

1540/402

NATIONAL
QUALIFICATIONS
2009

TUESDAY, 12 MAY
10.20 AM – 11.50 AM

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.

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

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 tenement housing in Edinburgh in 1752.

Source A

Built on a ridge of a hill, Edinburgh has only one good street. The houses stand closer together than in any other town in Europe. The tenements are built to a height that is almost incredible and so there is little light. Many families, sometimes ten or a dozen, live above each other in the same building. The main street is blocked off with markets. Each building has a common stair which is dark and dirty.

1. Explain why tenement housing was unhealthy for the people living in eighteenth century Scottish towns.

4

Source B is about changes to voting in 1832.

Source B

The Great Reform Act meant forty-shilling freeholders kept the right to vote in counties. The vote was now given to new groups in the counties, including £10 long lease holders. Another group to get the vote in the counties was the £50 short lease holders. As voting still took place in public, landlords remained in control of elections in counties. The greatest increase in the number of voters was in Scotland.

2. Describe the changes in voting introduced by the Great Reform Act of 1832.

3

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

The people of the Highlands emigrated to other countries because of poverty and hardship.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C is from the New Statistical Account of 1840 for the Highland parish of Kilmuir, on the Isle of Skye.

Source C

The population was rapidly increasing; more than the available land could support. Poverty was spreading among the people. Local people might have struggled on for many years if other problems had not made their poverty even worse. These included the fall in the price of cattle. The ending of kelp manufacture was another blow. The only solution was to reduce the population by a government system of emigration.

3. How useful is **Source C** for investigating reasons for Highland emigration in the 1840s? **3**

Source D explains why many Highlanders were attracted to countries overseas.

Source D

To the Highlanders there were many attractions of new lands in Canada, Australia and elsewhere. Cheap farming land appealed to many who had been evicted from their land. Some hoped that the new countries would be more democratic. Many were sad to go but felt they had no choice. The gold rushes in California and later Australia encouraged some to go and make their fortune. Others hoped to find steady employment.

4. What evidence is there in **Source C** that supports the view that Highlanders emigrated because of poverty and hardship?

What evidence is there in **Source D** that does **not** support the view that Highlanders emigrated because of poverty and hardship? **5**

5. How far do you agree that Highlanders emigrated because of poverty and hardship?

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 chosen 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 tenement housing in nineteenth century Dundee.

Source A

Large numbers of workers lived in tenements close to the mill or factory. Dundee had a reputation for poor housing. 70% of houses had one or two rooms. The average number of people living in a home was eight. Families slept in box beds, often sharing four to a bed. Water, supplied from public wells, was often polluted. The addition of toilets on the landing which were shared by many families were a great improvement, but this happened mainly after 1900.

1. Explain why tenement housing was unhealthy for the people living in nineteenth century Scottish towns. 4

Source B is about changes to voting between 1850 and 1930.

Source B

In 1850 only 5% of the adult population had the right to vote. Voting was not seen as a right but as a privilege. Between 1867 and 1885 a number of laws were passed which gave the vote to a large proportion of working class men. By 1885, around 66% of men now had the vote. In 1872 an act was passed which introduced voting by a secret ballot.

2. Describe the changes in voting introduced between 1850 and 1930. 3

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

The people of Scotland emigrated to other countries because of poverty and hardship.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C is from “The Scotsman” newspaper, 20th February 1923.

Source C

In the Hebrides there is a great interest in emigration. Many young people are interested due to the depressed state of trade in Lewis. There is generally a lack of employment on the island. Crofting can no longer provide for the needs of families. Since the War ended, people have talked about little else.

3. How useful is **Source C** for investigating reasons for Scottish people emigrating in the 1920s?

3

Source D explains why many Scots were attracted to countries overseas.

Source D

Vancouver Island is especially attractive to people planning to emigrate. The climate is similar to Scotland, but is milder. The soil is very good for growing wheat and other crops. Potatoes do especially well. Animals are easily reared and thrive well. The Hudson Bay Company is ready to grant land to anyone from Britain who wants to settle there. The next ship to Vancouver Island sails in May 1852.

4. What evidence is there in **Source C** that supports the view that Scottish people emigrated because of poverty and hardship?

What evidence is there in **Source D** that does **not** support the view that Scottish people emigrated because of poverty and hardship?

5

5. How far do you agree that Scottish people emigrated because of poverty and hardship?

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 chosen 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 is about tenement housing in Glasgow in 1925.

Source A

The filthy backcourts in many areas today are the playgrounds of younger children from the surrounding tenements. In the houses themselves the rooms are drab. There are a large number of residents living there. The problem is not just disease but also morals and conduct. No wonder the infant death rate is doubled in such surroundings or that physical defects are common among children.

1. Explain why tenement housing was unhealthy for the people living in twentieth century Scottish towns.

4

Source B is about some changes to voting in the twentieth century.

Source B

In 1914 about 60% of men but no women could vote in parliamentary elections. By 1918, when voting became an automatic right for all men, the government also took the opportunity to give the vote to women. However, while men got the vote at age 21, women had to be aged 30 and over and be a householder or married to a householder. Women were also allowed to become MPs.

2. Describe the changes in voting introduced in the twentieth century.

3

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

The people of Scotland emigrated to other countries because of poverty and hardship.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C is by a Scottish emigrant living in the USA in 1931.

Source C

Many Scottish families live in basic two roomed houses. They have no idea what life is like here. Scotland is a poor and backward country. The stay-at-home Scot does not begin to realise how low his living standards are. A Scots family may stay in a two roomed house but once they emigrate their house can have five or six rooms with a bathroom, dining room and living room. The average Scots family could never afford many of the things that the Americans take for granted.

3. How useful is **Source C** for investigating reasons for Scottish people emigrating in the 1930s? 3

Source D explains why many Scots were attracted to countries overseas.

Source D

There were many reasons why Scots emigrated in such large numbers. Many families in Scotland had relations living somewhere in the world. This usually meant that Scots who emigrated had family or friends to provide accommodation. They also lined up work. Poorer Scots still at home enviously read letters from relatives abroad telling how they were paid twice as much.

4. What evidence is there in **Source C** that supports the view that Scottish people emigrated because of poverty and hardship?

What evidence is there in **Source D** that does **not** support the view that Scottish people emigrated because of poverty and hardship? 5

5. How far do you agree that Scottish people emigrated because of poverty and hardship?

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 chosen in Unit II.

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 conditions in the trenches during World War One.

Source A

Everywhere you looked there was an unpleasant mass of mud with shell holes filled with water. Here and there the sight of a corpse added to the horror. The only sign of life was a rat or two swimming about to find dry ground and steal our food. At night a yellow mist hung over the mud. The smell was almost unbearable. Only thoughts of home kept us going.

1. How important were trench conditions in causing hardship to soldiers on the Western Front? 4

Source B explains why the League of Nations was set up after World War One.

Source B

The League of Nations was the idea of the American President, Woodrow Wilson. He wanted to create an international organisation that would provide opportunities for countries to co-operate with each other. Wilson wanted it to settle boundary disputes. The League was set up in 1920 and became an important part of the peace settlement. Above all, Wilson hoped the League would prevent future wars breaking out.

2. Explain why the League of Nations was set up. 3

SECTION B: ENQUIRY SKILLS

The following sources are about the rivalry between Britain and Germany before 1914.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C was written by a British government official in 1902.

Source C

The German people dream of getting a great empire. They believe that to become a world power, Germany must gain land overseas. This is needed to allow its overflowing population to emigrate. An empire requires Germany to build up a great navy. When told there are no colonies left, they reply that the world belongs to the strong. Such ambition is a clear threat to Britain.

3. How useful is **Source C** as evidence of the growing tension between Britain and Germany before 1914?

3

Source D describes the growing rivalry between Britain and Germany.

Source D

Rivalry between Britain and Germany was a major factor in causing war in 1914. The Kaiser believed the time had come for Germany to have a world empire. This worried Britain because there was little overseas land left. She feared Germany might use force to take what she wanted. Germany's decision to build up her navy caused alarm in Britain. The race to build the most dreadnoughts became a major cause of distrust between Britain and Germany.

4. To what extent do **Sources C** and **D** agree about the causes of tension between Britain and Germany before 1914?
5. How fully do **Sources C** and **D** explain the growing rivalry between Britain and Germany before 1914?

4

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

4

[END OF CONTEXT IIA]

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

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 effects of new technology during World War Two.

Source A

Hitler had convinced himself that he could still win the war by developing secret weapons. He ordered attacks on London using V1 flying bombs and V2 rockets. These weapons did as much damage as the Blitz had. However, these weapons could not be manufactured in large enough quantities to change the course of the war. Only one weapon, the atomic bomb, could have changed the outcome. German scientists were still far from making one.

1. How important was the effect of new technology on the way the war was fought? 4

Source B explains why the United Nations was set up after World War Two.

Source B

The United Nations was set up in 1945 after the Second World War. It was meant to replace the League of Nations. Its Charter said that the United Nations was not allowed to interfere in the internal affairs of any of its members. However, it was supposed to develop friendly relations between member nations based on respect for equal rights. Its main aim was to make sure that all members settled disputes peacefully without using threats of force against any other nation.

2. Explain why the United Nations was set up. 3

SECTION B: ENQUIRY SKILLS

The following sources are about the Berlin Blockade and post-war tension.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C was written by a pilot who took part in the Berlin Airlift of 1948–49.

Source C

The Americans decided they had to beat the blockade. Their planes streamed across the sky, spaced as close as ninety seconds apart. Most planes were piled to the hatches with coal. Others carried anything a blockaded city could use; even sweets. Tobacco, sausages, even manhole covers were carried. No man refused to fly. They were determined to stop the spread of Russian Communism.

3. How useful is **Source C** as evidence about the Berlin Airlift? 3

Source D describes the growing tension between America and Russia.

Source D

During the blockade, the Americans decided that they must help Berlin at all costs. They feared West Germany would be next and then Russian Communism would spread. The airlift carried food and fuel into the city. It was a dangerous risk to peace. The leaders of Western Europe and America got together and agreed that if any of them were attacked by the Russians they would all fight back. They set up the North Atlantic Treaty Organisation to organise their defence against the Russians.

4. To what extent do **Sources C** and **D** agree about the Berlin Airlift? 4
5. How fully do **Sources C** and **D** explain the growing rivalry between America and Russia after 1945? 4

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

[END OF CONTEXT IIB]

Now turn to the Context you have chosen 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 problems facing people going West by wagons during the 1850s.

Source A



A group of emigrants beside their wagons

Because there was so little room inside the wagon, only the young, old or sick rode inside. Many enjoyed the adventure. There was also no room to sleep in the wagon at night, so the emigrants set up tents near their wagons. Native Americans would often trade with emigrants. Many oxen became weak and some died.

1. Describe the problems faced by people travelling West by wagons.

3

Source B explains why the Sioux began a revolt against the white settlers in 1862.

Source B

For many years, the Sioux and the white settlers had been at peace. However in 1861, the crops failed. Compensation payments from the Government did not arrive. 12 000 Sioux faced starvation, yet there were stores filled with food. Their Chief, Little Crow, was angry because he felt he had been made to look like a coward in the eyes of his tribe. In August 1862, Little Crow decided to strike first against the white settlers and their government.

2. Explain why the Sioux began a revolt against the American Government in 1862.

3

SECTION B: ENQUIRY SKILLS

The following sources are about slave life on Southern plantations.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C gives George Fitzhugh's opinion of life on a Southern plantation.

Source C

In my opinion, the slaves in the Southern plantations are the happiest people. In some sense they are also the freest people in the world. On the plantations, the children, the old and sick do not work. I am surprised that some of them complain because they are given all they need. The women do little hard work, and are protected from the brutality of their husbands by their masters.

3. What is the author's attitude towards slave life on the plantations?

3

Source D describes slave life on a Southern plantation.

Source D

For many female slaves the worst aspect of slavery was avoiding the advances of their white masters. Female servants were at the beck and call of not only their master, but also of their master's wife. Some slave children were put to work picking up rubbish or pulling out weeds. Slaves were whipped for the slightest thing. Many tried to escape to gain their freedom.

4. How far do **Sources C** and **D** disagree about slave life on the plantation?

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 is about the Amritsar Massacre on 13 April 1919.

Source A



The British Army at Amritsar

The British Army fired without warning on 20,000 peaceful protesters in a walled garden at Amritsar. They continued firing until they ran out of ammunition. General Dyer was in charge of the operation which killed more than 300 people. Some time afterwards he was dismissed from the army and sent back home.

1. Describe the events of the Amritsar Massacre.

3

Source B explains the reasons why Indian independence was granted.

Source B

The war encouraged Indian nationalism. In July 1945, British voters elected a Labour Government that wanted to grant Indian independence. The war had done great damage to British finances and trade. They needed to concentrate on rebuilding Britain after the war rather than fighting a rebellion in India.

2. Explain why the British granted independence to India.

3

SECTION B: ENQUIRY SKILLS

The following sources are about Direct Action Day.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C describes the views of Mohammed Ali Jinnah towards Direct Action Day.

Source C

In August 1946 Mohammed Ali Jinnah called for a Day of Direct Action. He believed the time had come for the Muslim Nation to be ready to sacrifice themselves for Pakistan. He felt they were slaves under the British and Hindus. He called upon the Muslim Nation to stand behind the Muslim League in support of a separate state. He was willing to encourage Muslims to wage a war on Hindus.

3. What was Jinnah's attitude to Direct Action Day?

3

Source D describes what happened on Direct Action Day.

Source D

The differences between Hindus and Muslims were creating dreadful scenes of death and destruction. In August 1946, Jinnah called for a "Day of Direct Action" when all Muslims would show their support for a separate state. People of their religion were prepared to fight and die for Pakistan. Muslims in Calcutta attacked their Hindu neighbours. The British decided there was no alternative but to grant partition.

4. How far do **Sources C** and **D** agree about Direct Action Day?

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 explains why many Russians were discontented in early 1917.

Source A

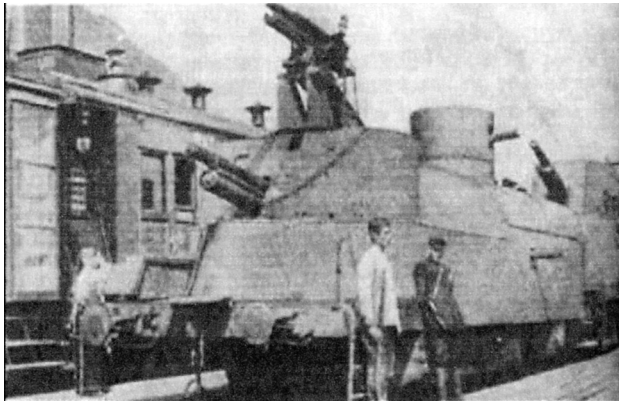
Many thousands of workers are now out on strike in Petrograd. There are lines of hungry people at the bakeries. There is not enough bread in the city. There were also riots yesterday after some poor people threw stones at the bakery. The Army have used force to control the crowds.

1. Explain why many Russians were discontented in 1917.

3

Source B is about the part played by Trotsky during the Russian Civil War.

Source B



The Red Army stand guard beside Trotsky's train

Trotsky was constantly on the move encouraging the front line troops. He had a special train which carried emergency supplies and ammunition. It was heavily armoured with several large cannons. There was even a car on it. Fear of Trotsky's arrival maintained a high level of discipline.

2. Describe the part played by Trotsky during the Russian Civil War.

3

SECTION B: ENQUIRY SKILLS

The following sources are about the purges carried out in Russia in the 1930s.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

In **Source C** Stalin explains his reasons for carrying out purges of Russia's enemies.

Source C

We should always fear our capitalist enemies. They cruelly attacked us in the Civil War. We must be ready to destroy them. They send spies into the land of our Soviet Union. We must use new methods for smashing and uprooting them. We must always be concerned about enemies inside Russia. I am convinced that we must use the most ruthless kinds of suppression. I know you will all support me.

3. What was Stalin's attitude towards dealing with Russia's enemies?

3

Source D describes the Purges carried out by Stalin.

Source D

The Great Purges after 1934 showed how ruthless Stalin was. Stalin was suspicious of everyone. The fear of a war against the capitalist West led to thousands of deaths inside Russia. Many of the old Bolsheviks confessed to fantastic crimes. Army officers confessed they were German spies and were immediately executed. Many others were sent to labour camps.

4. How far do **Sources C** and **D** agree about Stalin's Purges?

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 explains the reasons why the Kaiser abdicated in November 1918.

Source A

The Kaiser had to abdicate to save Germany from civil war. The great majority of German people held him responsible for the bloodshed of the war. Disorder had already occurred. It might at first have been possible to put this unrest down with force, but once blood was shed the cries for vengeance would be heard everywhere.

1. Explain why the Kaiser abdicated in November 1918.

3

Source B is about the Reichstag Fire of February 27th 1933.

Source B



The burning Reichstag building

Goebbels informed Hitler that the Reichstag was in flames. The whole building was destroyed. Hitler blamed the Communists for starting the fire. He said that it was a signal from God. Hitler used that as an excuse to crush them with an iron fist.

2. Describe the results of the Reichstag Fire.

3

SECTION B: ENQUIRY SKILLS

The following sources are about the intimidation of political opponents 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 trade union official describes a Nazi raid on Trade Union headquarters.

Source C

Nazi storm troopers broke into the building and opened fire. Employees were brutally driven together and held. The former police chief was repeatedly beaten until he was unconscious. Even then he was kicked and dragged across the yard in a most savage attack. This was shameful treatment of a veteran from the Great War. He was left a broken man physically and mentally. This was not an untypical case. Those who showed such shocking disrespect in carrying out this attack were mere 20 year old lads.

3. What was the author's attitude towards the intimidation of people by the Nazis?

3

Source D describes Nazi intimidation.

Source D

The Nazis are continuing to arrest and treat working people in a dreadful manner. They abduct a man from his home and keep him for a week or a fortnight. They thrash him over and over again. Often they are beaten unconscious. They constantly threaten him with death. When the man returns home, he is a physical and mental wreck. And so it goes on.

4. How far do **Sources C** and **D** agree about Nazi intimidation?

4

[END OF CONTEXT III D]

[END OF QUESTION PAPER]

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