

1540/403

NATIONAL
QUALIFICATIONS
2010

FRIDAY, 7 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

Between 1750 and 1850 many people left the Highlands for new lives elsewhere.

1. Explain why many people left the Highlands between 1750 and 1850. 5

It took until 1833 before the first effective factory act was passed.

2. Describe how new laws improved conditions in textile mills after 1830. 3

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

Rural housing in Scotland had improved by the 1850s.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source A is from a magazine, the Scottish Quarterly Review, published in 1795.

Source A

It is not many years ago the cottages in the countryside had no ceiling under the roof. The doors and windows did not close sufficiently to keep out the rain or snow. As a result, in wet weather puddles were scattered over the uneven earth floor. Such houses still exist but it is now rare to see a cottage without a stone or wood floor. Instead of straw beds people have feather and flock beds. The doors and windows have been made reasonably water-tight.

3. How useful is **Source A** for investigating changes in rural housing in Scotland by the 1850s? 4

Source B is from “Changing Life in Scotland and Britain 1830–1930”, published in 1998.

Source B

In the 1830s some of the poorest people in the Highlands lived in Black Houses. A long, low building, it had no windows. An open fire burned continuously in the middle of the floor. There was no chimney, only a hole in the roof for the smoke to escape through. New types of houses began to appear. These had roofs of slate or, after 1830, corrugated iron. They also had fireplaces and chimneys and often a black range or stove on which to cook.

Source C is an eyewitness account of a farmworker’s cottage in Aberdeenshire in the mid-nineteenth century.

Source C

The side walls are scarcely five feet high and the door so low an ordinary person has to bend to enter. The walls are built of undressed stone which is bonded by mortar. Many cottages have two windows, each containing panes of glass. One or two bedsteads, placed in the middle, divide the building. The floor is the same material as the soil of the surrounding area. As a result it is frequently damp.

Look at Sources A, B and C.

4. What evidence is there in the sources to support the view that rural housing in Scotland **had improved** by the 1850s?

What evidence is there in the sources to support the view that rural housing in Scotland **had not improved** by the 1850s?

6

5. How far do you agree that rural housing in Scotland had improved by the 1850s?

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

Between 1830 and 1930 many people left Scotland for new lives abroad.

1. Explain why people emigrated from Scotland between 1830 and 1930. 5

As a direct result of the Royal Commission's Report, the 1842 Mines Act was passed.

2. Describe how new laws improved conditions in mines after 1840. 3

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

Rural housing in Scotland had improved by the 1930s.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source A is from a report from the Sanitary Inspector for Sutherland in 1912.

Source A

The typical crofters' home was built 50 or 60 years ago of dry stone. They originally had thatched roofs but recently these have been improved by a wood and iron or felt roof. The walls are naturally damp, often from foundations to roof. In 50% of the houses, the small windows are fixed shut and cannot be opened. In many cases every gap is stuffed up to exclude draughts. It is difficult to disinfect such a place efficiently.

3. How useful is **Source A** for investigating changes in rural housing in Scotland by the 1930s? 4

Source B is from “A Century of the Scottish People 1830–1930”, published in 1986.

Source B

Even as late as 1913, in the Lothians, some cottages were still to be found with only one room. There were also those which lacked sanitation. Without better housing, employers found it increasingly difficult to get men at all. In 1892, a reporter noted that housing of farm labourers had vastly improved. Comfort was evident both inside and outside the cottages. In the Lowlands, the foul old bothies housing bachelor farmhands finally died out. This was part of a general improvement in farmworkers’ conditions.

Source C is from “Country Life in Scotland” by Alexander Fenton published in 2008.

Source C

By the 1860s rebuilding of housing for farmworkers was widespread. The church exerted pressure against the immorality of large families in single-room dwellings. By 1900 most houses were on two floors. Roofs were heightened and slated. Improvements in the actual buildings, however, were not always accompanied by better facilities. Water supplies were not always provided. Nor were privies always built. Farmworkers moved frequently so there was little incentive for the occupants to look after their property. The owners were unlikely to fit cottages out well for tenants who were likely to be careless with them.

Look at Sources A, B and C.

4. What evidence is there in the sources to support the view that rural housing in Scotland **had improved** by 1930?

What evidence is there in the sources to support the view that rural housing in Scotland **had not improved** by 1930?

6

5. How far do you agree that rural housing in Scotland had improved by 1930?

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

Throughout the twentieth century many people left Scotland for new lives abroad.

1. Explain why people emigrated from Scotland during the twentieth century. 5

Trade unions fought hard to improve the lives of working people.

2. Describe how trade unions tried to improve working conditions after 1880. 3

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

Council housing in Scotland had improved from 1945 to the 1970s.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source A is from an interview with one of the first tenants of Easterhouse who moved there in 1965.

Source A

Easterhouse has a bad name now which is a shame. I came from Bridgeton years ago, out of a tenement with an outside toilet and no bath. As the oldest child, I couldn't wait to move. Our new house had more rooms. To me it was like a castle. It was all fields round about with plenty of places to run. My mum wanted a top floor flat but had to settle for a ground floor flat. Now all these years later my mum's house is riddled with damp.

3. How useful is **Source A** as evidence for investigating changes in Scottish council housing between 1945 and 1970? 4

Source B is from “The Right to a Decent House”, published in 1977.

Source B

Between 1945 and 1971 Glasgow council demolished approximately 50,000 slum houses. During the same period over 100,000 new council houses were built. At the time, Glasgow had the largest housing renewal scheme in Europe. The overcrowding of areas like the Gorbals is now a thing of the past. However mistakes were made. Easterhouse in 1970 had a population of 55,000 yet there were no facilities, like cinemas. There wasn't even a shopping centre.

Source C is from “The Scottish Nation”, by T.M.Devine.

Source C

It has become fashionable to criticise post-war Scottish council housing. Certainly many of the new houses suffered from poor construction and Billy Connolly's description of the big estates as “deserts wi' windies” rings true when you consider the lack of amenities. The desperate race to demolish the slums also saw the break up of many close knit communities in the old tenements. But what must also be remembered is that, for the first time, large numbers of Scots had a decent home built to modern standards.

Look at Sources A, B and C.

4. What evidence is there in the sources to support the view that council housing in Scotland **improved** from 1945 to the 1970s?

What evidence is there in the sources to support the view that council housing in Scotland **did not improve** from 1945 to the 1970s?

6

5. How far do you agree that council housing improved from 1945 to the 1970s?

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

Rivalries between the Great Powers in Europe had existed for years.

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

1. How important as a cause of the First World War was:

EITHER

(a) the Naval Arms Race between Britain and Germany?

8

OR

(b) rivalry between Austria-Hungary and Russia in the Balkans?

8

SECTION B: ENQUIRY SKILLS

The following sources are about the League of Nations.

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

Source A is about the aims of the League of Nations.

Source A

At the Paris peace conference, the Covenant of the League was set up. This stated that if a member country was attacked, the rest of the League would go to the aid of their fellow member. If talks broke down, they should seek advice from the League to settle differences. Germany and Russia initially were not asked to join. The League would also defend the independence of countries and their borders. Above all, members agreed to solve their problems by talking rather than fighting.

2. How fully does **Source A** describe the aims of the League of Nations?

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

4

Source B is from “The Great War, 1914–1918” by Ronald Cameron, published in 1999.

Source B

Wilson had been the driving force behind the League of Nations, but the USA refused to join, which affected its power and prestige. Initially the League’s membership numbers were impressive. In the years after the war, the League did a great deal of useful humanitarian work. There is great historical debate about the success of the League of Nations. The League did manage to settle disputes between smaller nations who could be leaned on, but when disputes involved larger countries, the League often failed to act or allowed another body to act on its behalf.

3. How useful is **Source B** as evidence of the success of the League of Nations? **4**

Source C is about the success of the League of Nations.

Source C

By the late 1920s, it became clear that the League was failing in its chief aim of keeping the peace. The Covenant outlined how the League would work. Many members were not willing to use sanctions, economic or military, which weakened the League. Actions against larger nations who challenged the League were insufficient, although it did achieve some success in 1925 when Greece invaded Bulgaria. To its credit, the League originally had 42 members, although several big powers failed to support the League. Others were members for a short time only.

4. How far do **Sources B** and **C** agree about the success of the League of Nations? **5**

[END OF CONTEXT IIA]

UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

CONTEXT B: 1930s–1960s

SECTION A: KNOWLEDGE AND UNDERSTANDING

Tensions in Europe grew steadily in the 1930s.

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

1. How important as a cause of the Second World War was:

EITHER

(a) Hitler’s rearmament of Germany in the 1930s?

8

OR

(b) Germany’s actions against Czechoslovakia?

8

SECTION B: ENQUIRY SKILLS

The following sources are about the United Nations.

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

Source A is about the aims of the United Nations.

Source A

Before the Second World War drew to an end, the Allied Powers had decided a new international organisation should be set up to maintain peace in the world. They had the backing of world opinion. The Allies were determined to set up a stronger organisation than the old League of Nations. The UN was set up to promote cooperation between countries. It sought to settle disputes in war-torn countries. It was not allowed, however, to interfere in the internal affairs of any of its members.

2. How fully does **Source A** describe the aims of the United Nations?

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

4

Source B is from “A History of the Twentieth Century” by Bryn O’Callaghan, published in 1987.

Source B

By the end of the 1960s the UN had grown a lot. Most of the new members were newly independent, but poor, countries in Africa and Asia. They wanted the UN to stop strong countries taking advantage of weak ones. They claimed that the greed of rich, white countries was one reason why the world’s poor nations were so badly off. Attacks like this alienated the Great Powers from the UN especially as every country has one vote regardless of size. But it has given the world a meeting place where hostile countries can talk out their differences.

3. How useful is **Source B** as evidence of the success of the United Nations? **4**

Source C is about the success of the United Nations.

Source C

Since its formation the UN has changed beyond all recognition. Many new nations have joined the UN but most of them are tiny. This may influence debate in a way never foreseen by the UN’s founders. The policy of “one country—one vote” puts tiny states with small populations on the same level as the Great Powers with their millions of peoples. This has made the Great Powers become lukewarm in their attitude towards the UN. However, although the UN has not always succeeded in preventing conflicts, it has provided convenient channels for discussion.

4. How far do **Sources B** and **C** agree about the success of the United Nations? **5**

[END OF CONTEXT IIB]

UNIT III—PEOPLE AND POWER

CONTEXT A: USA 1850–1880

SECTION A: KNOWLEDGE AND UNDERSTANDING

By the 1860s tensions exploded into a series of battles and killings across the Great Plains.

1. Explain why tensions existed between Native Americans and white settlers. 4

The Ku Klux Klan created a wave of tension among black people and those who tried to help them.

2. Describe the treatment of black Americans by members of the Ku Klux Klan after 1866. 4

SECTION B: ENQUIRY SKILLS

The following sources are about Reconstruction after the American Civil War.

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

Source A is from George Ogden’s diary in which he describes the impact of Reconstruction on black Americans in the South.

Source A

My first impression of the South was shock at the shabby conditions of the living quarters that many black Americans still lived in. I was dismayed their life had shown no improvement. Initially I was puzzled why so many black Americans remained in the South, still working for their old masters, when they could move freely. Congress passed many laws. However, it always struck me as worrying that some white Americans felt justified in lynching and using violence against a black American. At first I found it strange that the white and black Americans did not work together in the field or elsewhere.

3. Discuss the attitudes towards Reconstruction in the South as shown by the author of **Source A**. 4

Source B is from a history textbook and describes life during Reconstruction.

Source B

Freed black slaves had gained their freedom but because they were too poor, many stayed in the South. The 1875 Civil Rights Act was the last government attempt to improve conditions for black people, but it had little effect in the South. Black churches and Freedmen's Bureaus made education more available for black Americans so the percentage of illiteracy went down. In effect, black people came nowhere near attaining social acceptance, with many white Americans remaining fearful and hostile, encouraging little interaction. Secret organisations were set up to terrorise black people.

4. How far do **Sources A** and **B** agree about the effects of Reconstruction in the South? 4

[END OF CONTEXT IIIA]

UNIT III—PEOPLE AND POWER

CONTEXT B: INDIA 1917–1947

SECTION A: KNOWLEDGE AND UNDERSTANDING

There were tens of millions of Untouchables in India.

1. Describe how the Untouchables were treated in India. 4

The Muslim League called for a “Day of Direct Action” in 1947.

2. Explain why the Muslim League called for a “Day of Direct Action”. 4

SECTION B: ENQUIRY SKILLS

The following sources are about India before independence.

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

Source A is from “The British Raj and Indian Nationalism” by Malcolm Yapp, published in 1977.

Source A

Britain saw India as “The Jewel in the Crown”. However, many Indians argued that British rule ruined the Indian economy. The Raj spent about half the tax it collected on defence and Indians complained that there was not much left over for other uses. British rule was blamed for India’s slow industrial growth. Many Indians lost pride from being under foreign rule, especially when the best jobs were going to foreigners. Educated Indians resented the way Indian culture was ignored.

3. Discuss the attitudes of Indians towards the effects of British rule as shown by the author of **Source A**. 4

Source B describes some criticisms of the British Raj.

Source B

Many Indians began to protest about the British Raj. Like Gandhi, they regarded British rule in India as a curse. In their opinion, millions of Indians had been impoverished by British economic policies. They were angry that the British had never encouraged Indian industry. It was claimed that expensive military costs were ruining the Indian economy. Educated Indians considered it humiliating that they were being treated as second-class citizens in their own country. Resentment grew as the British Raj was accused of undermining Indian culture.

4. How far do **Sources A** and **B** agree about the effects of British rule on India?

4

[END OF CONTEXT IIIB]

UNIT III—PEOPLE AND POWER

CONTEXT C: RUSSIA 1914–1941

SECTION A: KNOWLEDGE AND UNDERSTANDING

By 1917 the Tsar had lost all political support.

1. Explain why the Tsar was so unpopular by 1917.

4

Stalin would not allow anyone to resist collectivisation.

2. Describe the treatment of the Kulaks in Russia after 1929.

4

SECTION B: ENQUIRY SKILLS

The following sources are about the effects of the Civil War on Russian peasants.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

In **Source A** a White officer describes the punishment of a Russian village accused of supporting the Reds in March 1918.

Source A

My troops entered the village and put the Bolshevik traitors to death. This was the usual punishment. After the executions, their houses were burned. Then the rest of the population was ordered to deliver, without payment, the best cattle, grain and the best horses for us. The whole village protested but we did not care. We did our duty. Many villages had to be dealt with in this way but it was necessary. We did not want a Red victory.

3. Discuss the attitudes towards Russian peasants as shown by the author of **Source A**.

4

In **Source B** a historian describes some of the events of the Civil War in Russia.

Source B

Both the Reds and the Whites practised terror in areas under their control. They looked on the death penalty as an emergency measure, made necessary by revolution and civil war. The Bolsheviks also adopted a policy of grain requisitioning, sending soldiers—usually heavily armed—to get the hoarded grain out of peasants' barns. This produced strained relations between the Soviet regime and the peasants but needed to be done to ensure victory against the Whites.

4. To what extent do **Sources A** and **B** agree on the effects of the Civil War on Russian peasants?

4

[END OF CONTEXT IIC]

UNIT III—PEOPLE AND POWER

CONTEXT D: GERMANY 1918–1939

SECTION A: KNOWLEDGE AND UNDERSTANDING

By late 1918 many Germans were discontented with the Kaiser.

1. Explain why the Kaiser was so unpopular by late 1918. 4

Jews in Germany were persecuted as soon as the Nazis came to power.

2. Describe the treatment of the Jews by the Nazis in Germany between 1933 and 1939. 4

SECTION B: ENQUIRY SKILLS

The following sources are about the hyperinflation in Germany in 1923.

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

In **Source A** Konrad Heiden remembers the hyperinflation in Germany.

Source A

On Friday afternoons, workers desperately rushed to the nearest store, where a queue had already formed. It was soul destroying. When you arrived a pound of sugar cost two million marks but, by the time your turn came, you could only afford a half pound. In the chaos, people pushed prams loaded with money. Life became nightmarish. We were devastated as life savings became worthless. Of course, there were those who were used to having no money but it was hard for those of us who once had money and suddenly had nothing.

3. Discuss the attitudes towards hyperinflation in Germany in 1923 as shown by the author of **Source A**. 4

Source B describes some of the effects of hyperinflation in Germany in 1923.

Source B

By 1923 an economic crisis had developed in Germany. In little more than a year, hyperinflation had done appalling damage. It reduced to nothing money saved over decades of hard work. People paid for meals in restaurants before they ate because the price would have gone up before they had drunk their coffee. Others carried their savings to the bakers in wheelbarrows. Many Germans blamed the Weimar government. Fear and despair became the daily experience not only for those who already knew the effects of poverty but also of many accustomed to prosperity. In the end America came to the rescue.

4. To what extent do **Sources A** and **B** agree about the effects of hyperinflation in Germany in 1923?

4

[END OF CONTEXT IIID]

[END OF QUESTION PAPER]

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