

1540/403

NATIONAL
QUALIFICATIONS
2011

FRIDAY, 20 MAY
1.00 PM – 2.45 PM

HISTORY
STANDARD GRADE
Credit Level

Answer questions from Unit I **and** Unit II **and** Unit III.

Choose only **one** Context from each Unit and answer Sections A **and** B. The Contexts chosen should be those you have studied. Your Invigilator will tell you which Contexts these are.

The Contexts in each Unit are:

Unit I— Changing Life in Scotland and Britain

Context A: 1750s–1850s	Pages 2–3
Context B: 1830s–1930s	Pages 4–5
Context C: 1880s–Present Day.....	Pages 6–7

Unit II— International Cooperation and Conflict

Context A: 1890s–1920s	Pages 8–9
Context B: 1930s–1960s	Pages 10–11

Unit III— People and Power

Context A: USA 1850–1880	Pages 12–13
Context B: India 1917–1947	Pages 14–15
Context C: Russia 1914–1941	Pages 16–17
Context D: Germany 1918–1939.....	Pages 18–19

Number the questions as shown in the question paper.

Some sources have been adapted or translated.



UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

CONTEXT A: 1750s–1850s

SECTION A: KNOWLEDGE AND UNDERSTANDING

The population of Scotland increased between the 1750s and 1850s.

(Note: for this answer you should write a short essay of several paragraphs including an introduction and a conclusion.)

1. To what extent was the increase in Scotland's population from the 1750s to the 1850s due to:

EITHER

- (a) improvements in diet and food supply?

8

OR

- (b) improvements in medicine and medical care?

8

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

Improvements in technology in the textile industry brought benefits to the Scottish people.

Study the sources carefully and answer the questions which follow. You should use your own knowledge where appropriate.

Source A is from the New Statistical Account for the parish of Lochwinnoch, 1846.

Source A

The population has increased rapidly since 1791. The chief reason for this was the building of cotton mills and the boost this gave to every other kind of business. The cotton mill employees can afford to live and dress well. A new mill stands on the banks of the River Calder. It employs 345 workers. Those employed in the mills work twelve hours a day, five days a week, and nine hours on Saturdays. The high temperatures in the mills weaken the body and damage the workers' health.

2. How useful is **Source A** for investigating how improvements in technology in the textile industry affected the Scottish people?

4

Source B is from “Change in Scotland, 1750–1850” written by the historians Wendy Doran and Richard Dargie, published in 1991.

Source B

The first new machines speeded up the spinning of thread. To begin with, handloom weavers were delighted as their skills were in great demand. Up to the 1820s they earned high wages. They could work as much or as little as they liked and many took an afternoon off each week. By the 1830s however, many factories were using Cartwright’s power loom. This meant less demand for the handloom weavers. As a result, their wages slumped. More and more weavers were reduced to living in terrible poverty.

Source C was written by the parish minister of Kilmadock in the 1790s about the Deanston cotton mills.

Source C

Higher wages at this mill attracted workers. As a result, the local population has increased. What was worst of all was that servants became cheeky, disobedient and careless. The heat necessary in preparing the cotton kept workers constantly in a sweat. There were many departments in the Deanston Mill. The noise of the machinery led to many of the workers becoming deaf. Constant use of the eye in watching the threads weakened the workers’ sight.

Look at Sources A, B and C.

3. What evidence is there in the sources to support the view that improvements in technology in the textile industry **brought benefits** to the Scottish people?

What evidence is there in the sources to support the view that improvements in technology in the textile industry **did not bring benefits** to the Scottish people? 6

4. How far do you agree that improvements in technology in the textile industry brought benefits to the Scottish people?

You must use evidence **from the sources** and **your own knowledge** to reach a **balanced conclusion**. 5

[END OF CONTEXT IA]

UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

CONTEXT B: 1830s–1930s

SECTION A: KNOWLEDGE AND UNDERSTANDING

The population of Scotland increased between the 1830s and the 1930s.

(Note: for this answer you should write a short essay of several paragraphs including an introduction and a conclusion.)

1. To what extent was the increase in Scotland’s population from the 1830s to the 1930s due to:

EITHER

- (a) improvements in diet and food supply?

8

OR

- (b) improvements in medicine and medical care?

8

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

Improvements in farming technology brought benefits to the Scottish people.

**Study the sources carefully and answer the questions which follow.
You should use your own knowledge where appropriate.**

Source A is from the memories of Mrs Belle Lindsay, who started work on a farm in Midlothian in 1910.

Source A

When I left school I went to work on the farm. I worked from six o’clock in the morning till six o’clock at night, just like my father. I worked six days a week for just a few shillings. I often felt like I could run away. The first job I had was sowing turnips. The horse-drawn machine made this a light job. You just had to walk up and down and fill the machine with seed. Harvest time was exhausting, it was hard work forking the sheaves up. In those days there was no such thing as summer holidays, not even a single day.

2. How useful is **Source A** for investigating how improvements in farming technology affected the Scottish people?

4

Source B is from “Agrarian Britain 1700–1980” written by Simon Masson.

Source B

Many farmers bought or hired machines like reapers or steam threshers believing they could save money. It was more expensive to employ workers using sickles and scythes. It took one farm labourer two and a half days to cut, sheaf and stack an acre of corn. A mechanical reaper could do the same job in half a day. Between 1838 and 1880 farm production rose by 70%. However, not all farmers embraced the new machines. Even by the end of the nineteenth century, many of the old ways survived in some areas. There was little change in dairy farming.

Source C is from David Kerr Cameron “The Cornkister Days – A Portrait of a Land and its Rituals”.

Source C

The binder was a superb innovation. It could do all that the reaper did as well as automatically tying the sheaves before ejecting them onto the harvest field. Men were ecstatic in their appreciation of what it could do. Yet, the nightmare of breakdowns haunted their sleep. There were still areas in Aberdeenshire, as late as the 1930s, where people were forced to continue old ways as they could not afford the third horse required for the binder. Here, the sheaf binders were the farm’s women folk. They were less subject to breakdown.

Look at Sources A, B and C.

3. What evidence is there in the sources to support the view that farming technology **brought benefits** to the Scottish people?

What evidence is there in the sources to support the view that farming technology **did not bring benefits** to the Scottish people?

6

4. How far do you agree that improvements in farming technology brought benefits to the Scottish people?

You must use evidence **from the sources** and **your own knowledge** to reach a **balanced conclusion**.

5

[END OF CONTEXT IB]

UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

CONTEXT C: 1880s–Present Day

SECTION A: KNOWLEDGE AND UNDERSTANDING

The population of Scotland increased between the 1880s and the 1980s.

(Note: for this answer you should write a short essay of several paragraphs including an introduction and a conclusion.)

1. To what extent was the increase in Scotland’s population from the 1880s to the 1980s due to:

EITHER

- (a) improvements in diet and food supply?

8

OR

- (b) improvements in medicine and medical care?

8

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

Improvements in road transport technology brought benefits to the Scottish people.

Study the sources carefully and answer the questions which follow. You should use your own knowledge where appropriate.

Source A is from an official report on a highway plan for Glasgow, June 1965.

Source A

Glasgow is experiencing a rapid increase in the ownership and use of motor vehicles which is expected to mean three times as many cars on Glasgow’s roads by 1990. Already the effect of this growth is apparent in street congestion and parking difficulties. Cheaper car transport has also led to difficulties experienced by public transport operators. These difficulties are most pressing in Glasgow city centre due to the increasing use of cars by shoppers in the narrow streets. To ease the congestion, the building of an Inner Ring Road is proposed but this will be expensive.

2. How useful is **Source A** for investigating how improvements in road transport technology affected the Scottish people?

4

Source B is from the book “Motoring Mania” written by Richard Sutton in 1996.

Source B

Cheaper car production methods made cars less expensive for the average family. Road accidents became more common; in 1939 alone there were over 8,000 road deaths. Even less expensive cars increasingly were safer with brakes on all four wheels becoming more common. However, tumbling prices led to a new phenomenon — the traffic jam. By 1967 the introduction of compulsory seat belts in all new cars and the breathalyser test halved the number of road deaths. The number of cars has continued to grow.

Source C is from the book “The Motoring Age, 1896–1939” by Peter Thorold.

Source C

In 1938 there were 2.5 million motor vehicles in Britain but by 2001 there were nearly 30 million. Cars themselves have improved with bigger engines and more splendid bodies. The average family now spends more on their cars than on anything else, even food. However, the benefits of cars outweigh the cost. Commuting to work by car was unusual before 1939 but is now normal. More than 80% of shoppers now drive to the shops. The arrival of juggernaut lorries has damaged the roads but also reduced the cost of carrying goods and so lowered prices in the shops.

Look at Sources A, B and C.

3. What evidence is there in the sources to support the view that improvements in road technology **brought benefits** to the Scottish people?

What evidence is there in the sources to support the view that improvements in road technology **did not bring benefits** to the Scottish people?

6

4. How far do you agree that improvements in road technology brought benefits to the Scottish people?

You must use evidence **from the sources** and **your own knowledge** to reach a **balanced conclusion**.

5

[END OF CONTEXT IC]

UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

CONTEXT A: 1890s–1920s

SECTION A: KNOWLEDGE AND UNDERSTANDING

The dramatic events of 28th June 1914 in Sarajevo plunged Europe into war.

1. Explain why the assassinations at Sarajevo led to the outbreak of the First World War. 4

Gas was the most controversial weapon used in the First World War.

2. Describe the use of gas as a weapon during the First World War. 4

SECTION B: ENQUIRY SKILLS

The following sources are about attitudes towards Germany at the end of the war.

Study the sources carefully and answer the questions which follow.
You should use your own knowledge where appropriate.

Source A is part of a speech made in 1918 by Sir Eric Geddes, a representative of the British Government.

Source A

How should we deal with Germany? I can understand why the French want revenge. I personally think that we should get everything out of Germany that we can and perhaps a bit more – like squeezing out a lemon. I have no time for those with high ideals. I suggest that not only all the gold Germany has, but all the silver and jewels she has, should be handed over. Think of all our sacrifices. I would strip Germany as she stripped Belgium. This is what they truly deserve.

3. Discuss the attitude of the author of **Source A** towards the treatment of Germany at the end of the war. 3

Source B is about the treatment of Germany at the end of the First World War.

Source B

The French bitterly hated the Germans and wanted revenge. America's President Wilson took the opposite view. He believed that the best solution was to let the Germans off lightly. He urged everyone to forget compensation and concentrate on making Germany part of a new, peaceful Europe. He had a forgiving attitude and saw no point in trying to settle old scores or turn the clock back. Britain's Lloyd George stood somewhere in the middle of these two views.

4. To what extent do **Sources A** and **B** disagree about the treatment of Germany at the end of the First World War?

4

Source C describes how the Treaty of Versailles affected Germany.

Source C

The Treaty of Versailles had two main aims. The first aim was to make Germany pay for the losses the Allies had suffered, so Germany lost all her colonies. She also had to pay a large sum in compensation, later fixed at £6,600,000,000. The second aim was to make sure Germany could never make war again, so Germany lost her air force. She also lost all her submarines. As a defeated power, the Germans had no choice but to agree to these dictated terms.

5. How fully does **Source C** describe the terms of the Treaty of Versailles?

You must use evidence **from the source** and from **your own knowledge** and give reasons for your answer.

5

[END OF CONTEXT IIA]

UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

CONTEXT B: 1930s–1960s

SECTION A: KNOWLEDGE AND UNDERSTANDING

On Friday September 1, 1939, German troops crossed the Polish frontier.

1. Explain why the German invasion of Poland led to the outbreak of the Second World War. 4

With the end of the Second World War, Britain's role as a world power changed.

2. Describe the changing role of Britain as a world power after the Second World War. 4

SECTION B: ENQUIRY SKILLS

The following sources are about the impact of air raids on the lives of British people during the Second World War.

Study the sources carefully and answer the questions which follow.
You should use your own knowledge where appropriate.

In **Source A** a British civilian describes his experiences of the Blitz in September 1940.

Source A

I am much closer to being a coward than I am to being any sort of hero. Yet I can honestly declare that on the whole I enjoyed that time, those splintered nights, those mornings when the air was the freshest ever tasted. The danger from German bombs brought people together. We were united against the enemy. Bombing did not destroy the spirit of the people who set an example of calm and courage.

3. Discuss the attitude of the author of **Source A** towards the impact of air raids on the British people during the Blitz. 3

Source B describes the impact of heavy bombing raids on the East End of London in 1940.

Source B

Local officials were concerned. They had observed open signs of terror. The overwhelming feeling was that of helplessness against the German bombers. There were several reports of panic. People began to walk out of the city towards open spaces as darkness approached. There was no humour or laughter. Those who remained in the blitzed areas were those who chose to stay. Their work lay in the East End. It was the beginning of a period of fear and horror.

4. To what extent do **Sources A** and **B** disagree about the impact of air raids on the British people during the Blitz? 4

Source C describes the role of Civil Defence during the Second World War.

Source C

ARP (Air Raid Precaution) Wardens were instantly recognisable by the 'W' on their helmets. They had a number of duties to perform. Wardens undertook light rescue duties. They kept daily records of householders so that in the event of a bombing raid they would be able to confirm the probable position of casualties in damaged buildings. Also, they were responsible for traffic control. Most importantly, they ensured the blackout regulations were followed.

5. How fully does **Source C** describe the role of Civil Defence during the Second World War?

You must use evidence **from the source** and from **your own knowledge** and give reasons for your answer. 5

[END OF CONTEXT IIB]

UNIT III—PEOPLE AND POWER

CONTEXT A: USA 1850–1880

SECTION A: KNOWLEDGE AND UNDERSTANDING

The Republicans fought a clear campaign that appealed to many in the North.

1. Describe the aims of the Republican Party in 1860. 4

When war broke out in 1861 many Northerners were opposed to slavery.

2. Explain why many people in the North were opposed to slavery. 4

SECTION B: ENQUIRY SKILLS

The following sources are about the effects of the Ku Klux Klan tactics on black Americans.

Study the sources carefully and answer the questions which follow.
You should use your own knowledge where appropriate.

Source A was written by the historian Janet Riehecky in her book “The Abolition of Slavery”, published in 2002.

Source A

A secret terrorist organisation called the Ku Klux Klan was formed in 1866. Their main objective was to maintain white supremacy. They did this by taking steps to prevent black Americans from voting. The Klan wore hooded robes to maintain their anonymity and intimidate their victims. They used burning crosses to frighten victims. Most importantly they attacked and murdered black Americans, sometimes by lynching. They burned down their homes and churches. Schools were a particular target to prevent black Americans from becoming literate.

3. How useful is **Source A** as evidence about the effects of the Ku Klux Klan’s tactics on black Americans? 4

Source B is about the Ku Klux Klan.

Source B

A political cartoon titled "WHITE TERROR". It depicts two white men standing over a Black man who is cowering in fear. The man on the left is wearing a hat and a shirt with "WHITE LEAGUE" written on it, and he holds a rifle. The man on the right is wearing a white hooded robe with "K.K." on the chest and holds a whip. They are holding a large banner that reads "WORSE SLAV THAN ERY." and "THE UNION AS IT WAS. THIS IS A WHITE MAN'S GOVERNMENT. THE LOST CAUSE." Above the banner is a skull and crossbones. In the background, there is a large eagle with the text "THE UNION AS IT WAS. THIS IS A WHITE MAN'S GOVERNMENT. THE LOST CAUSE." written around it. The Black man is cowering in the center, looking up at the two white men with a look of terror. The cartoon is signed "G. B. B." in the bottom right corner.

WHITE TERROR

At first, the priority of the Ku Klux Klan was to stop black Americans from voting. They adopted a number of tactics to intimidate black Americans including burning schools.

4. To what extent do Sources A and B agree about the activities of the Ku Klux Klan? 5

[END OF CONTEXT IIIA]

UNIT III—PEOPLE AND POWER

CONTEXT B: INDIA 1917–1947

SECTION A: KNOWLEDGE AND UNDERSTANDING

By the 1930s there was considerable discontent in India.

1. Explain why there was discontent with British rule in India.

4

Gandhi was convinced that the British should leave India.

2. Describe Gandhi's tactics in opposing British rule.

4

SECTION B: ENQUIRY SKILLS

The following sources are about the Cripps Mission.

Study the sources carefully and answer the questions which follow.
You should use your own knowledge where appropriate.

Source A was written by the historian F.W. Rawding in "Gandhi", published in 1980.

Source A

The war situation in Asia was serious for Britain. The British thought a gesture of conciliation would help bring all Indians loyally behind the war effort. So a British mission under Sir Stafford Cripps was sent to India to offer self-government for India after the war. The Congress leaders in India were not prepared to accept a 'post-dated cheque' from a bank which looked like it was failing. Many of them argued that they would do better in future negotiations with the Japanese if it were seen that they had been unhelpful to the British so the Cripps Mission failed.

3. How useful is **Source A** as evidence about the failure of the Cripps Mission?

4

Source B is about the Cripps Mission.

Source B

By the beginning of 1942 the position of the Allies in all war zones was desperate. Now the whole of Asia lay open to the Japanese. India had to swing fully behind the Allied war effort. India could not fall to the Japanese. Sir Stafford Cripps was sent to India to offer self-government after the war in order to unite the country. This was conditional on support from all the Indian leaders in a government of national unity until the end of the war. The Indian leaders rejected the bargain and Sir Stafford Cripps flew home.

4. To what extent do **Sources A** and **B** agree about the Cripps Mission?

5

[END OF CONTEXT IIB]

UNIT III—PEOPLE AND POWER

CONTEXT C: RUSSIA 1914–1941

SECTION A: KNOWLEDGE AND UNDERSTANDING

The Revolution of February/March 1917 began the transformation of Russia.

1. Describe the events of the February/March Revolution in 1917. 4

The Civil War, which lasted from 1918 to 1922, was a struggle for control over Russia.

2. Explain why the Reds won the Civil War. 4

SECTION B: ENQUIRY SKILLS

The following sources are about the success of Stalin’s Five Year Plans.

Study the sources carefully and answer the questions which follow.
You should use your own knowledge where appropriate.

Source A was written by the historian Terry Fiehn, in “Russia and the USSR”, published in 1996.

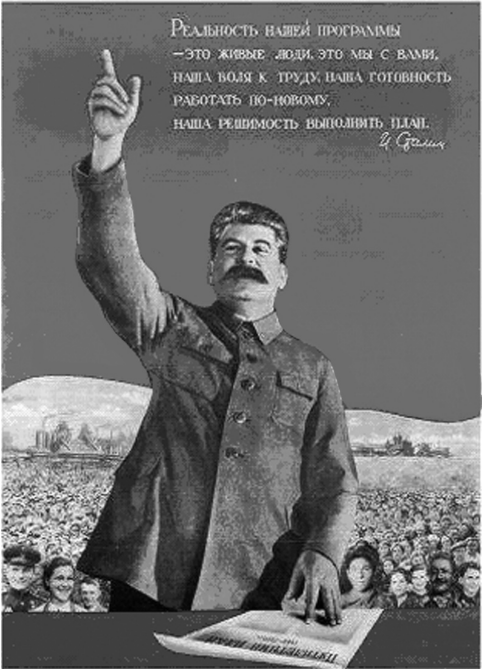
Source A

The Five Year Plans modernised the USSR but at a great cost. Huge industrial plants like Magnitogorsk were built. The giant Dnieper dam boosted Soviet electric power considerably. New mines were opened in Kazakhstan to increase the output of coal. Stalin was in overall charge of the process. Moscow’s cobbled winding lanes were replaced by broad avenues and modern buildings. Beneath the city ran an advanced subway system. Rapid industrialisation was achieved. Discipline and harsh conditions were not popular with the workers.

3. How useful is **Source A** as evidence about the success of Stalin’s Five Year Plans? 4

Source B is about Stalin's Five Year Plans.

Source B



The main aim of the Five Year Plans was to modernise the USSR and this was arguably achieved. The first Five Year Plan concentrated on improving industry and power supply. Output of coal and electricity steadily increased. Large industrial sites like Chelyabinsk were constructed. Stalin pushed through these changes very quickly.

4. To what extent do Sources A and B agree about the success of Stalin's Five Year Plans?

5

[END OF CONTEXT IIC]

UNIT III—PEOPLE AND POWER

CONTEXT D: GERMANY 1918–1939

SECTION A: KNOWLEDGE AND UNDERSTANDING

The Munich or Beer Hall Putsch was an attempt by the Nazis to seize power.

1. Describe the events of the Beer Hall Putsch of 1923. 4

Opposition to Nazi rule within Germany was difficult.

2. Explain why it was so difficult to oppose the Nazi Government after 1933. 4

SECTION B: ENQUIRY SKILLS

The following sources are about the importance of militarism in Nazi Germany.

Study the sources carefully and answer the questions which follow.
You should use your own knowledge where appropriate.

Source A was written by historians J.F. Corkery and R.C.F. Stone, in “Weimar Germany and the Third Reich”, published in 1980.

Source A

Government organisation of the workers gave opportunity for brainwashing them. In 1935 the Labour Service was established. This meant that every male between the ages of 18 and 25 had to do six months in public work camps. Camp discipline was semi-military. Camp leaders were given ranks. Men drilled with spades instead of rifles. The Labour Service was an opportunity to spread Nazi propaganda, building upon that already provided by the schools and Hitler Youth. Workers were urged to regard themselves as ‘soldiers of work’.

3. How useful is **Source A** as evidence about militarism in Nazi Germany? 4

Source B is about militarism in Nazi Germany.

Source B



Hitler made it compulsory for 18–25 year old German men to do six months' service in the Labour Service Corps. Men were given jobs on public works schemes such as building motorways. Within the Labour Service Corps military discipline was stressed and drill was endless. These men were encouraged to see themselves as 'soldiers of work'. Each year thousands of men from the Labour Service Corps would be presented to Hitler for inspection at the annual Nuremberg Rally.

4. To what extent do **Sources A** and **B** agree about militarism in Nazi Germany?

5

[END OF CONTEXT IIID]

[END OF QUESTION PAPER]

ACKNOWLEDGEMENTS

Credit Level Unit III Context A Source B—“The White League and the Ku Klux Klan: Worse than Slavery,” *Cartoon from Harpers Weekly, 1874 by Thomas Nast*. Reproduced by permission of The Bridgeman Art Library.

Credit Level Unit III Context C Source B—Poster, “Stalin’s Five Year Plans,” is taken from **www.soviethistory.org**. Reproduced by kind permission of Mr James von Geldern.

Credit Level Unit III Context D Source B—Photograph of militarism in Nazi Germany. Unable to trace copyright holder.