthusiastic James Douglas, down into Galloway to deal with Balliol supporters there, while he himself tackled the Comyn heartland in Lochaber, Badenoch and Buchan.

Attempt all of the following questions.

1. Evaluate the usefulness of **Source A** as evidence of the succession problem. 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.

2. Compare the views of **Sources B** and **C** about the role of William Wallace and Scottish resistance. 5
Compare the sources overall and in detail.

3. How fully does **Source D** explain the reasons for the rise and triumph of Robert Bruce? 9
Use the source and your own knowledge.

[Now go on to SECTION 2 starting on *Page 14*]

SECTION 1 — SCOTTISH — 20 marks

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

Study the sources below and attempt the questions which follow.

Source A: from the “*Beggars’ Summons*” written to the friars: 1st January 1559.

We the blind, crooked, bedridden widows, orphans and all other poor have grievances with all friars within the realm. We wish to amend past wrongs and seek reformation in times coming.

Seeing our number is so great, so poverty-stricken, and so heavily oppressed by your false ways, we believe that we must oppose you rather than allow you to steal from us our lodgings, and then leave us to perish and die from the effects of poverty. We have thought it wise to warn you by this public writing fixed to your gates, that between now and the Feast of Whitsunday next, you must remove yourselves from the friaries so that we can enjoy that which belongs to the Kirk. If you fail to leave we will enter and take possession of your houses and throw you out.

Source B: from <http://www.marie-stuart.co.uk>

James VI was brought up under the strict Presbyterianism of his senior tutor, George Buchanan, in the stern atmosphere of the Mars, his guardians. James had inherited a poor country divided by religious factions which viewed the monarch with mistrust. James’s main claim was that the Sovereign’s right came straight from God. He favoured the model of the English Protestant Church with bishops and the King at its Head. Presbyterians however claimed that power over the Kirk came directly from God. While James’s views were questioned by extremist Presbyterians, his resolve to exercise authority over the Kirk strengthened and in 1597, Andrew Melville was deposed as rector of St Andrew’s. Thereafter, the King attended all General Assemblies between 1597 and 1603, cementing his influence. On the whole, and despite the tensions, both sides co-existed in relative harmony during his reign.

Source C: from Alan MacDonald, “James VI and the General Assembly”, in Goodare and Lynch, *The Reign of James VI* (2000)

James VI was viewed with a degree of distrust by his Kirk. Throughout his reign, there were moments of peace, but true agreement did not last. This was in part due to his relentless view that Kings were in charge of the church by divine rule. As a result of the riots demonstrating opposition to this view in December 1596, the initiative passed to the king, and with the dismissal of Melville many ministers who had previously been happy to criticise him were more willing to accept. By 1603, James had exerted his influence with attendance at every General Assembly since 1597. This was an opportunity for the establishment of royal control over the Kirk, however, after James left Scotland the opportunity was lost.

SECTION 1 — SCOTTISH (continued)

Source D: from A.M. Renwick, *The Story of the Scottish Reformation* (2006)

In 1560 only a few ministers in all Scotland taught the reformed Protestant faith. However, by 1573 there were over 500 such men preaching to the people showing the growing influence of the Kirk, in many parishes the people were being served by ministers who were well informed on religious matters. The Kirk also remained committed to improving education throughout the land. Above all, the people now heard the Word of God in their own language, a matter of indescribable worth. Following its guidance men were now able to come freely to the Lord Jesus for salvation. However, Kirk services became more serious as the sound of music, and the playing of the organ in particular, were associated with the Catholic faith and became a thing of the past. Life for ordinary people was harsh.

Attempt all of the following questions.

4. Evaluate the usefulness of **Source A** as evidence of the reasons for the Reformation of 1560.

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.*

5. Compare the views of **Sources B** and **C** about the relationship between monarch and Kirk in the reign of James VI.

5

Compare the sources overall and in detail.

6. How fully does **Source D** explain the impact of the Reformation on Scotland, to 1603?

9

Use the source and your own knowledge.

[Now go on to SECTION 2 starting on *Page 14*]

SECTION 1 — SCOTTISH — 20 marks

Part C — The Treaty of Union, 1689–1740

Study the sources below and attempt the questions which follow.

Source A: from a speech by John Dalrymple, Earl of Stair, during the union debates (1706)

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

Source B: from Simon Schama, *A History of Britain* (2001)

Defoe was a paid secret agent of the English government, and published essays in 1706 which argued that the history of Britain was a history of happy relations between the English and the Scots. These sentiments, and any Court party arguments in favour of union, however well meaning, persuaded only a few despite winning their votes. Sums of money were certainly distributed to various MPs in order to secure the necessary votes for the passage of the Act of Union through the Scottish Parliament. Promises of English landed estates were dangled before members of the Scottish nobility who supported the Treaty. As far as Defoe was concerned, the biggest sweetener was £398,085.10s—the precise “Equivalent” of all the losses of the Darien expedition. In 1706–07 it needed just ten weeks for the Act of Union to go through parliament in Edinburgh.

Source C: from Paul Henderson Scott, *The Union of 1707, Why and How* (2006)

The Scottish parliament met in October 1706. There were inducements in the Treaty itself. The Court party won all the votes, without making much effort to argue in reply to the Country party or troubling themselves with reasoning. Although a cruel deception, the Equivalent seemed to offer repayment to the many Scots, including members of the Scottish Parliament, who had lost their savings through the collapse of Darien. The English government was determined to secure the Treaty by offering Scottish nobles large and prosperous estates as a means of making money after union. A sum of £20,000 advanced from the Queen to ease the passage of the Treaty was distributed to various members of the Scottish Parliament by the Earl of Glasgow.

SECTION 1 — SCOTTISH (continued)

Source D: from Paul Henderson Scott, *The Union of 1707, Why and How* (2006)

Debate exists as to whether the Union had any social, political and economic effects after it was passed by both Scottish and English parliaments in 1707. One irony of the Union is that it did not in the end extinguish Scotland as a nation; it retained its own distinctive identity, attitudes and ideas, and its traditions were so strong that they were not easily removed. The consequences of the Treaty in this respect were not as harmful as they might have been, although it did exert a strong Anglicising influence. Nevertheless, the guarantees to the Scottish legal system in the Treaty and to the Church in the Act of Security for the Kirk had more influence on Scotland than the distant British parliament. English and Scottish historians have concluded that the continuation of the Scottish systems of education and local government were a significant achievement of Union.

Attempt all of the following questions.

7. Evaluate the usefulness of **Source A** as evidence of worsening relations between Scotland and England.

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.*

8. Compare the views of **Sources B** and **C** about the reasons for the passing of the Union by the Scottish Parliament.

5

Compare the sources overall and in detail.

9. How fully does **Source D** explain the effects of the Union to 1740?

9

Use the source and your own knowledge.

[Now go on to SECTION 2 starting on *Page 14*]

SECTION 1 — SCOTTISH — 20 marks

Part D — Migration and Empire, 1830–1939

Study the sources below and attempt the questions which follow.

Source A: from an article about emigration written by the editor of Chambers' Journal, a popular weekly Scottish magazine, from 1872.

Canada continues to be a popular destination for Scots emigrants. Many Scots from the Highlands to the Lowlands have already taken up the opportunity of living abroad in places such as Ontario and Nova Scotia. Experienced farmers and skilled agricultural workers can earn far more overseas than they can here at home. The attraction of emigration to Canada is not simply this, but the familiarity and neighbourliness of living among fellow Scots who had already emigrated in the past. By far the biggest attraction is the confident prospect that the poorest may become landowners thereby earning sufficient to make a living and to comfortably settle one's children.

Source B: from Malcolm Prentis, *The Scots in Australia* (2008)

In the nineteenth and early twentieth century, there was a strong Scottish presence in the pastoral (sheep and cattle) industry, especially in eastern Australia. The Scots were able to apply their farming traditions and skills in developing their new land but were also adaptable and willing to experiment with new crops such as sugar or with new techniques such as irrigation. Miners were also among the Scottish emigrants to Australia and were mainly to be found in coal mining rather than in copper and tin. The Scots remained predominantly Presbyterian thus the Presbyterian Church was by far the most important Scottish institution brought to Australia which was to influence many areas of Australian life. Scots and Presbyterians were prominent in the teaching profession with Presbyterian secondary schools established in great numbers in Victoria.

Source C: from Gordon Donaldson, *The Scots Overseas* (1966)

An indication of the distribution of the Scots in Australia is given by the establishment of Presbyterian churches, especially as there were very few highland Roman Catholics among the emigrants to Australia. In areas where the Scots were strong, they were usually also associated with educational effort; for example, the support of the Church of Scotland for Melbourne Academy was so significant that it became known as "the Scotch College". The Scots made valuable contributions in other respects. All over eastern Australia Scots played a large part in covering the land with homesteads and sheep stations. In the coal mining industry, particularly influential were James and Alexander Brown, originally from Lanarkshire whose mining business employed many fellow Scots and produced most of the coal in New South Wales by 1868.

SECTION 1 — SCOTTISH (continued)

Source D: from T.M. Devine, *To the Ends of the Earth: Scotland's Global Diaspora, 1750–2010* (2012)

On the eve of the Great War, Scotland was at the pinnacle of global prominence. The shipbuilding industry still possessed a world reach and remained pre-eminent as in 1914 the Clyde yards built almost a fifth of the world's total output. Then there was the interlinked coal, steel, iron and engineering industries, employing over a quarter of the Scottish labour force all dependent upon access to overseas markets in the Empire. Nor was the global dependency unique to the heavy industries of the west. Other manufacturing sectors—carpets, thread and woollens—covering the country from the Borders to the north-east Lowlands—were also dependent on overseas trade. The role of the Scots as key junior partners in Empire was maintained after 1918 with the careers of numerous professional and middle class Scots continuing to be pursued within the Empire.

Attempt all of the following questions.

10. Evaluate the usefulness of **Source A** as evidence of the reasons for the migration of Scots.

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.*

11. Compare the views of **Sources B** and **C** about the impact of Scots emigrants on the Empire.

5

Compare the sources overall and in detail.

12. How fully does **Source D** explain the effects of migration and empire on Scotland, to 1939?

9

Use the source and your own knowledge.

[Now go on to SECTION 2 starting on *Page 14*]

SECTION 1 — SCOTTISH — 20 marks

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

Study the sources below and attempt the questions which follow.

Source A: from the diary of Private MacPherson, 9th Royal Scots, 21st July 1916.

We passed through the ruined village of Mametz, where lay the 6th Argylls and Forth Garrison Artillery. We got a whiff of tear gas still lingering after German bombardment, which made our eyes sore and watery. On the hillside we passed a large wooden cross erected by the Germans on the grave of some of their dead. We plunged into a hail of shells. The air was full of the roar of their approach and the drawn out shattering detonations of their explosions. We continued our rapid advance and with a sigh of relief found ourselves beyond the barrage in comparative safety. We were then sent to relieve the survivors of the Division which had suffered terrible losses in the unsuccessful attempt to occupy High Wood.

Source B: from Leah Leneman, *Fit for Heroes? Land Settlement in Scotland after World War I* (1989)

The reaction from ex-servicemen might not have been so violent had the propaganda during and after the war not been so effective. As one Highlander put it, “During the war agents appointed by the government flooded Sutherland with literature containing guarantees to all of land.” In the Highlands and Islands trouble erupted after the war, as demobilized men used the only weapon that had proved successful since the late nineteenth century which was land seizure. The owners’ response was to take out legal action against those illegally occupying the land. When this was ignored, as it almost invariably was, the landlord could have them arrested for breaking the law. In 1919 the Land Settlement (Scotland) Act came into operation, the stage now seemed to be set for rapid settlement, but it did not work out that way.

Source C: from Ewan A Cameron and Iain J M Robertson, *Fighting and Bleeding for the Land* (1999)

War did not solve the Highland land problem. In the short term it intensified it. Highlanders wanted more access to land. For crofters this usually took the form of enlargements to their existing croft. The illegal occupation of land in the Highlands led to the arrest and imprisonment of many. However the war removed much of this fear and altered the sympathies to the landless. The promise of land for men who served in the war was a central part of government policy. The Land Settlement (Scotland) Act was unable to redistribute land according to the precise nature of the demand put by crofters. When the government was unable to meet demand for land, expectation turned to frustration and generated land seizures on a scale not seen in the Highlands for forty years.

SECTION 1 — SCOTTISH (continued)

Source D: from Neil Oliver, *A History of Scotland* (2010)

For as long as anyone could remember, Scotland had been a country dominated by the Liberal Party. After the war, however, more people were listening to the Labour Party. Since 1912 the Scottish Conservatives and the Scottish Liberal Unionists had joined forces as the Scottish Unionist Party. These were Conservatives by any other name and in the aftermath of the Great War they emerged as a major force. For an increasing number of Scots the atmosphere of discontent during the 1920's persuaded them that none of the existing political parties were focused enough on Scotland's needs. Voices were raised in calls for a separation of powers and the Scottish Home Rule Association re-established itself in 1918. From the time of the "Red Clydeside" rising of 1919 Scots had found much in common with firebrands such as John Maclean.

Attempt all of the following questions.

13. Evaluate the usefulness of **Source A** as evidence of the experience of Scots on the Western Front.

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.*

14. Compare the views of **Sources B** and **C** about the domestic impact of war on the land issues in the Highlands and Islands.

5

Compare the sources overall and in detail.

15. How fully does **Source D** explain the impact of the war on politics in Scotland?

9

Use the source and your own knowledge.

[Now go on to SECTION 2 starting on *Page 14*]

SECTION 2 — BRITISH — 20 marks

Attempt ONE question

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

16. To what extent were the peasant classes the most important part of feudal society? 20
17. *David I was successful in increasing royal power in Scotland.*
How valid is this view? 20
18. To what extent was King John successful in increasing royal authority in England? 20

Part B — The Century of Revolutions, 1603–1702

19. *Political issues were the main cause of the problems faced by King James after the Union of the Crowns in 1603.*
How valid is this view? 20
20. To what extent were economic issues the most important reason for the outbreak of civil war in England? 20
21. To what extent were religious issues the main reason for the Revolution Settlement of 1688–89? 20

Part C — The Atlantic Slave Trade

22. To what extent was the failure of alternative sources of labour the main reason for the development of the slave trade? 20
23. *The fear of revolt was the most important factor governing relations between slaves and their owners.*
How valid is this view? 20
24. How important were the effects of the French Revolution as an obstacle to abolition? 20

SECTION 2 — BRITISH (continued)

Part D — Britain, 1851–1951

25. To what extent were changing political attitudes the most important reason why Britain became more democratic, 1851–1928? 20
26. *The part played by women in the war effort was the main reason why some women received the vote in 1918.*
How valid is this view? 20
27. To what extent did the social reforms of the Liberal government, 1906–1914, meet the needs of the British people? 20

Part E — Britain and Ireland, 1900–1985

28. To what extent was the Nationalist response to the Home Rule Bill responsible for the growth of tension in Ireland to 1914? 20
29. *The policies and actions of the British government were the main obstacle to peace in Ireland, 1918–1921.*
How valid is this view? 20
30. To what extent was the Unionist ascendancy the main reason for the developing crisis in Northern Ireland by 1968? 20

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

SECTION 3 — EUROPEAN AND WORLD — 20 marks

Attempt ONE question

Part A — The Crusades, 1071–1204

31. To what extent were attempts to assert Papal authority the main reason for the calling of the First Crusade? 20
32. To what extent were divisions among the Islamic states the main reason for the success of the First Crusade? 20
33. *During the Third Crusade Richard was more successful than Saladin both as a military leader and as a diplomat.*
How valid is this view? 20

Part B — The American Revolution, 1763–1787

34. To what extent was George III the main reason for colonial resentment towards Britain by 1763? 20
35. To what extent did the views of Thomas Paine represent British opinion towards the conflict in the colonies? 20
36. How important was British military inefficiency in the colonists' victory in the War of Independence? 20

Part C — The French Revolution, to 1799

37. *Taxation was the main cause of the threats to the security of the Ancien Régime before 1789.*
How valid is this view? 20
38. To what extent was the character of Louis XVI the main reason for the failure of constitutional monarchy, 1789–92? 20
39. To what extent was political instability the most important reason for the establishment of the Consulate? 20

SECTION 3 — EUROPEAN AND WORLD (continued)

Part D — Germany, 1815–1939

40. How important were cultural factors as a reason for the growth of nationalism in Germany, 1815–50? 20
41. To what extent was Austrian strength the main obstacle to German unification, 1815–50? 20
42. To what extent were weaknesses of the Weimar Republic the main reason why the Nazis achieved power in 1933? 20

Part E — Italy, 1815–1939

43. To what extent were cultural factors the main reason for the growth of nationalism in Italy, 1815–50? 20
44. How important was the dominant position of Austria and her dependent duchies as an obstacle to Italian unification, 1815–50? 20
45. To what extent was the role of Mussolini the main reason why the Fascists achieved power in Italy, 1919–1925? 20

Part F — Russia, 1881–1921

46. *Opposition groups were unable to effectively challenge the security of the Tsarist state before 1905.*
How valid is this view? 20
47. *The Tsar was successful in strengthening his authority between 1905 and 1914.*
How valid is this view? 20
48. To what extent were the weaknesses of the Provisional Government the main reason for the success of the October Revolution, 1917? 20

Part G — USA, 1918–1968

49. To what extent were the effects of the First World War the main reason for changing attitudes towards immigration in the 1920s? 20
50. *The weaknesses of the US banking system was the main reason for the economic crisis of 1929–33.*
How valid is this view? 20
51. How important was the continuation of prejudice and discrimination in the development of the Civil Rights campaign, after 1945? 20

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

52. How important was Fascist ideology as a reason for the aggressive nature of the foreign policies of Germany and Italy in the 1930s? 20
53. *Military weakness was the most important reason for the British policy of appeasement, 1936–38.*
How valid is this view? 20
54. To what extent was the Munich agreement a success? 20

Part I — The Cold War, 1945–1989

55. To what extent were tensions within the wartime alliance the most important reason for the emergence of the Cold War, up to 1955? 20
56. To what extent was US foreign policy the main reason for the Cuban Crisis of 1962? 20
57. *The danger of Mutually Assured Destruction was the main reason why the superpowers attempted to manage the Cold War, 1962–1985.*
How valid is this view? 20

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