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HIGHER

HISTORY

Practice Questions & Exam Papers

QUESTIONS & PAPERS

Practise 115+ questions covering every question type

Complete 2 practice papers that mirror the real SQA exams

Practice Questions

This Key Area index grid will guide you when looking for questions by question type or by topic.

British, European and World History

	To what extent...	How important...	'Quotation' How valid is this view?
British			
A Church, State and Feudal Society, 1066–1406	3	1, 4	2
B The Century of Revolutions, 1603–1702	6	7, 8	5
C The Atlantic Slave Trade	9, 12	11	10
D Britain, 1851–1951	13	14	15
E Britain and Ireland, 1900–1985	16, 18, 20	19	17
European and World			
A The Crusades, 1071–1204	21, 24	22, 23	25
B The American Revolution, 1763–1787	26, 28	29	27
C The French Revolution, to 1799	31, 33	30, 32	34
D Germany, 1815–1939	37, 38	35, 39	36
E Italy, 1815–1939	42, 44	40, 41	43
F Russia, 1881–1921	45, 47	46	48
G USA, 1918–1968	49	50, 52	51
H Appeasement and the Road to War, to 1939	55	53, 54	56
I The Cold War, 1945–1989	58, 59	57, 61	60

Scottish History

	Evaluate the usefulness...	How much do...	How fully does...	Explain...
A The Wars of Independence, 1249–1328	104	114	109	84, 85, 86, 87
B The Age of the Reformation, 1542–1603	105	115	110	88, 89, 90, 91
C The Treaty of Union, 1689–1740	106	116	111	92, 93, 94, 95
D Migration and Empire, 1830–1939	107	117	112	96, 97, 98, 99
E The Impact of the Great War, 1914–1928	108	118	113	100, 101, 102, 103

Practice Papers

This Key Area index grid will guide you when looking for questions by question type or by topic.

British, European and World History

	To what extent...		How important...		'Quotation' How valid is this view?	
	Paper 1	Paper 2	Paper 1	Paper 2	Paper 1	Paper 2
British						
A Church, State and Feudal Society, 1066–1406	2	1		2	1, 3	3
B The Century of Revolutions, 1603–1702	5	4	4	5	6	6
C The Atlantic Slave Trade		9	7, 9	7	8	8
D Britain, 1851–1951	10, 12	12		11	11	10
E Britain and Ireland, 1900–1985	14	13	13	14	15	15
European and World						
A The Crusades, 1071–1204	16		17	16	18	17, 18
B The American Revolution, 1763–1787	20	20	19	19	21	21
C The French Revolution, to 1799	23	24	22	23	24	22
D Germany, 1815–1939	27	27	25	26	26	25
E Italy, 1815–1939	28	29	30	30	29	28
F Russia, 1881–1921	33	32		31	31, 32	33
G USA, 1918–1968	34	36	36	34	35	35
H Appeasement and the Road to War, to 1939	38	38	37	37	39	39
I The Cold War, 1945–1989	42	41	40	42	41	40

Scottish History

	Evaluate the usefulness...		How much do...		How fully does...		Explain...	
	Paper 1	Paper 2	Paper 1	Paper 2	Paper 1	Paper 2	Paper 1	Paper 2
A The Wars of Independence, 1249–1328	43	45	44	46	46	44	45	43
B The Age of the Reformation, 1542–1603	47	49	48	50	50	48	49	47
C The Treaty of Union, 1689–1740	51	53	52	54	54	52	53	51
D Migration and Empire, 1830–1939	55	57	56	58	58	56	57	55
E The Impact of the Great War, 1914–1928	59	61	60	62	62	60	61	59

Question type: Explaining a historical development/event

HOW TO ANSWER

One of the four questions in the Scottish paper will ask you to explain a historical development/event. This question will not have a source with it so you will have to remember all the information that goes into the answer. The Scottish topics are divided up into four main areas that are known as 'Issues'. These issues are developed in the SQA documentation with detailed description of content. This gives you the detailed areas that the SQA will expect you to refer to in your answer.

'Explain' questions are one of the main areas or Key Issues of the course content. This allows you to bring in a wide range of knowledge from across all of the detailed description of the content.

Note: Only a selection of the practice questions has a sample answer. They are indicated by an asterisk (*) next to the question number. Sample answers for these questions are provided in Answers to Practice Questions, starting on page 24.

Top Tip!

You will get a mark for each point that is backed up with a detailed explanation that is relevant to answer the question being asked.

Scottish History

Part A – The Wars of Independence, 1249–1328

- | | | |
|----|---|---|
| 84 | Explain the reasons why the death of Alexander III led to the succession problem between 1296 and 1292. | 8 |
| 85 | Explain the reasons why there were difficulties in the relationship between John Balliol and Edward I. | 8 |
| 86 | Explain the reasons for the resistance of William Wallace and the Scots. | 8 |
| 87 | Explain the reasons for the rise and triumph of Robert Bruce. | 8 |

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

- | | | |
|----|---|---|
| 88 | Explain the reasons for the Reformation of 1560. | 8 |
| 89 | Explain the reasons why Mary, Queen of Scots faced difficulties in ruling Scotland between 1561 and 1567. | 8 |
| 90 | Explain the reasons why there were difficulties in the relationship between James VI and the Kirk. | 8 |
| 91 | Explain the reasons why the Reformation had an impact on Scotland, to 1603. | 8 |

MARKS

Essay question type: How fully

»» HOW TO ANSWER

One of the four questions in the Scottish paper will ask you to explain how fully a source explains a historical development/event. This question will therefore have one source that you will have to interpret.

The Scottish topics are divided up into four main areas that are known as 'Issues'. These issues are developed with detailed description of content. 'How fully' questions are on one of the four main areas or issues. Therefore, these questions are on a broad part of the course content. You need to ensure that your answer includes a sentence where you make a judgement about what the question is asking.

This is simple as no source is going to tell you everything about the historical development/event explained in the source. So, the source does not fully explain the event.

Top Tip!

Make sure that you make this required judgement. If you do not, the answer will only get two marks.

Top Tip!

The source will contain four points that are relevant to the question. You can get up to four marks for identification of these views.

You need to identify the viewpoint of the source by selecting relevant parts of the source in relation to the question asked. Each part of the source you select will then need to be linked to the question with some explanation. It is important that you also identify relevant recall points that the presented source fails to cover but show other pieces of detailed information relevant to the question.

Top Tip!

Up to seven marks are also available for the use of relevant recall. So, you can gain the full ten marks in a number of ways!

Note: Only a selection of the practice questions has a sample answer. They are indicated by an asterisk (*) next to the question number. Sample answers for these questions are provided in Answers to Practice Questions, starting on page 24.

Scottish History

Part A – The Wars of Independence, 1249–1328

Source C from Michael Lynch, *Scotland: A New History* (1991)

Source C

Details of the origins of the revolt of 1297 have long been known to historians. The decisive move was the linking up of opposition in Moray with a rising in the shires to the east of the Spey and in the important burgh of Aberdeen. The leader of the northern rising was Andrew Murray, the son and heir of a leading baron. Murray died in November 1297, probably of wounds sustained at the battle of Stirling Bridge. It was the first and the last pitched battle which William Wallace won. Neither a general nor a guerrilla by instinct, Wallace deserves to be remembered as a patriot and a charismatic warlord. That was why the community entrusted him with sole guardianship of the realm in the spring of 1298.

109* How fully does **Source C** explain the role of William Wallace and Scottish resistance?

Use the source and recalled knowledge.

10

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

Source C from A.R. MacDonald, *The Jacobean Kirk, 1567–1625* (1998)

Source C

By the middle of 1592, the fragile relationship between the Crown and the Kirk was once again clear. Although there had been episodes of co-operation, the period between the fall of the Arran regime and the 'Golden Act' was characterised by tension. The king did not see the religious and ecclesiastical world in the terms in which most of the Kirk saw it. James could talk of the necessity to root out Catholicism and to promote the Protestant religion, however, he did not share the fervour which most of the Kirk appears to have borne against Catholicism. This factor unified the Kirk, and their belief that it was the ministers' job to ensure the godly conduct of government, created an atmosphere of conflict with the Crown rooted in the king's disinclination, as far as the Kirk saw it, to purify the nation.

110 How fully does **Source C** explain the relationship between the monarch and Kirk in the reign of James VI?

Use the source and recalled knowledge.

10

Part C – The Treaty of Union, 1689–1740

Source C from Michael Lynch, *Scotland: A New History* (1991)

Source C

The Scottish parliament opened on 3 October 1706, but the opposition, which embarked on delaying tactics from the outset, succeeded in postponing serious consideration of the first of the Articles for a month. Article 1 (on the principle of incorporating union) was passed on 4 November by 116 votes to 83. It was as near as the opposition ever came to opposing a major clause. The majority had been less than the court had expected, and the ministry on the same day brought before the House a bill guaranteeing the Presbyterian settlement of the Church. The Kirk was bought off which was a sign that it still had a powerful voice in Scottish life, but that its role in politics was now to sit on the sidelines. On 16 January 1707, the Treaty was ratified with a majority of 43.

111 How fully does **Source C** explain the passing of the Act of Union?

Use the source and recalled knowledge.

10

British, European and World History

Duration: 1 hour and 30 minutes

Total marks: 44

Section 1 – British – 22 marks

Attempt ONE question from the part you have chosen.

Section 2 – European and World – 22 marks

Attempt ONE question from the part you have chosen.

In the exam, you must write your answers clearly in the answer booklet provided and clearly identify the question number you are attempting.

Use BLUE or BLACK ink.

Section 1 – British

Attempt ONE question from the part you have chosen.

Parts

- | | | |
|----------|---|---------|
| A | Church, State and Feudal Society, 1066–1406 | page 31 |
| B | The Century of Revolutions, 1603–1702 | page 31 |
| C | The Atlantic Slave Trade | page 31 |
| D | Britain, 1851–1951 | page 31 |
| E | Britain and Ireland, 1900–1985 | page 31 |

Section 2 – European and World

Attempt ONE question from the part you have chosen.

Parts

- | | | |
|----------|--|---------|
| A | The Crusades, 1071–1204 | page 32 |
| B | The American Revolution, 1763–1787 | page 32 |
| C | The French Revolution, to 1799 | page 32 |
| D | Germany, 1815–1939 | page 32 |
| E | Italy, 1815–1939 | page 32 |
| F | Russia, 1881–1921 | page 33 |
| G | USA, 1918–1968 | page 33 |
| H | Appeasement and the Road to War, to 1939 | page 33 |
| I | The Cold War, 1945–1989 | page 33 |

Section 1 – British – 22 marks

Attempt ONE question from the part you have chosen.

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

- | | | |
|---|--|----|
| 1 | <i>The landed classes were the most important part of feudal society.</i>
How valid is this view? | 22 |
| 2 | To what extent was David I successful in his attempts to increase royal power in Scotland? | 22 |
| 3 | <i>King John's attempts to increase royal authority were successful in England.</i>
How valid is this view? | 22 |

Part B – The Century of Revolutions, 1603–1702

- | | | |
|---|--|----|
| 4 | How important were political issues as a reason for the problems faced by King James after the Union of the Crowns in 1603? | 22 |
| 5 | To what extent were the actions of Charles I and parliament after 1640 the main reason for the outbreak of civil war in England? | 22 |
| 6 | <i>The role of Charles II was the main reason for the Revolution Settlement of 1688–1689.</i>
How valid is this view? | 22 |

Part C – The Atlantic Slave Trade

- | | | |
|---|---|----|
| 7 | How important were racist attitudes as a reason for the development of the slave trade? | 22 |
| 8 | <i>Racism and prejudice were the most important factors governing relations between slaves and their owners.</i>
How valid is this view? | 22 |
| 9 | How important were the attitudes of British governments as an obstacle to abolition? | 22 |

Part D – Britain, 1851–1951

- | | | |
|----|--|----|
| 10 | To what extent were pressure groups the main reason why Britain became more democratic, 1851–1928? | 22 |
| 11 | <i>The Suffragettes' role was not important in some women achieving the vote in 1918.</i>
How valid is this view? | 22 |
| 12 | To what extent did the social reforms of the Liberal Government, 1906–1914, meet the needs of the British people? | 22 |

Part E – Britain and Ireland, 1900–1985

- | | | |
|----|--|----|
| 13 | How important was the Irish Cultural Revival as a reason for the growth of tension in Ireland to 1914? | 22 |
| 14 | To what extent were IRA tactics and policies the main obstacle to peace in Ireland, 1918–1921? | 22 |
| 15 | <i>Economic issues were the main reason for the developing crisis in Northern Ireland, by 1968.</i>
How valid is this view? | 22 |

[Now go to Section 2]

Scottish History – 36 marks

Part A – The Wars of Independence, 1249–1328

43 Evaluate the usefulness of **Source A** as evidence of the Great Cause and Edward's decision. (8)

In making a judgement you should refer to:

- the origin and possible purpose of the source
- the content of the source
- recalled knowledge.

You can gain marks in a number of ways **up to a maximum of 8 marks:**

- You can be awarded **a maximum of 4 marks** for evaluative comments relating to author, type of source, purpose and timing.
- You can be awarded **a maximum of 2 marks** for evaluative comments relating to the content of the source.
- You can be awarded **a maximum of 3 marks** for evaluative comments relating to points of significant omission.

Examples of aspects of the source and relevant comments:

Aspect of the source	Possible comment
Author: Edward I through his representative Roger Brabazon	Useful as Brabazon was Edward's official spokesman so we can assume he was accurately delivering Edward's will.
Type of source: speech	Useful as a speech is designed for broad consumption. Less useful as speeches are designed for effect and may have added emotive language.
Purpose: to convey Edward's views	Useful as Edward had been called in to deal with the issue of succession and this was a statement of his solution to the Great Cause.
Timing: November, 1292	Useful as the speech is a contemporary source that amply demonstrates the issues surrounding the Great Cause and Edward's decision to announce Balliol as the successful contender.

Content	Possible comment
Therefore, the king declares by way of judgment to you John Hastings and to you Robert Bruce that by this judgment you shall receive nothing of the shares which you demand within the bounds of the realm of Scotland.	Useful as it shows Edward's rejection of the claims of two of the claimants to the throne of Scotland.
But to you John Balliol, as the nearest heir of Margaret, daughter of the king of Norway, lady of Scotland, and grand-daughter of the late Alexander, the king gives the realm as your due and puts you in possession of it with everything belonging to it within the realm.	Useful as this gives Edward's reason for choosing John Balliol as the new king of Scotland.
The king appoints Christmas day wherever in his realm he may then be, for doing your homage to him for the kingdom of Scotland.	Useful as shows how Edward now assumed that the king of Scotland had gained his authority from Edward so would have to undertake to perform homage to him.

Possible points of significant omission may include:

- ▶ On the death of Margaret, Maid of Norway, 13 nobles came forward to claim the throne.
- ▶ The three strongest claims were those of John Balliol, John Hastings and Robert the Bruce 'the Competitor'.
- ▶ All three of the strongest claimants could claim descent from the daughters of David the Earl of Huntingdon, who was in turn descended from David I of Scotland.
- ▶ Edward I was asked to make the judgement and took over a year to hear the arguments and come to a decision.
- ▶ Edward was an internationally respected king and a recognised expert on legal matters so was a logical choice as adjudicator.
- ▶ Edward's demand that he be accepted as overlord of Scotland from all claimants was a surprise.
- ▶ Balliol was chosen as he was descended from the eldest daughter of Earl David. Following the law of legitimate inheritance that always passed down the eldest line, called Primogeniture, Balliol was the obvious choice.
- ▶ Balliol was inaugurated at Scone, 30 November 1292, St Andrews Day.

Any other valid points will be allowed that meet the criteria described in the general marking instructions for this kind of question.

- 44** How much do **Sources B** and **C** reveal about differing interpretations of the subjugation of Scotland? (10)
Use the sources and recalled knowledge.

*You can gain marks in a number of ways **up to a maximum of 10 marks**:*

- ▶ *You can be awarded **up to 6 marks (3 marks per source)** for your interpretation of the viewpoints from the sources (including establishing the overall viewpoint of each source).*
- ▶ *You can be awarded **up to 6 marks** for recalled knowledge. You can develop points from the sources and/or identify relevant points of significant omission.*

Point identified in Source B	Possible comments that show you have interpreted the significant view(s)
The invaders swept over this in their first assault, taking the townsmen so much by surprise that they put up almost no fight at all.	Berwick was poorly defended so fell quickly to the English.
The castle garrison surrendered on terms which included the condition that its commander, Douglas, should be kept with the king's household till the end of the campaign.	The garrison was offered terms to surrender.
He gave the order that no one should be spared, and the Berwick men were killed in such numbers that their corpses became a dangerous nuisance and had to be thrown in the sea or buried in deep pits.	Edward ordered that no quarter be shown to the men of Berwick, resulting in large numbers dying.
Overall viewpoint – interprets Edward's actions in Berwick by identifying the attack first then an offer of surrender. Just notes that men were killed.	

Point identified in Source C	Possible comments that show you have interpreted the significant view(s)
The king tried to persuade the leading men of Berwick to surrender, promising them personal safety, security for their possessions, reform of their laws and liberties, pardon for their offences. While he waited for three days, they gave no reply to such a generous offer.	The offer to the leading men of Berwick was made before the attack. They delayed their response.
So, when he came to them on the fourth day addressing them in person in a friendly manner, they redoubled their insults. Some of them, setting themselves on the heights bared their buttocks and insulted the king and his people.	The people of Berwick provoked Edward with their insults.
A great quantity of booty was seized and no fewer than 15,000 of both sexes perished, some by the sword, others by fire in the space of a day and a half.	Recognises scale of the slaughter over a short period of time by the English.
Overall viewpoint – interprets Edward's actions in Berwick more generously, with offers of surrender first, followed by provocation, but acknowledging the deaths, although identifies that both sexes were killed.	

Possible points of significant omission may include:

- ▶ The English defeated a large, but inexperienced, Scottish army at the Battle of Dunbar.
- ▶ Scottish resistance to Edward collapsed after Dunbar.
- ▶ Some Scottish families, such as the Bruces, had submitted to Edward before the English invasion of Scotland.
- ▶ The English army moved swiftly through Scotland and Edward accepted the submission of the Scottish nobility as he progressed.
- ▶ Edward removed the symbols of Scottish sovereignty such as the Stone of Destiny.
- ▶ Ragman Roll of signatures of the major religious and secular leaders in Scotland recognised Edward's overlordship.
- ▶ Edward chose Berwick as the centre for his government of Scotland, which he now clearly believed was his to rule.

Any other valid point will be allowed that meets the criteria described in the general marking instructions for this type of question.