



National
Qualifications
2023 MODIFIED

X837/76/12

**History
Scottish History**

TUESDAY, 2 MAY

11:00 AM – 12:30 PM

SCOTTISH HISTORY — 36 marks

Attempt **ONE** Part.

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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SCOTTISH HISTORY

Attempt **ONE** part

PARTS

- | | |
|---|----------------|
| A. The Wars of Independence, 1249–1328 | <i>page 04</i> |
| B. The age of the Reformation, 1542–1603 | <i>page 06</i> |
| C. The Treaty of Union, 1689–1740 | <i>page 08</i> |
| D. Migration and empire, 1830–1939 | <i>page 10</i> |
| E. The impact of the Great War, 1914–1928 | <i>page 12</i> |

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SCOTTISH HISTORY — 36 marks

PART A — The Wars of Independence, 1249–1328

Study the sources below and attempt the following four questions.

Source A from Michael Lynch, *Scotland: A New History* (1993).

The dynastic crisis posed by the accidental death of Alexander III in March 1286 was not unique. The curse of royal dynasties and noble families all over Europe was a failure in the male line. Alexander's younger son, David, had died in 1281 and his heir, the Lord Alexander, died in 1284. The political vacuum in authority was filled by six representatives of the political community, the 'Guardians', elected at a 'parliament' which met at Scone forty days after the tragedy. The emergence in the harsh light of a potential political crisis between 1286 and 1289 of the 'Guardians' ruling a kingdom in the name of the recognised sovereign should not be seen as surprising. This was, in part, due to the gathering maturity of the kingdom over the 13th century, which allowed the Guardians to govern successfully despite the initial fears of a crisis full of dangers and difficulties.

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

When Alexander III died there was no impression of the end of an era, no sense that Scotland faced a crisis. The funeral of King Alexander of Scotland took place at Dunfermline on 29 March 1286, and Parliament assembled at Scone on 2 April. A feudal kingdom without a king might have been considered a problem for Scotland, but the rule of the Guardians, appointed to act as an interim government, indicated that the Scots had not lost their sense of direction without their king. The legacy of Alexander III was the certainty that the Guardians would defend the integrity of the kingdom of Scotland. In the absence of a king the Guardians commissioned a Great Seal of the Kingdom which bore the motto 'Andrea Scotis Dux Esto Compatriotis' ('Saint Andrew be the leader of the compatriot Scots'), making the patron saint a representative of the king.

Source C from Ranald Nicholson, *Scotland: The Later Middle Ages* (1974).

The only alternative to a future of humiliation was to fight for a restoration of the Scottish kingdom. But who was to lead the fight? Not only John Balliol but many of the Scottish nobles taken prisoner at Dunbar were captive in England. The names of most of the remaining nobles swelled the Ragman Roll; and the English administration can hardly have worried over the absence of the name of William Wallace, second son of Sir Malcolm Wallace of Elderslie. Yet, William Wallace was first among those who had been driven to guerrilla resistance. After a brawl with the English garrison of Lanark, Wallace escaped with the help of his wife, who was put to death by his pursuers. In revenge Wallace came back to Lanark, and slew the English sheriff, Sir William Hazlerigg. Wallace now became the foremost leader of those labelled 'outlaws' by the English.

SCOTTISH HISTORY — PART A (continued)

Source D from the *Scotichronicon*, a chronicle written by the abbot Walter Bower, in the early 15th century.

One day when Bruce and Comyn were riding out of the town of Stirling together, Bruce made his proposition. Although by right and by the customs and laws of the country the honour of the royal dignity and succession to it were recognised as belonging to Robert Bruce in preference to any others. Bruce made an offer to the said John Comyn – either to reign and assume to himself the entire government of the kingdom, while granting to the same Robert all his lands and possessions – or to assume permanent rights over all the lands and possessions of the said Robert for himself, leaving to the same Robert the kingdom and kingly honour. By his messages and private letters to the King of England Comyn shamelessly gave away Bruce's secrets, thinking that if he was out of the way, Comyn might, without difficulty, gain control of Scotland with the support of Edward.

Attempt ALL of the following questions.

1. How much do **Sources A** and **B** reveal about differing interpretations of the Guardians during the early years of the succession problem, 1286–1289? 10
Use the sources and recalled knowledge.

2. Explain the reasons why there were difficulties in the relationship between John Balliol and Edward I. 8

3. How fully does **Source C** explain the role of William Wallace and Scottish resistance? 10
Use the source and recalled knowledge.

4. Evaluate the usefulness of **Source D** as evidence of Bruce's conflict with and victory over his Scottish opponents, 1306–1309. 8
In reaching a conclusion you should refer to:
 - *the origin and possible purpose of the source*
 - *the content of the source*
 - *recalled knowledge.*

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SCOTTISH HISTORY — 36 marks

PART B — The age of the Reformation, 1542–1603

Study the sources below and attempt the following four questions.

Source A from Alec Ryrie, *The origins of the Scottish Reformation* (2006).

By the 1550s there were plenty of Scots whose loyalties were torn and whose dissatisfaction with the Catholic Church was sufficient to make them flirt with the new Protestant ideas. In his play 'The Three Estates', first performed in 1552, Sir David Lindsay expressed hostility to papal authority, attacked indulgences, demanded that the Bible be translated into Scots and called for priests to be allowed to marry. Lindsay's works were widely circulated and while we cannot measure exactly their impact, it is clear that he was not alone in holding such views. The poet Sir Richard Maitland of Lethington, for example, was disgusted by the corruption of the clergy. Maitland was clear that the Church needed to be reformed but like others he wanted that to happen through a programme of Catholic reform rather than by setting up a new Church. Most educated people in Scotland seem to have been persuaded that, one way or another, matters in the old Church could not go on as before.

Source B from Jenny Wormald, *Court, Kirk, and Community: Scotland 1470–1625* (2018).

People were also caught up in the excitement of reforming ideas through listening to Protestant preachers such as John Knox, who in a sermon at St Andrews in 1547, attacked the mass as falsehood. By the 1550s there was no doubt about his adherence to Calvinist teachings on salvation in the Holy Bible which he had learned from his time spent in France, Switzerland and England. In 1552 a law was passed, designed to prevent the printing of Protestant books and pamphlets, but it proved unsuccessful. Protestantism also benefited from the fact that there were a small number of powerful lords and lairds whose commitment to the Reformed cause was not in doubt and they seized the initiative in 1557.

Source C from Margo Todd, *The Culture of Protestantism in Early Modern Scotland* (2002).

The Second Book of Discipline (1578) made it clear that the state and the Kirk were separate, and that the Kirk should be allowed to govern itself free of Crown control. It also called for the abolition of the position of bishops, instead the Kirk was to be ruled by provincial assemblies called presbyteries with overall control exercised by a general assembly. James VI opposed the plans in 1581 to put in place thirteen presbyteries with the responsibility for appointing ministers, choosing representatives to go to general assemblies and for important disciplinary matters including cases involving the nobility. Presbyterians, often called 'Melvillians' after their leader Andrew Melville, thought that even the King himself should adhere to the demands of the Kirk. Naturally, the King and many of the nobility stood staunchly against that position.

SCOTTISH HISTORY — PART B (continued)

Source D from the *First Book of Discipline* written by John Knox and other ministers in 1560.

In this book we are setting out the vision for the Reformed Kirk in Scotland for now and the future in accordance with God's Holy Word. It is the duty of the church to provide education for the youth of this realm so it is necessary for every parish to appoint a schoolmaster who must be able to teach children to read and write, and teach the basic truths of the church. False beliefs must be got rid of too, especially the mass, but also the use of images of Mary and the saints and we must have ministers who are committed Protestants and who are not corrupt or living an immoral life. The Kirk must seek to build a more godly society and so will punish drunkenness and swearing for example, and will insist that people go to church on Sundays in the morning and again in the afternoon.

Attempt ALL of the following questions.

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| <p>5. How much do Sources A and B reveal about differing interpretations of the reasons for the growth of Protestantism by 1560?</p> <p><i>Use the sources and recalled knowledge.</i></p> | 10 |
| <p>6. Explain the reasons why Mary, Queen of Scots, faced difficulties during her reign, 1561–1567.</p> | 8 |
| <p>7. How fully does Source C explain the relationship between monarch and Kirk in the reign of James VI?</p> <p><i>Use the source and recalled knowledge.</i></p> | 10 |
| <p>8. Evaluate the usefulness of Source D as evidence of the social impact of the Reformation on Scotland, to 1603.</p> <p><i>In reaching a conclusion you should refer to:</i></p> <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> | 8 |

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SCOTTISH HISTORY — 36 marks

PART C — The Treaty of Union, 1689–1740

Study the sources below and attempt the following four questions.

Source A from Magnus Magnusson, *Scotland: The Story of a Nation* (2000).

After Mary's death, William was now king alone, and Scotland was also very much on its own, suffering in economic misery. This was partly because over the previous decades, Scotland had failed to join other European countries in their empire-building trends and therefore fell behind their continental rivals. The failure of the Darien Scheme to resolve this led to the people of Scotland feeling a sense of grief which turned to anger towards the Company of Scotland which had disastrously prepared for the attempt to colonise part of Central America. Worse was to come in the first decade of the 18th century. In 1705, in response to Scottish defiance of English policies, the English parliament felt provoked into passing the Alien Act which barred Scottish exports of linen and wool to England. This signalled a dramatic development. England was now seeking any means to achieving closer union with Scotland.

Source B from Keith M. Brown, *Kingdom or Province?: Scotland and the Regal Union, 1603–1715* (1992).

A worsening in relations between Scotland and England from the 1690s onwards took place against a background of sustained international tension in Europe. The joint monarch, King William III, knew that any peace would not last. His involvement in European wars created trade slumps which damaged Scotland's trade with England's enemies. The King also tightened the Navigation Acts which restricted Scottish trade with the colonies in the Caribbean and North American continent. The European dimension was not the only problem. Jacobites pointed the finger at William over his role during the Ill Years when dreadful harvests in successive seasons made the economic situation worse. Many Scots feared that their relationship with England under a shared monarchy would soon lead to the English dominating Scottish foreign policy.

Source C from Agnes Mure MacKenzie, *The Kingdom of Scotland* (1940).

In November the first article was debated with a vote. In 1706 the English government were busy promising various offices and pensions to Scottish MPs, should Union be passed. The Squadrone Volante showed their value at this point. In spite of fierce debate, the Squadrone's hold on the balance of power proved vital to winning the vote for the Court Party. At the same time, the English minister Lord Godolphin was sending English troops north towards the Scottish border. The Country Party led by the Duke of Hamilton failed to lead a walkout of the Scottish Parliament, with Hamilton giving toothache as an excuse. On 16 January the Treaty was passed and became law. By 6 March the Treaty became law in England. On 1 May 1707, the Treaty came into force and a thanksgiving was held in London's St Paul's Cathedral.

SCOTTISH HISTORY — PART C (continued)

Source D from a letter to a business partner, written by Adam Smith, a Scottish economist, 1740.

In my memory, nothing appears easier to understand than the discontent in Scotland in the decades after Union. The Union was meant to be good for this country. However, that good seemed uncertain. The immediate effect was to hurt the financial interests of every class of Scottish people including the nobility with investments in business. The prospect of that good was also remote. Most landowners who had been used to directing the economic policies of Scots in Edinburgh were not allowed to represent their own country in a British Parliament. And so to the experience of the merchants. Their hopes had been raised with Union. And indeed, trade with the plantations in Jamaica, Virginia and Carolina was opened to those who became lords of tobacco, sugar and rice. Despite these benefits to individuals however, all orders of men cursed the Union.

Attempt ALL of the following questions.

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| <p>9. How much do Sources A and B reveal about differing interpretations of Scotland's economic problems, 1689–1705?</p> <p><i>Use the sources and recalled knowledge.</i></p> | 10 |
| <p>10. Explain the reasons why people argued for and against Union with England.</p> | 8 |
| <p>11. How fully does Source C explain the passing of the Act of Union?</p> <p><i>Use the source and recalled knowledge.</i></p> | 10 |
| <p>12. Evaluate the usefulness of Source D as evidence of the economic effects of Union, to 1740.</p> <p><i>In reaching a conclusion you should refer to:</i></p> <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> | 8 |

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SCOTTISH HISTORY — 36 marks

PART D — Migration and empire, 1830–1939

Study the sources below and attempt the following four questions.

Source A from Rosalind R. McClean, *Scottish emigrants to New Zealand, 1840–1880* (1990).

In 1842, 830 emigrants travelled on three of the Commission's ships to the port of Auckland. Two of the ships, the *Duchess of Argyll* and the *Jane Gifford*, left Britain from the Clyde, the express purpose of this emigration was to take skilled Paisley weavers to better paid jobs and new opportunities. Also encouraging many Scots to emigrate was the profitability of wool which made large-scale emigration to New Zealand a viable enterprise. This was until the crash in world wool prices in the late 1870s. However, after 1861 the greatest attraction to New Zealand was the discovery of gold in Otago which resulted in New Zealand's 'Scottish' province becoming the richest and most populous of all the regions. This led to Otago retaining its position as the favoured destination of UK migrants of all nationalities throughout the 'Vogel' era.

Source B from Marjory Harper, *Emigration from Scotland Between the Wars* (2009).

Economic hardships after the war left many Scots with little option but to leave their homeland for the Empire. The greatest decline was experienced in heavy industries. Scottish shipbuilding firms struggled for contracts as naval limitation treaties held back admiralty orders, the resulting impact is shown in the fact that unemployment in shipbuilding increased from 2.42% in 1920 to a startling 75.8% in 1932. At the same time the Scottish iron and steel industries fell victim to English, Welsh and overseas competition, leading to over half the iron furnaces being dismantled and the loss of 5000 jobs in a futile attempt to compete. The coal industry was also in long term decline, partly as a result of bad management and the challenge of alternative sources of energy which saw the loss of jobs in mining communities across Scotland.

Source C from Ronald Roberts, *Champagne Charley of Montreal* (2021).

Duncan McEachran, son of a Campbeltown blacksmith, was renowned as a dour, abrasive Scotsman 'always impatient of the inferiority of lesser mortals'. He founded, with Sir William Osler, the highly rated McGill Veterinary School and it was to this school that his younger brother Charley was sent from Campbeltown to study. He was an excellent student and after a period working in the family veterinary practice, moved to work at the Port of Montreal. Charley married Margaret Allan, daughter of the richest man in Montreal, Sir Hugh Allan from Ayrshire. Sir Hugh made his money from the Canadian side of the Allan Line, which dominated the passenger trade between Liverpool, Glasgow and Montreal. With the help of his sons, he expanded his wealth by setting up the Merchants Bank of Canada in 1861. Sir Hugh died in 1882 and Charley became closely involved in the family's affairs, particularly a very successful rail venture to link Saskatchewan and Manitoba.

SCOTTISH HISTORY — PART D (continued)

Source D from an article in a Jewish newspaper published in Glasgow, 29 August 1935.

It is reckoned that 25,000 Jews are resident in Scotland with 18,000 settling in Glasgow. Many are contributing to the latter city by setting up tailoring businesses which are providing a service to the local population. Further evidence of the positive Jewish impact on Glasgow life is clear from the many young Jews studying medicine, for we are told that all the Jewish students at Glasgow University are without exception brilliant. Nonetheless, in the last two years Hebrew education has been seriously neglected as figures issued show that the Glasgow Talmud Torah School, situated in the Gorbals, has suffered so much by the movement of Jewish families to more affluent areas. On another positive note we must not omit to mention the famous pipe band of the Jewish Lads' Brigade, the only Jewish pipe band in the world, with their swinging kilts who are to be found at events of importance all over Scotland.

Attempt ALL of the following questions.

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| 13. | How much do Sources A and B reveal about differing interpretations of the economic reasons for the emigration of Scots, 1830–1939? | 10 |
| | <i>Use the sources and recalled knowledge.</i> | |
| 14. | Explain the reasons why immigrants in Scotland had varied experiences. | 8 |
| 15. | How fully does Source C explain the impact of Scots emigrants on the empire? | 10 |
| | <i>Use the source and recalled knowledge.</i> | |
| 16. | Evaluate the usefulness of Source D as evidence of the contribution of immigrants to Scottish society. | 8 |
| | <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> | |

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SCOTTISH HISTORY — 36 marks

PART E — The impact of the Great War, 1914–1928

Study the sources below and attempt the following four questions.

Source A from Philip Warner, *The Battle of Loos* (1976).

Although Loos was a critical battle it has been given little attention by historians and usually, when it has appeared in history, is remarked on for its mistakes rather than its extraordinary qualities. Loos was nearly a success, owing to the unbelievable courage of those who fought and died there. For example, within the regiments of the 15th (Scottish) Division, many of those who reached the crest of Hill 70, and survived, were firmly convinced that they had broken through on Sunday, 26th September, 1915. Major-General Richard Hilton, who at the time was a Forward Observation Officer, said: 'the only two things that prevented our final advance into the outskirts of Lens were, firstly, the exhaustion of the Scots themselves (for they had undergone a bellyful of marching and fighting that day) and, secondly, the flanking fire of numerous German machine guns, which swept that bare hill.'

Source B from Nick Lloyd, *Loos 1915* (2008).

Sunday, 26 September 1915 was a day of disaster for the British Army. The attack on that day featured heavy fighting around Hill 70. By the morning, the situation of the 15th (Scottish) Division was highly precarious, units were often leaderless, tired, short of ammunition, food and water, and were occupying only thin trenches below the crest of the Hill. This unpromising situation did not go unnoticed and Major-General McCracken, commander of the 15th Division complained about renewing the attack, but was overruled by his commander, General Rawlinson. Orders reached the different Scottish units at different times. Although elements of the attacking battalions managed to push on and drive the enemy garrison back the attack was so poorly organised that the gains were impossible to preserve.

Source C from W.R. Scott and J. Cunnison, *The Industries of the Clyde Valley During the War* (1924).

The shock of the declaration of war brought the inevitable disorganisation in the life of the district. Not only was there the mobilisation of so many men, there was a lack of confidence concerning business of all kind under the new and unknown conditions. However, in the case of the Clyde, the demands of the Admiralty on the shipyards and extending from these to all the related engineering industries, soon began to increase the industrial output of the area. The river during the war was a remarkable sight as the shipyards were working as they had never worked before as warship building and repairing grew as the war pressed on. Later, new slips were laid down when the demand for new and bigger merchant ships became intense. In some yards, new designs of warships were under construction and due to secrecy, the warships were covered with canvas.

SCOTTISH HISTORY — PART E (continued)

Source D from the autobiography by David Kirkwood discussing events in wartime Glasgow in 1915.

The demand for twopence an hour made me prominent down the Clyde as our wages were lower than those of other tradesmen. We re-opened negotiations with the employers, but made little progress. J. & G. Weir's of Cathcart brought over a squad of American engineers who were paid the rate we had asked for our own men, with a bonus of 17s. 6d. as well. As a result of the inequality between the Clyde engineer and the American engineer, Weir's engineers declared a strike, by January 1915 the whole of the Clyde district engineers had left work. The Americans joined them, as they did not wish to be preferred. By this time prices for necessities had risen so much that sixpence an hour would have been more than reasonable than twopence an hour.

Attempt ALL of the following questions.

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| <p>17. How much do Sources A and B reveal about differing interpretations of the experience of Scots at the Battle of Loos, 1915?</p> <p><i>Use the sources and recalled knowledge.</i></p> | 10 |
| <p>18. Explain the reasons why the war had an impact on society and culture in Scotland.</p> | 8 |
| <p>19. How fully does Source C explain the impact of the war on Scottish industry and the economy?</p> <p><i>Use the source and recalled knowledge.</i></p> | 10 |
| <p>20. Evaluate the usefulness of Source D as evidence of the impact of the war on political developments as shown by the growth of radicalism.</p> <p><i>In reaching a conclusion you should refer to:</i></p> <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> | 8 |

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