

1540/31/01

NATIONAL QUALIFICATIONS 2012
FRIDAY, 25 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

Working in textile factories was often difficult and dangerous.

1. Describe the dangers faced by textile workers before 1833.

4

Public health was a major problem in the rapidly expanding industrial towns of the mid nineteenth century.

2. Explain why public health needed to be improved by the 1850s.

4

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

The Radicals posed a serious threat to order in Scotland in 1820.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source A is from “Waterloo to the Great Exhibition” by Colin McNab and Robert MacKenzie, published in 1982.

Source A

The Radical War broke out in the spring of 1820, when workers in Glasgow and surrounding towns attempted a rebellion. Many weavers, whose pay had been falling, supported the call to strike. Radical notices were posted in Glasgow calling on people to revolt. Only a few workers actually took up arms. One group of armed Radicals, led by James Wilson, marched on Glasgow. They found no support there and went home. Wilson was arrested and put on trial.

3. How useful is **Source A** for investigating the importance of the Radical Movement in Scotland in 1820?

4

Source B is from a letter from the Glasgow Police Commander to the Home Secretary in late March 1820.

Source B

We know many of the troublemakers involved and they are too disorganised to carry out their plan. Some see this as the start of a revolution. There was widespread fear of violent disorder. The forces involved in this plot are too weak to pose any serious threat. If some plan could be made to bring the Radicals out into the open then we could put an end to this. Government forces in Scotland are strong enough to deal with such vermin.

Source C is adapted from “A History of Scotland”, by Neil Oliver.

Source C

The events of 1820 started with calls for strike action. The situation then became much more threatening. A group of armed Radicals marched towards the Carron Iron Works near Falkirk. Government forces closed in on the Radicals. At Bonnymuir the troops easily crushed the Radical force. Despite being remembered as a ‘war’, the Glasgow uprising of 1820 was small scale. It was never a realistic threat to the safety of anyone but the protesters themselves.

Look at Sources A, B and C.

4. What evidence is there in the sources to support the view that the Radicals **posed a serious threat** to order in Scotland in 1820?

What evidence is there in the sources to support the view that the Radicals **did not pose a serious threat** to order in Scotland in 1820?

6

5. How far do you agree that the Radicals posed a serious threat to order in Scotland in 1820?

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

5

[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

Coal mining was always difficult and dangerous work.

1. Describe the dangers faced by coal miners in the nineteenth century.

4

Between 1830 and 1900 many steps were taken to improve public health.

2. Explain why public health had improved by 1900.

4

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

Militant tactics damaged the cause of votes for women before 1914.

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

Source A is from “Bonnie Fechtors—Women in Scotland 1900–1950” by Sheila Livingstone published in 1994.

Source A

Despite a mix of social backgrounds within the movement, women were not all sisters under the skin. There were fierce arguments about the differing actions which should be used. The Suffragettes were more militant than other groups and had attracted a large following in Scotland. They were frowned upon by many women. Some considered they had given the movement a bad name. They were criticised for giving MPs, who pledged to support votes for women, an excuse to back down and vote against the Conciliation Bill of 1912.

3. How useful is **Source A** for investigating the impact of militant tactics on women’s struggle for the vote?

4

Source B is from the “Glasgow Herald” newspaper.

Source B

Suffragettes won admiration for their willingness to stand up for their beliefs. Their unruly behaviour was endlessly impressive. They believed actions spoke louder than words and thought nothing of clashes with the police. According to 1909 Home Office files, the government feared a plot to assassinate Mr Asquith, the Prime Minister. Asquith, a well-known opponent of female suffrage, stubbornly refused to give into women’s increasing violence. Mrs Moore, a leader of the more moderate Women’s Freedom League, feared things were getting out of hand. Government officials urged the plot to be kept secret, fearing it might encourage “these half-insane women”.

Source C is from the “Dundee Advertiser” newspaper, 13 May 1913.

Source C

The Farington Hall blaze has caused outrage in Dundee. The mansion was completely destroyed. Most Dundonians are calling for severe punishment for the fanatical females who deliberately set this lovely building alight. Meantime local Suffragettes are jubilant; everyone is talking about the cause. Miss Parker said one result of the action had been that the cause had gained many additional recruits. But she struck a serious note when she added that the authorities are now trying very hard to break up the movement.

Look at Sources A, B and C.

4. What evidence is there in the sources to support the view that militant tactics **damaged** the cause of votes for women?

What evidence is there in the sources to support the view that militant tactics **did not damage** the cause of votes for women?

6

5. How far do you agree that the militant tactics of the Suffragettes damaged the cause of votes for women?

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

5

[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

After 1900 working conditions improved for many women.

1. Describe the changes to women’s work in the twentieth century.

4

Public health had improved dramatically by the 1980s.

2. Explain why public health had improved by the 1980s.

4

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

Militant tactics damaged the cause of votes for women before 1914.

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

Source A is from “Bonnie Fechtors—Women in Scotland 1900–1950” by Sheila Livingstone published in 1994.

Source A

Despite a mix of social backgrounds within the movement, women were not all sisters under the skin. There were fierce arguments about the differing actions which should be used. The Suffragettes were more militant than other groups and had attracted a large following in Scotland. They were frowned upon by many women. Some considered they had given the movement a bad name. They were criticised for giving MPs, who pledged to support votes for women, an excuse to back down and vote against the Conciliation Bill of 1912.

3. How useful is **Source A** for investigating the impact of militant tactics on women’s struggle for the vote?

4

Source B is from the “Glasgow Herald” newspaper.

Source B

Suffragettes won admiration for their willingness to stand up for their beliefs. Their unruly behaviour was endlessly impressive. They believed actions spoke louder than words and thought nothing of clashes with the police. According to 1909 Home Office files, the government feared a plot to assassinate Mr Asquith, the Prime Minister. Asquith, a well-known opponent of female suffrage, stubbornly refused to give into women’s increasing violence. Mrs Moore, a leader of the more moderate Women’s Freedom League, feared things were getting out of hand. Government officials urged the plot to be kept secret, fearing it might encourage “these half-insane women”.

Source C is from the “Dundee Advertiser” newspaper, 13 May 1913.

Source C

The Farington Hall blaze has caused outrage in Dundee. The mansion was completely destroyed. Most Dundonians are calling for severe punishment for the fanatical females who deliberately set this lovely building alight. Meantime local Suffragettes are jubilant; everyone is talking about the cause. Miss Parker said one result of the action had been that the cause had gained many additional recruits. But she struck a serious note when she added that the authorities are now trying very hard to break up the movement.

Look at Sources A, B and C.

4. What evidence is there in the sources to support the view that militant tactics **damaged** the cause of votes for women?

What evidence is there in the sources to support the view that militant tactics **did not damage** the cause of votes for women?

6

5. How far do you agree that the militant tactics of the Suffragettes damaged the cause of votes for women?

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

5

[END OF CONTEXT IC]

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

UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

CONTEXT A: 1890s–1920s

SECTION A: KNOWLEDGE AND UNDERSTANDING

Naval rivalry was an important cause of tension between Britain and Germany before 1914.

1. Explain why the naval arms race increased tension between Britain and Germany in the years leading up to the outbreak of the First World War. 4

The League of Nations tried to solve many problems in the years after 1919.

2. Describe the aims of the League of Nations. 4

SECTION B: ENQUIRY SKILLS

The following sources are about the Home Front in Britain, 1914–1918.

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

Source A is a poster issued by the British Government in 1916.

Source A



3. How useful is **Source A** as evidence of British Government propaganda during the period 1914–1918? 4

Source B describes the effects of food shortages in Britain during the First World War.

Source B

When German submarines began sinking ships coming to Britain, there were bad shortages. The Government did not do enough to encourage people not to waste food. This was probably because most housewives were not happy with any interference. Food shortages peaked in 1917. People tried to get the best out of their gardens. Some people even preserved their own fruit. Many people were not lucky enough to have gardens. Even if you could get the canning equipment, the metal for cans was in short supply.

4. To what extent do **Sources A** and **B** disagree about the effects of food shortages in Britain? 4

Source C describes some of the ways the Government controlled everyday life in Britain during the war.

Source C

The Defence of the Realm Act allowed the Government to introduce whatever restrictions were necessary to protect the country during the war. British Summer Time was introduced to give more daylight working hours. Pub opening hours were limited to prevent drunkenness. High casualties on the Western Front eventually led to conscription. People who believed in 1914 that life in Britain would not be affected much were quickly proved wrong. Even newspapers were censored.

5. How fully does **Source C** describe how the Government controlled everyday life in Britain during the First World War?

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

[END OF CONTEXT IIA]

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

UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

CONTEXT B: 1930s–1960s

SECTION A: KNOWLEDGE AND UNDERSTANDING

Roosevelt, Churchill and Stalin pushed ahead with their plans for a new international organisation after the Second World War.

1. Describe the aims of the United Nations after the Second World War.

4

In August 1962 an American spy plane saw a Russian missile site on the island of Cuba.

2. Explain why the Cuban Missile Crisis increased tension between East and West during the early 1960s.

4

SECTION B: ENQUIRY SKILLS

The following sources are about the Home Front in Britain, 1939–1945.

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

Source A is from a Ministry of Food advertisement, published during the Second World War.

Source A

Benefits of **RATIONING**

RATIONING PREVENTS WASTE OF FOOD
We must not ask our sailors to bring us unnecessary food cargoes at the risk of their lives.

RATIONING INCREASES OUR WAR EFFORT
To reduce our purchases of food abroad is to release ships for bringing us other imports.
So we shall strengthen our war effort.

RATIONING DIVIDES SUPPLIES EQUALLY
There will be ample supplies for our 44 million people, but we must divide them fairly.

RATIONING PREVENTS UNCERTAINTY
Your Ration Book assures you of your fair share. Rationing means that there will be no queues.



3. How useful is **Source A** as evidence of British Government propaganda during the period 1939–1945?

4

Source B describes the effects of rationing in Britain during the Second World War.

Source B

Rationing did not mean that everyone made the same sacrifices. It was not totally fair. The wealthy continued to enjoy certain advantages. They could sometimes find a way of getting foods that were in short supply or on the 'black market'. There were also regional variations. Some areas might enjoy plentiful supplies of chocolate, cigarettes or beer, while other areas were virtually without these items. Shortages meant queues outside shops, as well as rising prices. The Ministry of Food encouraged people not to waste food.

4. To what extent do **Sources A** and **B** disagree about the effects of rationing?

4

Source C describes some of the ways the Government controlled everyday life in Britain during the Second World War.

Source C

This war was going to affect everyone. Some of the first to suffer were the few TV viewers watching a Mickey Mouse cartoon on September 1. The service suddenly shut down—and stayed off the air until 1946. Everyone was expected to carry a gas mask at all times but, by spring 1940, people had stopped bothering. Identity cards were taken more seriously. You were expected to carry one at all times. Rationing was introduced in January 1940 to make sure people got fair shares of what there was.

5. How fully does **Source C** describe how the Government controlled everyday life in Britain 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]

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

After emancipation the freed slaves of the South expected to become fully-fledged United States citizens.

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

1. How important a problem for black Americans in the South after 1865 were:

EITHER

(a) the activities of the Ku Klux Klan?

8

OR

(b) the restrictions of the Black Codes?

8

SECTION B: ENQUIRY SKILLS

The following sources are about the treatment of the Mormons in the nineteenth century.

Study the sources carefully and answer the questions which follow.

Source A is from O.J. Hollister, a US tax collector for Utah, published in the late nineteenth century.

Source A

Mormons complain about being persecuted, but this is hardly surprising. They are chased from territory to territory because their numbers grow and grow at a threatening rate. They are becoming richer and more powerful which leads to Mormon banks being set on fire and their members being attacked. The Mormon religion celebrates a multitude of gods with strange and outrageous magical ceremonies. Mormon leaders force the women into polygamy, which poisons domestic happiness.

2. Discuss the attitude of the author of **Source A** towards the Mormons.

4

Source B describes the treatment of the Mormons in the nineteenth century.

Source B

From the beginning, Joseph Smith and his followers were treated with ridicule. Converts from Europe joined them and their numbers grew to a worrying 150,000. Seen as a threat and feeling themselves persecuted by their neighbours, they undertook a great trek to the Utah Territory. This was a virtual Mormon Kingdom in Great Salt Lake City where they were safe from the attacks on people and property they experienced elsewhere. There was mounting hostility towards their practice of polygamy. This was declared illegal in 1882.

3. To what extent do **Sources A** and **B** agree about the treatment of Mormons?

4

[END OF CONTEXT IIIA]

UNIT III—PEOPLE AND POWER

CONTEXT B: INDIA 1917–1947

SECTION A: KNOWLEDGE AND UNDERSTANDING

At midnight on August 15 1947, India became independent.

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

1. How far do you agree that the most important problem facing Britain was:

EITHER

(a) achieving Indian independence?

8

OR

(b) dealing with the difficulties of partition?

8

SECTION B: ENQUIRY SKILLS

The following sources are about Gandhi's tactics.

Study the sources carefully and answer the questions which follow.

Source A is from Indian politician Nehru's autobiography written in 1941.

Source A

I had been travelling in Europe. Upon my return to India I was very happy to witness the enthusiasm of the volunteers on the Salt March. I was amazed to see the way salt-making has spread like wildfire. I marvelled at Gandhi's ability to inspire the crowd to break the law by collecting seawater to make salt. I did feel a little uncomfortable for doubting Gandhi's campaign of civil disobedience or satyagraha.

2. Discuss the attitude of the author of **Source A** towards Gandhi's tactics.

4

Source B is from the “The Guardian” newspaper, 13 March 1930.

Source B

Yesterday morning Mahatma Gandhi left his home on foot at the head of a band of civil resistance volunteers. They started a 100-mile march to the sea. This signalled the beginning of satyagraha or civil disobedience to the British authorities. When he arrives at the sea he will produce salt and defy the Government to arrest him. At the same time his supporters everywhere have been encouraged by him to refuse to pay taxes. Gandhi, of course, represents a section of India only.

3. To what extent do **Sources A** and **B** agree about Gandhi’s tactics?

4

[END OF CONTEXT IIIB]

UNIT III—PEOPLE AND POWER

CONTEXT C: RUSSIA 1914–1941

SECTION A: KNOWLEDGE AND UNDERSTANDING

Stalin introduced various policies to try to keep Russia firmly under his control.

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

1. How important in maintaining Stalin’s control of Russia were:

EITHER

(a) his Five Year Plans?

8

OR

(b) his political purges?

8

SECTION B: ENQUIRY SKILLS

The following sources are about the effects of the First World War on the Russian people.

Study the sources carefully and answer the questions which follow.

Source A is part of a letter to Lenin from another revolutionary in December 1916.

Source A

The workers are not in a patriotic mood. The high cost of living and barbaric government policies have turned the masses against the war. There are more and more strikes all over the country. Prices have gone up and people are discontented. Food is hard to get. They blame the Tsar and say “he does not care we might starve”. People hate the war now and want it to end.

2. Discuss the attitudes of the Russian people towards the First World War as shown by the author of **Source A**.

4

Source B describes the effects of the First World War on the Russian people.

Source B

Throughout much of the war, Russian cities suffered from a shortage of food. This was due to a combination of bad harvests and poor transport arrangements. The loss of large areas of rich farmland to the Germans did not help. The shortages meant that food prices went up and, although workers' wages increased, they did not keep pace with rising inflation. By 1917, urban workers faced terrible starvation.

3. To what extent do **Sources A** and **B** agree about the effects of the First World War on the Russian people?

4

[END OF CONTEXT IIIC]

UNIT III—PEOPLE AND POWER

CONTEXT D: GERMANY 1918–1939

SECTION A: KNOWLEDGE AND UNDERSTANDING

Once in power the Nazis were able to control the German people.

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

1. How important in maintaining Hitler's control of Germany was:

EITHER

(a) the strength of the Nazi government?

8

OR

(b) the weakness of opposition groups?

8

SECTION B: ENQUIRY SKILLS

The following sources are about the effects on Germany of the end of the First World War.

Study the sources carefully and answer the questions which follow.

Source A is from the memories of Sebastian Haffner published in 2002.

Source A

Although November 1918 meant the end of the war, I recall no sense of joy. There was only confusion as men returned from the Front. On Saturday the papers announced the Kaiser's abdication. On Sunday, I heard shots fired in the streets of Berlin. During the whole war I hadn't heard a single shot, yet now the war was over they began shooting. I felt uneasy. On November 11th, I saw the newspaper headline "Armistice Signed". I turned to stone. I felt my whole world had collapsed.

2. Discuss the attitude of the author of **Source A** towards the end of the First World War in Germany in 1918.

4

Source B describes the effects of the end of the First World War on Germany.

Source B

In November 1918, when the Kaiser fled to Holland, German soldiers retreated in disarray. They were in a state of shock. The streets were full of lorries with sailors, soldiers and workers brandishing red flags. There was fighting and gunfire in the streets around my home. Families kept close together, often afraid to venture out in fear of stray bullets.

3. To what extent do **Sources A** and **B** agree about the effects of the end of the First World War on Germany?

4

[END OF CONTEXT IIID]

[END OF QUESTION PAPER]

ACKNOWLEDGEMENTS

Unit II Context A Source A—Poster, “Preserve Perishable Produce” issued by the British Government in 1916. Permission is being sought from the Imperial War Museum.