

1540/29/01

NATIONAL FRIDAY, 25 MAY
 QUALIFICATIONS 10.20 AM – 11.50 AM
 2012

HISTORY
 STANDARD GRADE
 General 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 9–11

Context B: 1930s–1960s Pages 13–15

Unit III — People and Power

Context A: USA 1850–1880 Pages 16–17

Context B: India 1917–1947 Pages 18–19

Context C: Russia 1914–1941 Pages 20–21

Context D: Germany 1918–1939 Pages 22–23

Use the information in the sources, and your own knowledge, to answer the questions.

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

Study the information in the sources. You must also use your own knowledge in your answers.

Source A is about the increase in Scotland's population after 1750.

Source A

Many reasons have been suggested for the increase in population at this time. It seems to have been partly due to the fall in the death rate which meant people lived longer. Advances in medical care also contributed to people surviving longer. However, the chances of infection in hospitals were very high, which increased deaths among the sick. People were also living longer because of the improved quality and variety of food.

1. Explain why Scotland's population increased after 1750.

4

Source B describes some of the new technology which was used on farms by the nineteenth century.

Source B

By 1850, new technology was being used in some parts of lowland Scotland. Most Scottish farms were using Jethro Tull's seed drill which sowed seeds in straight lines. However, the new machines were expensive and many farmers couldn't afford them. Tull also invented the horse-drawn hoe which could be used to remove the weeds between the rows and keep the surface of the soil loose.

2. Describe the new technology which improved farming by the 1850s.

3

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

Emigration from the Highlands and Islands of Scotland after 1750 brought benefits to those who moved abroad.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C is from a letter written in 1854 by an emigrant who had left Inverness for Australia.

Source C

Tell all to come to Australia where they will get good wages. They will avoid starvation which they face at home. I was in Melbourne and was offered a good wage but I expect to get an even better wage. Ignore any bad news you've been told about Australia, it's all lies. This country offers much better opportunities than back home.

3. How useful is **Source C** for investigating emigration from Scotland after 1750? 3

Source D is by a modern historian.

Source D

The emigrant ships were often overcrowded, which led to disease and death. During their journey emigrants suffered the misery of storms, which caused terrible seasickness. Only their dreams of a better future for themselves and their family kept many of them going. When they eventually arrived abroad the emigrants faced many hardships. It wasn't always easy to find work on arriving in the new country.

4. What evidence is there in **Source C** that supports the view that people from the Highlands and Islands of Scotland **benefited** from moving abroad?
 What evidence is there in **Source D** that supports the view that people from the Highlands and Islands of Scotland **did not benefit** from moving abroad? 5
5. How far do you agree that emigration from the Highlands and Islands of Scotland after 1750 **brought benefits** to those who moved abroad?
 You must use evidence **from the sources** and **your own knowledge** to come to a conclusion. 4

[END OF CONTEXT IA]

Now turn to the Context you have studied in Unit II.

UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

CONTEXT B: 1830s–1930s

SECTION A: KNOWLEDGE AND UNDERSTANDING

Study the information in the sources. You must also use your own knowledge in your answers.

Source A is about the increase in Scotland's population after 1830.

Source A

The population grew each year between 1830 and 1920. Many reasons have been suggested for the rise in population at this time. In the nineteenth century many babies died because their mothers were too weak to feed them properly. From about 1870, foreign farmers were exporting cheap food to Britain. This meant food became more plentiful. As diets improved the number of babies dying fell steadily. Medical knowledge also improved greatly during this period.

1. Explain why Scotland's population increased after 1830.

4

Source B describes some of the new technology used on railways by the 1930s.

Source B

After 1851, faster engines reduced journey times. Between 1850 and 1914, the travel time between London and Edinburgh was reduced by over two hours. Early trains were dangerous as only the engine tender and the guard's van had brakes. Following an accident in 1889 when 80 people died, all trains were fitted with continuous automatic brakes.

2. Describe the new technology which improved railways by the 1930s.

3

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

Emigration from the Highlands and Islands of Scotland after 1830 brought benefits to those who moved abroad.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C is a letter from Donald MacAskill from Bracadale to his sister in 1852.

Source C

Myself and my four sons are employed in a Victoria sheep station. We expect to earn £200 annually between us. We have left starvation behind us. I can give as much food to my dogs now as I was giving to my family at home in Skye. I am alive, well and happy in the wilds of Australia.

3. How useful is **Source C** for investigating emigration from Scotland after 1830? 3

Source D is by a Melbourne resident in 1853.

Source D

The daily scenes of distress suffered by unlucky strangers are heartbreaking. Females, young children and invalids hurry from newly arrived emigrant ships. There are no friends to greet them and no friendly hand to point the way. Those who have not experienced a Melbourne winter would not believe the water and filth on the streets. Everywhere poor emigrants struggle to survive in crude shelters made from scraps of wood.

4. What evidence is there in **Source C** that supports the view that people from the Highlands and Islands of Scotland **benefited** from moving abroad?
 What evidence is there in **Source D** that supports the view that people from the Highlands and Islands of Scotland **did not benefit** from moving abroad? 5
5. How far do you agree that emigration from the Highlands and Islands of Scotland after 1830 **brought benefits** to those who moved abroad?
 You must use evidence **from the sources** and **your own knowledge** to come to a conclusion. 4

[END OF CONTEXT IB]

Now turn to the Context you have studied in Unit II.

UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

CONTEXT C: 1880s–Present Day

SECTION A: KNOWLEDGE AND UNDERSTANDING

Study the information in the sources. You must also use your own knowledge in your answers.

Source A explains why the population of Scotland increased after 1880.

Source A

Historians have suggested many reasons for the increase in population by 1900. Clean water and sewers were now common which improved public health. People in a regular job were now able to afford one of the new quality tenement flats being built. These flats often had bathrooms with hot and cold water making it easier to keep clean. Some homes even had separate toilets which reduced disease.

1. Explain why Scotland's population increased after 1880.

4

Source B describes some of the new technology used in Scottish shipyards in the twentieth century.

Source B

For a few years after the Second World War the good times for Scottish shipyards continued. However by the 1960s only shipyards that adopted modern technology survived. Some yards made ships more cheaply and more quickly by using prefabricated sections which they joined together. Yarrows specialised in new materials and pioneered glass fibre hulls for warships.

2. Describe the new technology that improved the shipbuilding industry in the twentieth century.

3

The issue for investigating is:

Emigration from Scotland after 1880 brought benefits to those who moved abroad.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C is a letter written just before the First World War by a member of the Scottish Farm Servants Union.

Source C

There has been a flood of emigration from Scotland in the last few years. This is because there are fewer jobs for farm workers. Scots emigrants go to where the opportunities for employment are greater. Emigration has generally been to Canada and Australia where town workers enjoy increased wages. Many emigrating farm workers enjoy the independence of owning their own land as Canada has plenty to spare.

3. How useful is **Source C** for investigating emigration from Scotland after 1880? 3

Source D is by a modern historian.

Source D

Of course it would be nonsense to say that all Scots emigrants succeeded, many thousands returned to Scotland. By 1900, it is estimated that around one third of those Scots who left came back to Scotland sooner or later. Studies in Canada have shown some Scots emigrants were worse off than at home. Often the jobs they hoped for did not exist. Reduced sailing times made it easier for Scots to return home.

4. What evidence is there in **Source C** that supports the view that people from Scotland **benefited** from moving abroad?

What evidence is there in **Source D** that supports the view that people from Scotland **did not benefit** from moving abroad? 5

5. How far do you agree that emigration from Scotland after the 1880s **brought benefits** to those who moved abroad?

You must use evidence **from the sources** and **your own knowledge** to come to a conclusion. 4

[END OF CONTEXT IC]

Now turn to the Context you have studied in Unit II.

[BLANK PAGE]

UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

CONTEXT A: 1890s–1920s

SECTION A: KNOWLEDGE AND UNDERSTANDING

Study the information in the sources. You must also use your own knowledge in your answers.

Source A is about the agreements and alliances made by the Great Powers before 1914.

Source A

The alliances made by the Great Powers before 1914 clearly divided Europe into two rival armed camps, each suspicious of the other. Although there were other reasons for the outbreak of war, these agreements were very significant. The alliance system encouraged the Great Powers to act more and more boldly. Each country knew they could rely on their allies to back them up.

1. How important were the agreements and alliances made by the Great Powers in leading to the outbreak of the First World War? 4

Source B describes some of the terms of the Treaty of Versailles.

Source B

The Germans were particularly unhappy about the military terms of the Treaty of Versailles. They were not allowed to introduce conscription. Their navy was not allowed any submarines either. The Germans felt that they had not been entirely responsible for the war, and would not be able to defend themselves as a result of these severe punishments.

2. Describe the military terms of the Treaty of Versailles. 3

[Turn over

SECTION B: ENQUIRY SKILLS

The following sources are about the fighting on the Western Front.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C is an official Government photograph of British troops taking part in an attack on the Western Front in 1916.

Source C

3. How useful is **Source C** as evidence of the fighting on the Western Front?

3

Source D describes trench warfare on the Western Front.

Source D

The stalemate on the Western Front meant that new tactics became more and more important. Yet heavy shells churned up the ground around the frontline. This created a barren landscape. Soldiers struggled to get out of their trenches to attack the enemy. Battles began to involve more and more soldiers. Once out of their often basic trenches, soldiers had to cross 'no-man's-land'. Further dangers like shell craters and barbed wire waited there.

4. How far do **Sources C** and **D** agree about trench warfare?

4

Source E describes the impact of aircraft during the First World War.

Source E

The aeroplane was a relatively new invention. Britain was the only country to enter the war with a properly trained airforce. Planes quickly showed how useful they were by spotting enemy activity. Aerial photographs helped to plan more effective attacks. Eventually fighter planes were developed to shoot down spotter planes.

5. How fully does **Source E** describe the use of new technology on the Western Front?

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

4

[END OF CONTEXT IIA]

Now turn to the Context you have studied in Unit III.

[BLANK PAGE]

UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

CONTEXT B: 1930s–1960s

SECTION A: KNOWLEDGE AND UNDERSTANDING

Study the information in the sources. You must also use your own knowledge in your answers.

Source A is about the crisis over Czechoslovakia.

Source A

At the Munich Conference in 1938, Hitler promised he would not take over any more land in Europe. In March 1939 he occupied the rest of the Czech lands showing he could not be trusted. Gaining control of Czech munitions works made Hitler more ambitious. He felt that Britain and France would do nothing as they were weak. However, after the seizure of more land by Germany, public opinion in Britain turned against giving in to Hitler any more.

1. How important were German actions over Czechoslovakia as a cause of growing tension before the Second World War? 4

Source B is about the changing role of the United States of America after 1945.

Source B

In 1947 President Truman made a speech in which he said it was America's duty to help free peoples all over the world. He did not say against whom but everyone knew. This speech became known as the Truman Doctrine. Even better news followed when American Marshall Aid began to help Western Europe get back on its feet. Not everyone welcomed this.

2. Describe the changing role of the United States of America after 1945. 3

[Turn over

SECTION B: ENQUIRY SKILLS

The following sources are about the effects of new technology on warfare.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C is an official Government propaganda poster showing men of the Home Defence Battalions taking part in a night-time counter-attack against German bomber aircraft during the Blitz in 1941.

Source C



3. How useful is **Source C** as evidence of the effects of new technology on the war in the air?

3

Source D describes a night-time German air raid on the city of Coventry.

Source D

On the evening of November 14th 1940 British radar picked up German bombers heading for Coventry. Counter-measures were put in place by men of the Home Defence Battalions and 56 barrage balloons lifted into the sky. A ring of 28 anti-aircraft guns and searchlights were trained on the night sky, while over 100 night fighters were launched. Unfortunately, not one German plane was brought down while Coventry was destroyed and 568 civilians died.

4. How far do **Sources C** and **D** agree about the methods used to deal with air raids?

4

Source E is about the use of new technology in the war at sea.

Source E

The Battle of the Atlantic was one of the most important struggles of the war. Convoys were escorted by aircraft like the Sunderland flying boat which could spot German U-boats. Navy destroyers used the ASDIC system to detect U-boats under water. However, German U-boats improved too. Some were fitted with a snorkel, which meant they did not have to come to the surface for air, so were harder to destroy.

5. How fully does **Source E** describe the use of new technology in the war at sea?

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

4

[END OF CONTEXT IIB]

Now turn to the Context you have studied in Unit III.

UNIT III—PEOPLE AND POWER

CONTEXT A: USA 1850–1880

SECTION A: KNOWLEDGE AND UNDERSTANDING

Study the information in the sources. You must also use your own knowledge in your answers.

Source A is about the work of the Freedmen’s Bureau.

Source A

As part of the reconstruction, the American government set up the Freedmen’s Bureau in 1865. The aim of the Bureau was to help both newly freed black slaves and white planters. It provided food for the poor black Americans. The Bureau also helped free slaves to buy land. Despite having few staff and a low budget, the Bureau did excellent work.

1. How important was the Freedmen’s Bureau in helping black Americans? **3**

Source B explains why there was tension between the Whites and Native Americans.

Source B

Professional hunters like “Buffalo Bill” were hired to shoot the buffalo to provide meat for settlers and railway workers. They crossed the sacred land of the Native Americans to do this. The white settlers also shot the buffalo for sport which offended the Sioux. Relations between the Whites and Native Americans grew more and more tense.

2. Why did the actions of the Whites cause tension with Native Americans? **3**

SECTION B: ENQUIRY SKILLS

The following sources are about Lincoln and the emancipation of slaves in 1863.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C was written by Henry Turner, a church minister from Washington, on the 1st January 1863.

Source C

When people saw me coming with the paper in my hand, they gave a loud cheer. I started to read the proclamation. Men squealed, women fainted, white and black people shook hands. Slaves would be free, it was a happy day. I congratulate President Lincoln on his proclamation. It is as if we have woken up from a bad dream that has lasted 200 years.

3. What was the author's attitude towards Lincoln's Emancipation Proclamation, freeing the slaves? 3

Source D describes how Southern plantation owners felt about the Emancipation Proclamation.

Source D

In the South, Lincoln was universally condemned. "It's a terrible day; Lincoln is trying to steal our slaves. There will not be a single slave set free here." The idea of black Americans resisting the authority of white Americans had been a nightmare of Southerners for more than 200 years. Lincoln's proclamation seemed to confirm plans for the arming and training of slaves stolen from Southern farms and sending them to wage war against their masters.

4. How far do **Sources C** and **D** disagree about attitudes towards Lincoln's Emancipation Proclamation? 4

[END OF CONTEXT IIIA]

UNIT III—PEOPLE AND POWER

CONTEXT B: INDIA 1917–1947

SECTION A: KNOWLEDGE AND UNDERSTANDING

Study the information in the sources. You must also use your own knowledge in your answers.

Source A explains why India was important to the British.

Source A

For over two hundred years India brought many benefits to Britain. India offered newly industrialised Britain valuable raw materials, like jute, for its home factories. As well as this, India was of great military importance. It was a great source of manpower, providing soldiers for the British Army.

1. How important was India to the British?

3

Source B is about the Congress Party.

Source B

The Congress Party changed from being a party only for the privileged few to a party of mass appeal following the Amritsar Massacre. In the 1920s, with Gandhi as its leader, Congress began working to overthrow the British. It had millions of supporters amongst India's poor, even the smallest villages had Congress branches.

2. Why did the Congress Party gain support from the Indian people?

3

SECTION B: ENQUIRY SKILLS

The following sources are about the Amritsar Massacre.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

In **Source C** General Dyer explains his actions at Amritsar to the Hunter Enquiry, seven months later, in November 1919.

Source C

It was a horrible duty for me to perform. The responsibility on me was very great. I gave the order to fire in order to disperse an unruly crowd. I was determined to strike terror not only into those present at this banned meeting, but throughout the Punjab. I had proclaimed that all crowds would be fired on.

3. What was General Dyer's attitude to the Amritsar Massacre?

3

Source D is from a speech by Winston Churchill in July 1920.

Source D

At Amritsar the crowd was neither armed nor attacking but peaceful. They were holding a banned meeting. When the crowd tried to run away it was fired on. I deeply regret this. We have to make it absolutely clear that causing terror is not the British way of doing business. The British way of doing things has always meant close cooperation with the people of the country.

4. How far do **Sources C** and **D** disagree about the Amritsar Massacre?

4

[END OF CONTEXT IIIB]

UNIT III—PEOPLE AND POWER

CONTEXT C: RUSSIA 1914–1941

SECTION A: KNOWLEDGE AND UNDERSTANDING

Study the information in the sources. You must also use your own knowledge in your answers.

Source A is about the Provisional Government.

Source A

The Provisional Government was becoming increasingly unpopular. It had made little progress in winning the war. The Provisional Government was also unable to tackle the economic and social problems that had lain behind the protests of February 1917. The Soviets were acting more and more on their own—taking over in many areas.

1. Explain why the Provisional Government was unpopular.

3

Source B explains why the Bolsheviks won the Civil War in Russia.

Source B

There were many reasons why the Bolsheviks won the Civil War. War Communism ensured the continuation of the war effort even at great cost. Millions died as a result of famine. Nationalisation of industry gave the Bolsheviks control of weapons production.

2. How important was War Communism as a reason for Bolshevik success in the Civil War?

3

SECTION B: ENQUIRY SKILLS

The following sources are about the October/November Revolution in 1917.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

In **Source C** an eyewitness describes some of the events of October 1917 in Petrograd.

Source C

As soon as I got into the street I could hear the heavy firing of machine guns. I was shocked. The Bolsheviks had decided to seize the Winter Palace. It was being defended by the Women's Battalion. They stood no chance and I felt sorry for them. The Palace was surrounded by Bolshevik troops. They set up about twenty machine guns. I found it difficult to remain calm as they riddled the whole building with bullets, breaking many of the windows.

3. What was the author's attitude towards the Bolshevik seizure of power in October 1917?

3

In **Source D** an historian describes the capture of the Winter Palace in October 1917.

Source D

The Winter Palace was captured while the Provisional Government was meeting there. It was not overthrown by a mass attack of well-armed Bolsheviks. A few Red Guards climbed in through the servants' entrance and arrested the ministers in the name of the people. No real damage was done. Hardly a shot was fired. Six people, five of them Bolsheviks, were the only casualties of bad shooting by their own comrades. This is what really happened.

4. How far do **Sources C** and **D** disagree about the capture of the Winter Palace in October 1917?

4

[END OF CONTEXT IIC]

UNIT III—PEOPLE AND POWER

CONTEXT D: GERMANY 1918–1939

SECTION A: KNOWLEDGE AND UNDERSTANDING

Study the information in the sources. You must also use your own knowledge in your answers.

Source A is about the Spartacist Revolt in January 1919.

Source A

In January 1919, a peaceful demonstration attended by 100,000 people in Berlin turned violent. Spartacist supporters took over the centre of Berlin but they had no organised plan for an armed revolution. 200,000 armed workers waited for orders outside in the freezing street but became tired and started to return home.

1. Explain why the Spartacist Revolt failed.

3

Source B explains why many Germans disliked the Weimar Republic by the mid 1920s.

Source B

The system of elections for the Reichstag meant no one party ever won a majority of seats. Germany, therefore, had a series of coalition governments which some people believed made the government weak. Many Germans felt the parties were too busy arguing amongst each other to solve the country's problems. Any success the government achieved was quickly forgotten.

2. How important was the system of elections in making the Weimar Government unpopular by the mid 1920s?

3

SECTION B: ENQUIRY SKILLS

The following sources are about the education of Jews in Nazi Germany.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

In **Source C** a Jewish boy recalls going to the Jewish school in Karlsruhe in 1936.

Source C

I wasn't too upset when all Jews were expelled from the German school system. In the German school I had been miserable as other students had ignored me or picked on me. They didn't seem in the least sorry for what they did. I enjoyed being at the Jewish school because it provided us with a better understanding of our Jewish history and culture. Despite all the uncertainty, at the Jewish school we felt secure.

3. What is the author's attitude towards the setting up of separate schools for Jews in Nazi Germany?

3

Source D was written by a Jewish student in Germany in the 1930s.

Source D

When I was twelve I moved to a very academic school. Few Jews were left in the school and by mid 1934, I was the only Jew among 1000 students. The other Jews had been forced to leave. I learned nothing about Jewish history. My classmates were forbidden from mixing with or even talking to Jews. When I left school in 1935, a group of my classmates came to my house and apologised for their behaviour during the past year.

4. How far do **Sources C** and **D** disagree about the treatment of Jewish school children in Nazi Germany?

4

[END OF CONTEXT IIID]

[END OF QUESTION PAPER]

ACKNOWLEDGEMENTS

Unit II Context A Source C—Photograph of British troops taking part in an attack on the Western Front in 1916. Permission is being sought from the Imperial War Museum.

Unit II Context B Source C—Poster showing men of the Home Defence Battalions taking part in a night-time counter-attack against German bomber aircraft during the Blitz in 1941. Permission is being sought from the Imperial War Museum.