

# X259/13/01

NATIONAL  
QUALIFICATIONS  
2012

FRIDAY, 25 MAY  
9.00 AM – 12 NOON

HISTORY  
ADVANCED HIGHER

Candidates should answer **two** questions from **Part 1** and **all** the questions in **Part 2** of their chosen field of study.

### *Field of Study*

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**(1) Northern Britain from the Romans to AD 1000**

**Part 1**

**Answer TWO questions.**

**Each question is worth 25 marks.**

1. To what extent does settlement evidence suggest that late pre-Roman Iron Age society was peaceful?
2. What factors best explain Roman attempts to conquer North Britain?
3. How important was St. Ninian in influencing the development of Christianity in Northern Britain?
4. “The most likely interpretation of the symbol stones is that they are memorials to the dead.” How accurate is this judgement on the purpose of Pictish symbol stones?
5. To what extent was the creation of Alba a result of cultural domination by the Scots over the Picts?

**(2) Scottish Independence (1286–1329)**

**Part 1**

**Answer TWO questions.**

**Each question is worth 25 marks.**

1. To what extent were the actions of the Scottish nobles characterised by self interest rather than the interests of the kingdom as a whole between 1286 and 1292?
2. “The ‘Wallace Rebellion’ of 1297–1298 was mainly caused by resentment of English mismanagement of Scotland.” How justified is this view?
3. To what extent was the failure of Scottish resistance between 1298 and 1305 caused by the rivalry between Robert the Bruce and John Comyn?
4. “King Robert I’s skill as a general between 1306 and 1314 has been massively exaggerated.” How accurate is this statement?
5. What factors best explain why neither the English nor the Scots were able to achieve a decisive outcome in the Wars of Independence between 1314 and 1328?

### **(3) The Renaissance in Italy in the Fifteenth and Early Sixteenth Centuries**

#### **Part 1**

**Answer TWO questions.**

**Each question is worth 25 marks.**

1. “In looking at Italian art and architecture from the first half of the fifteenth century we should be struck more by the continuity with medieval art than by the innovations.” To what extent do you agree?
2. To what extent did Florentine art of the fifteenth century reflect Florentine society?
3. How damaging was the impact of the invasion of Italy by Charles VIII of France in 1494?
4. Why did the Papacy play such a dominant role in the High Renaissance?
5. How accurate is the view that in the Italian Renaissance women “stood on a footing of perfect equality with men”?

**(4) Georgians and Jacobites: Scotland (1715–1800)**

**Part 1**

**Answer TWO questions.**

**Each question is worth 25 marks.**

1. To what extent was Charles Edward Stuart's leadership responsible for the defeat of the Jacobite rising of 1745?
2. How far can it be argued that the Highlands had undergone significant change in the period before 1745?
3. To what extent has the importance of the Union in the development of the Scottish economy been exaggerated?
4. "It was no despotism. Rather it was an enlightened manipulation of the system." How valid is this view of the political dominance of Henry Dundas in the late eighteenth century?
5. How justified is the view that by the end of the eighteenth century Scottish universities were characterised by "academic excellence, egalitarian values and a modernised curriculum"?

**(5) “The House Divided”: The USA (1850–1865)**

**Part 1**

**Answer TWO questions.**

**Each question is worth 25 marks.**

1. “Slavery, in one aspect or another, pervaded all of the aspects of sectionalism.” How valid is this explanation of the differences between North and South in the mid-nineteenth century?
2. To what extent did internal divisions limit the impact of the Abolitionist movement during the ante-bellum period?
3. How accurate is it to claim that, at the outbreak of Civil War in 1861, Union victory was the most likely outcome?
4. How effectively did Lincoln demonstrate his political abilities as a wartime leader?
5. How accurate is it to claim that Blacks made a vital contribution to the war effort on both sides during the American Civil War?

**(6) Japan: From Medieval to Modern State (1850s–1920)**

**Part 1**

**Answer TWO questions.**

**Each question is worth 25 marks.**

1. To what extent was Tokugawa Japan an isolated country?
2. “The continuing importance of agriculture between 1868–1920 highlights the fact that the industrial transformation of the Japanese economy has been exaggerated.” How accurate is this view?
3. How justified is the view that the Meiji Reforms were a “radical departure from the Tokugawa system of political authority and administration”?
4. How far had living and working conditions for most Japanese men and women improved by 1920?
5. To what extent did the Taisho years (1912–1920) mark Japan’s emergence as a world power?

**(7) Germany: Versailles to the Outbreak of the Second World War**

**Part 1**

**Answer TWO questions.**

**Each question is worth 25 marks.**

1. “Simply the consequence of the old political structure crumbling away in the face of defeat.” How justified is this explanation of the reasons for the German Revolution of 1918–1919?
2. How serious was the crisis faced by Germany in 1923?
3. How important were economic factors in the collapse of the Weimar Republic, 1929–1933?
4. To what extent did the Nazis succeed in creating a *Volksgemeinschaft* (national community) between 1933 and 1939?
5. How important was the “Hitler Myth” in maintaining Nazi rule in Germany, 1933–1939?

**(8) South Africa (1910–1984)**

**Part 1**

**Answer TWO questions.**

**Each question is worth 25 marks.**

1. How important was the Constitutional Settlement of 1910 in the development of South African politics between 1910 and 1939?
2. How justified is the view that the National Party victory in the 1948 election was ensured by “a decisive measure of Afrikaner unity”?
3. What factors best explain the revival of African resistance after 1948?
4. To what extent did the methods of white control change between 1948 and 1984?
5. To what extent was the worldwide anti-apartheid movement the most significant international threat to the government of South Africa in the 1970s and early 1980s?

**(9) Soviet Russia (1917–1953)**

**Part 1**

**Answer TWO questions.**

**Each question is worth 25 marks.**

1. To what extent was it military defeat rather than the actions of the Bolsheviks that brought about the downfall of the Provisional Government?
2. How far was Red victory in the Civil War due to superior economic resources?
3. How significant was the Kronstadt Rebellion in bringing about the end of War Communism?
4. “Federalism was nothing but a cover for a centralised dictatorship based in Moscow.” How valid is this view of Soviet policy regarding national minorities 1917–1924?
5. To what extent were the Purges prompted mainly by social and economic factors?

**(10) The Spanish Civil War (1931–1939)**

**Part 1**

**Answer TWO questions.**

**Each question is worth 25 marks.**

1. How successfully did Azaña's administration reform the Army between 1931 and 1933?
2. To what extent were Azaña's Church Reforms motivated by his personal dislike of the Church?
3. To what extent were the actions of the government during the "Bienio Negro" responsible for raising tensions in Spain between 1933 and 1936?
4. Was the slow response of the Republican Government the main reason why the failed coup developed into a civil war between 1936 and 1937?
5. "Spain was governed as if it were a country occupied by a victorious foreign army." How justified is this view of the immediate consequences of Franco's victory in the Spanish Civil War?

**(11) Britain at War and Peace (1939–1951)**

**Part 1**

**Answer TWO questions.**

**Each question is worth 25 marks.**

1. How well prepared was the British economy for the outbreak of war in 1939?
2. To what extent was Britain's survival in 1940 due to the Navy rather than the RAF?
3. How successfully did Britain's agriculture and industry cope with the demands put upon them during the war?
4. "The welfare state was born from a new desire for equality in society." How successful was the Labour Government in achieving this objective?
5. Can the decline of Britain's imperial influence be directly attributed to the Second World War?

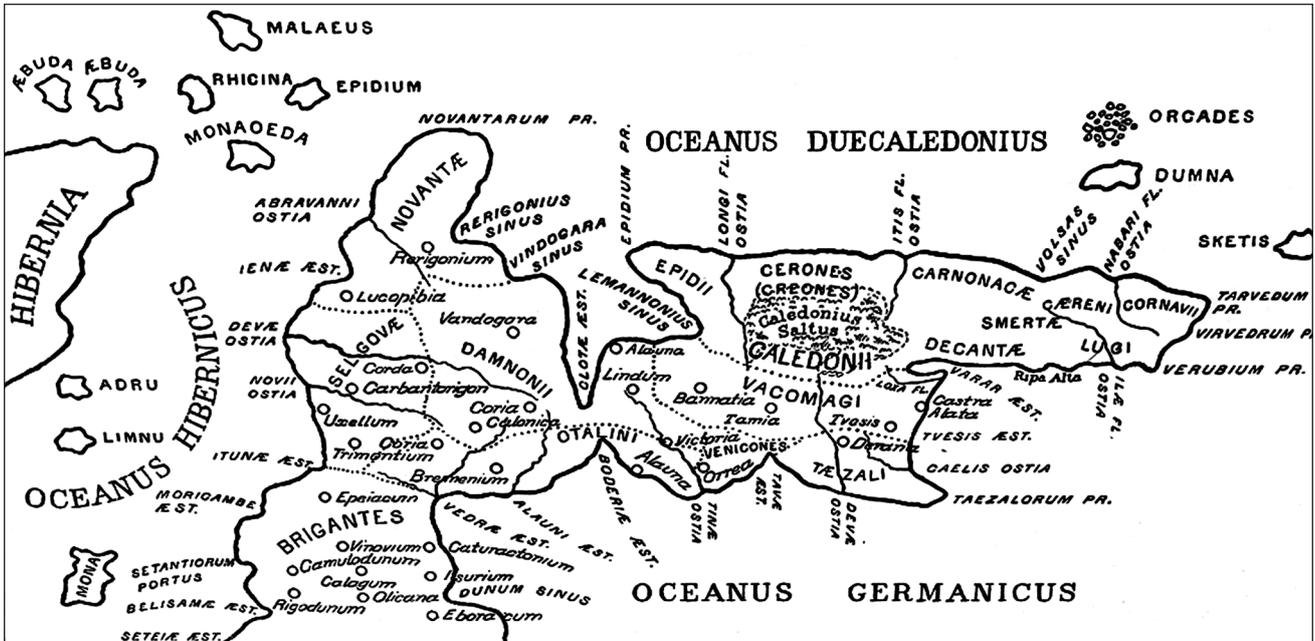
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(1) Northern Britain from the Romans to AD 1000

Part 2

Study the sources below and answer the three questions which follow.

SOURCE A detail from Ptolemy's *Geography*, *Roman Map of Britain*, c. 140 AD



SOURCE B from *Roman Scotland* by David Breeze (1996)

How was it that one of the world's greatest armies failed to complete the conquest of Britain? . . . The Caledonians would appear to have been doughty fighters. Dio stated that they stood their ground with great determination and Herodian that they were fearsome and dangerous fighters, though of course it was in the Romans' interest to exaggerate the fighting qualities of their opponents. It took Agricola two years to bring Caledonians to defeat at Mons Graupius and at first they had the better of the war, surprising the Roman army by attacking one of its forts and then nearly destroying the ninth legion in a night attack on the camp . . . Severus at the end of his first campaign thought he had conquered the Caledonians, only to have them rise against him. During both wars, the Caledonians appear to have adopted guerrilla tactics, their most sensible approach to the discipline of the Roman army . . .

**SOURCE C:** from the *Historia Norvegia*, translation by Kunin & Phelpstead (2001)

There are, then, certain islands lying off the coast of the Gula province which are called the Sólund islands by the inhabitants, from which the sea between Norway and Scotland is named the Sólund Sea. In this sea are the Orkney islands, more than thirty in number, deriving their name from a certain earl named Orkan . . . When Haraldr Hárfagri ruled in Norway some Vikings of the kin of a very mighty prince, Rognvaldr, crossed the Sólund Sea with a large fleet, drove the Papar (Picts) from their long-established homes, destroyed them utterly and subdued the islands under their own rule. With winter bases thus provided, they sallied forth all the more securely in summer and imposed their harsh sway now on the English, now on the Scots, and sometimes on the Irish, so that Northumbria in England, Caithness in Scotland, Dublin and other coastal towns in Ireland were brought under their rule.

**SOURCE D:** from *The Excavation of Pictish and Viking-age farmsteads at Buckquoy* by Anna Ritchie, PSAS (1976–1977)

It has been argued . . . that there is evidence for considerable integration between native Picts and incoming Norsemen in Orkney during this initial settlement period. This integration is highlighted at Buckquoy by the fact that the artefact assemblage from the Norse levels is dominated by native products. It is clear that the absence of imported artefacts is a common situation on Norse colonial sites, . . . but the explanation can vary from area to area in conjunction with other factors . . . In Orkney, where there were 9th-century female Norse burials . . . there can be no doubt that some form of social integration between Pict and Norseman existed at least in the 9th century and probably into the 10th century.

- |  | <i>Marks</i> |
|--|--------------|
| 1. How useful is <b>Source A</b> as evidence of Roman knowledge of Northern Britain?   | <b>12</b>    |
| 2. How fully does <b>Source B</b> illustrate reasons for Roman failure to conquer North Britain?   | <b>12</b>    |
| 3. How much do <b>Sources C</b> and <b>D</b> reveal about differing interpretations of relations between the Vikings and the native peoples of Northern Britain? | <b>16</b>    |
|  | <b>(40)</b>  |

## (2) Scottish Independence (1286–1329)

### Part 2

**Study the sources below and answer the three questions which follow.**

**SOURCE A** from *The Balliol Dynasty* by Amanda Beam (2008)

To truly evaluate John Balliol as king of Scots he must be assessed from a Balliol perspective. As a king, he *was* weak and ineffectual, but not for the reasons most believe. Balliol was not groomed to become king—he was an English vassal who attempted to remain loyal to his lord despite defiances such as his refusals to answer various summons and the later, brief renouncement of fealty in April 1296. King John had difficulty asserting his royal authority because of the dominance of the political governing body and his “evil councillors”: the Comyns. Yet initially, he may have viewed the realm of Scotland as an extension of his English loyalties, an acquisition which he could use to expand the influence and ambitions of the Balliol family.

**SOURCE B** from *The Bruce* by John Barbour, written in about 1375

Sir Edward Bruce, Earl of Carrick, who was stronger than a leopard and had no desire to live in peace, felt that Scotland was too small for both him and his brother; therefore he intended to become king of Ireland. To that end, he sent and negotiated with the Irish who, in good faith, undertook to make him king of all Ireland, provided that he could overcome by hard fighting the Englishmen who dwelt in the land then, while they would help with all their might . . . There came to him and made fealty some of the kings of that country, a good ten or twelve as I heard say, but they kept their faith to him for only a short time, for two of them assembled many thousands of men to fight him.

**SOURCE C** from *The Scottish Civil War* by Michael Penman (2002)

Many Scots must also have been angered by another round of seal abuse and coercion by the royal government in demanding that nobles approve the Declaration of Arbroath to send to the Papacy about 6 April 1320 . . . Robert I, however, was understandably anxious to play down the Balliol dynastic threat which the de Soules conspiracy posed. At the so-called “Black Parliament” in August 1320 in which the conspirators were tried, Robert made a cruel example of those involved. He jailed Soules, Umfraville and the Countess of Strathearn and executed Barclay of Brechin for being complicit with the plot but not warning the Crown. Robert also took great trouble to make it seem as if Soules alone had aimed at the throne, trivialising Balliol’s input: it was this propaganda version of the plot which reached later Scottish chroniclers.

**SOURCE D:** from *Robert Bruce and the Community of the Realm of Scotland* by G.W.S Barrow (2005)

Odd as it may seem for men who supposedly believed in Balliol legitimacy, the plotters aimed to set de Soules on the throne, he was after all the son of one of the competitors of 1291 and the great-nephew of the illustrious John de Soules . . . De Soules himself, David Brechin and Roger Moubray were convicted of treason in the parliament which met at Scone on August 4 1320. De Soules was let off lightly with perpetual imprisonment and the same sentence was passed on the Countess of Strathearn . . . It looks very much as if the authorities were trying to win the support of opponents of the regime for the Declaration of Arbroath. If this was indeed done, it was surely a sound move, even though it did not wholly succeed.

- |   | <i>Marks</i> |
|---|--------------|
| 1. How fully does <b>Source A</b> explain the difficulties John faced as king between 1292 and 1296?  | <b>12</b>    |
| 2. How useful is <b>Source B</b> as evidence of the reasons for the decision by the Scots to launch a military campaign in Ireland in 1315?         | <b>12</b>    |
| 3. How much do <b>Sources C</b> and <b>D</b> reveal about differing views of the way in which Robert I dealt with the de Soules conspiracy of 1320? | <b>16</b>    |
|   | <b>(40)</b>  |

### (3) The Renaissance in Italy in the Fifteenth and Early Sixteenth Centuries

#### Part 2

Study the sources below and answer the three questions which follow.

**SOURCE A** from *A History of Florence* by John M. Najemy (2006)

Indeed, Lorenzo was quite unlike any Florentine before him. He affected a visible, personal, and exclusive style of leadership, acting like a prince even before his father died in 1469. He made himself the indispensable point of reference for every public decision, election, and policy for all aspects of Florence's dealings with its subject territories and other states, and for its religious and ritual life. He succeeded in making no one feel safe about doing anything in politics without his tacit or explicit approval. He thus placed himself visibly, indeed ostentatiously, at the centre of everything from elections and patronage to ritual and culture, seeking to disabuse the Florentines of the illusion fostered by his father and grandfather that the Medici were citizens like others, only with greater responsibilities. Lorenzo's decades of leadership were in fact filled with crises whose root cause was the precariousness of the support behind him.

**SOURCE B** from Francesco Guicciardini's *History of Italy*, written around 1537

It was generally agreed that amongst the factors that kept Italy in a state of felicity (happiness), no small praise should be attributed to Lorenzo de' Medici, so eminent amongst the ordinary rank of citizens in the city of Florence that the affairs of that republic were governed according to his counsels. Having recently become related by marriage to the Roman Pontiff, Innocent VII, Lorenzo's name was held in great esteem all over Italy, and his authority was influential in deliberations on joint affairs. His death in 1492 was a grievous stroke to his country, which lost in him a citizen who was lamented on account of his zeal for the public good. Though the city was not free under him, it would have been impossible to find a more pleasing tyrant.

**SOURCE C** from *Dictionary of the Italian Renaissance*, edited by J.R. Hale (1981)

Humanism came to include the study of Latin (and to a much lesser extent, Greek) texts dealing with grammar, rhetoric, history, poetry and moral philosophy. Such a programme was secular, concerned with man, his nature and his gifts. It enabled humanists to see the ancient world as a source of models from whom to learn about statecraft, the waging of war, the creation of works of art. Recent authors have stressed the theme of relevance in humanism: the role of authors like Cicero in encouraging the individual to participate in government and a life of action. Yet unless the word "humanism" retains the smell of the scholar's lamp it will mislead—as it will if it is seen as in opposition to a Christianity its students in the main wished to supplement, not contradict.

**SOURCE D:** from *The Courtier* by Baldassare Castiglione (1528)

I hold that the principal and true profession of the Courtier must be that of arms; which I wish him to exercise with vigour; so that he be known among the others as bold, energetic, and faithful to whomever he serves . . .

I would have him more than passably learned in letters, at least in those studies which we call the humanities. Let him be conversant in Latin and Greek, because of the abundance and variety of things that are so divinely written therein. Let him be versed in Italian, in the poets, as well as in the orators and historians, and let him be practised also in writing verse and prose. In this way he shall never want for pleasant entertainment with the ladies, who are usually fond of such things.

- |   | <i>Marks</i> |
|---|--------------|
| 1. How much do <b>Sources A</b> and <b>B</b> reveal about differing views of the way in which Lorenzo de Medici ruled Florence? | <b>16</b>    |
| 2. How fully does <b>Source C</b> explain the inspiration and values of Italian humanists of the fifteenth century?             | <b>12</b>    |
| 3. How useful is <b>Source D</b> as evidence of life in the princely courts during the Italian Renaissance?                     | <b>12</b>    |
|   | <b>(40)</b>  |

#### (4) Georgians and Jacobites: Scotland (1715–1800)

##### Part 2

Study the sources below and answer the three questions which follow.

**SOURCE A** from a letter sent by the Earl of Mar to his brother, Lord Grange, on 20th November 1714

The reports received from Scotland suggest to those of us in London that there is now a widespread determination against the Treaty of Union. If these feelings from Scotland were to come from across the whole country, and were made known quickly, the repeal of the Union may be possible.

Both Whigs and Tories who find themselves out of favour would likely support such a move, as would others opposed to a Protestant succession. If Scotland pushes heartily, it is probable there will never be a more likely time to dissolve the Union.

My fellow Scottish Peers are agreed that the Union must be disbanded if our seats in the new parliament in London are not restored to us. Although the Union was my greatest achievement, I'm in full agreement with them. With despair, having discussed the matter with English Lords, I now see little probability of our rightful peerage being reinstated.

**SOURCE B** from a letter sent by the Moderator of the parish of Gairloch on behalf of its inhabitants to the Society for Promoting Christian Knowledge (1760)

As to the claim that your schools are intended for the benefit of only the poor children, you must accept sir, that schools which are best suited for children of the wealthy are likewise best for the poor. Where a school is so bad that it is not worth the richer people's while sending their children to it, the poor will reap little benefit by it.

Besides that, the example set by the wealthy in choosing to send their children to the local school is vital and must be witnessed by the poor if they're to be persuaded to ensure their children attend. We therefore pledge our determination to ensure that the children of the poor shall have justice. We must receive a sum of £10 annually to establish a proper school with an educated master who can teach Latin. Thus the children can make at least as good progress as they could at any school.

**SOURCE C** from *A History of the Scottish People* by T.C. Smout (1970)

In simple educational terms what did the charity school movement achieve? The inquiries carried out in the 1820s shows how very incomplete their success had been after more than a century of striving.

Out of 400 000 people in the Highlands and Islands only one in sixteen was enrolled in school – about one fifth were of school age. In general, only one half of those over the age of eight was able to read, but there were big regional variations. In Sutherland and in Caithness six in ten could read. In one Hebridean parish on Harris in the 1790s only one person in twenty had been able to read. No-one seems to have thought it worth-while even to ask how many could write or do arithmetic. Their effort had been a brave one, and it had been much better than nothing. But the results fell far below that of the parochial system in the rural Lowlands.

**SOURCE D** from *A History of Scotland* by J.D. Mackie (1977)

The impetus to improving agriculture came from the nobility and gentry. Gentlemen going to and from Parliament must have noted the prosperous English fields, while farmers and especially cattle breeders assured themselves of bigger and better markets.

The Honourable Society of Improvers, founded in 1723, included among its three hundred members dukes and peers, judges, professors and landlords all interested in the new agriculture. The Duke of Perth was afterwards ruined by the Forty-Five. Later in the century Lord Kames and his son, employing a gigantic water wheel made in Alloa, turned into fruitful fields hundreds of acres of bogland in Menteith.

Everywhere English methods came into widespread use. So did the iron plough which could be drawn by two horses, though in backward parts the old plough with its big mixed team was still in use towards the end of the century.

- |   | <i>Marks</i> |
|---|--------------|
| 1. How useful is <b>Source A</b> as evidence of the reasons for the outbreak of the 1715 rebellion?   | 12           |
| 2. How much do <b>Sources B</b> and <b>C</b> reveal about the state of schooling in both Highland and Lowland Scotland in the eighteenth century? | 16           |
| 3. How fully does <b>Source D</b> explain the impact of the ideas of the Improvers on Scottish agriculture in the eighteenth century?             | 12           |
|   | <b>(40)</b>  |

## (5) “The House Divided”: The USA (1850–1865)

### Part 2

**Study the sources below and answer the three questions which follow.**

**SOURCE A** from *The Great Issue of the Age* by Eric Foner (1986)

Douglas sincerely believed that popular sovereignty was the only equitable solution to the slavery question, and that applying the principle to the Louisiana Purchase Territory would settle the slavery question once and for all. As a middle ground between pro-southern and pro-northern measures, popular sovereignty was a principle on which all Democrats could unite. And privately, Douglas expressed his conviction that, given the climate and soil of Kansas and Nebraska, it was almost certain that they would end up as free states. So, on January 4th 1854, Douglas reported from the Committee on the Territories a measure for the organisation of the Nebraska territory. In language copied from the Compromise of 1850, the bill declared that when Nebraska was ready for statehood it would be accepted into the Union with or without slavery, as the inhabitants had decided.

**SOURCE B** from *The Origins of the American Civil War* by Alan Farmer (2006)

The Kansas-Nebraska Act awakened the spectre of the Slave Power. Many Northerners were keen to give support to parties opposed to the expansion of slavery. Efforts to establish “fusion” parties of Free Soilers, Whigs and Democrats committed to opposing the Slave Power proved to be more difficult than many politicians had expected, partly because so many Northerners seemed more concerned with nativist issues. Nevertheless, in the spring and summer of 1854 a number of anti-slavery coalitions were formed, especially in Midwestern states. These coalitions went under a variety of names. In Indiana and Ohio they called themselves the People’s Party. Elsewhere they were known as the Anti-Nebraska Party. In Michigan and Wisconsin, they called themselves Republicans. As the months passed it was the Republican name which caught on.

**SOURCE C** from *Liberty, Equality, Power: A History of the American People* by Murrin, Johnson, McPherson and Gerstle (2008)

Few people (in the South) could see any difference between Lincoln and Seward—or for that matter between Lincoln and William Lloyd Garrison. They were all Black Republicans and Abolitionists. Had not Lincoln branded slavery a moral, social and political evil? Had he not said that the Declaration of Independence applied to Blacks as well as Whites? Had he not expressed a hope that excluding slavery from the territories would put it on the road to ultimate extinction? To Southerners, Lincoln’s pledge not to interfere with slavery in the states was meaningless.

A Republican victory in the Presidential Election would put an end to the South’s political control of its destiny.

**SOURCE D:** General Robert E. Lee in a letter to Jefferson Davis, April 12, 1865

REPORT OF THE SURRENDER AT APPOMATTOX.

APPOMATTOX COURT-HOUSE,

April 12, 1865.

His Excellency Jefferson Davis,

Mr. President : It is with pain that I announce to Your Excellency the surrender of the Army of Northern Virginia . . . I deemed this course the best under all the circumstances. On the morning of the 9th (April 1865), there were 7892 organized infantry with arms, with an average of seventy-five rounds of ammunition per man. I have no accurate report of the cavalry, but believe it did not exceed 2100 effective men. The enemy was more than five times our numbers. If we could have forced our way one day longer, it would have been at a great sacrifice of life, and at its end I did not see how a surrender could have been avoided. We had no subsistence for man or horse, and it could not be gathered in the country. The supplies ordered to Pamplin's Station from Lynchburg could not reach us, and the men, deprived of food and sleep for many days, were worn out and exhausted.

With great respect, your obedient servant,

R. E. Lee,

General.

- |  | <i>Marks</i> |
|--|--------------|
| 1. How far do <b>Sources A</b> and <b>B</b> illustrate differing interpretations of the significance of the Kansas-Nebraska Act? | <b>16</b>    |
| 2. How fully does <b>Source C</b> explain Southern attitudes to Lincoln's election in 1860?                                      | <b>12</b>    |
| 3. How useful is <b>Source D</b> as an explanation of the reasons for Southern defeat in the American Civil War?                 | <b>12</b>    |
|  | <b>(40)</b>  |

**(6) Japan: From Medieval to Modern State (1850s–1920)**

**Part 2**

**Study the sources below and answer the three questions which follow.**

**SOURCE A** Yoshida Shoin, the “Four Urgent Points” 1858, in which he outlined what would constitute a sound government

The essence of national politics exists in recruiting men of ability (Ken-sai). Those who manage the country today have not exploited all the sources of talent in the country.

What is required of able men ruling the realm? If they practise the principles leading to prosperity, if they stress rewards and enrich allowances, only then will they know what sound government is. If they demonstrate loyalty, and if they employ all the people of the realm in their efforts, only then will they recognise military opportunities.

This (feudal) period has brought severe distress to the peasant. In the Tokugawa period, the taxation is such a burden that it undermines the peasant’s personal livelihood, throws him into indebtedness and turns him against the regime.

**SOURCE B** from Professor John Crump, *Japanese History, 1850–1920: Contention and Progress* (2000)

The word *kinsei* (used to describe the period 1603–1867) is pregnant with the sense of an epoch in which the medieval world had been left behind and many features of the modern world were already in place. These features included its high degree of urbanisation (in 1800 Edo was probably the only city in the world with well over a million inhabitants) and the extent to which commercial relations had intruded into agriculture and town life alike. Patterns of government, both at the *bakufu* and at the *han* levels, were largely bureaucratic. Modes of thought and methods of investigation, at least at the elite level, were primarily rational, while society as a whole was characterised by order and stability. In short, Tokugawa society was well supplied with many of the prerequisites for rapid progress after 1868 and there were few of the entrenched barriers that the word “medieval” would suggest.

**SOURCE C** Mori Arinori’s speech at a school in the Saitama Prefecture day, 1887

Amongst the many things that we must give our attention to there are some that ought to be regarded as especially important . . . There is the need to implement a form of education that develops compliance in the student. In other words, we must develop through education the custom of recognizing the duty to follow directives. It is important to develop a willingness to help and assist one another. In simple terms, I am referring to the need to cultivate a sense of friendship or camaraderie. Of necessity we must develop a sense of duty. The institutions that require the utmost attention in our pursuit of improvement in general education are the prefectural and ministry-operated schools. If we attain excellent results in cultivating students through these schools then we can say that nine-tenths of our work has been done.

**SOURCE D:** from *The Making of Modern Japan* by Marius B. Jansen (2002)

Russia was forced in the Treaty of Portsmouth to recognise Japan's paramount interest in Korea. Not only was Japan now a major world power, but its performance had excited the admiration of the world. In England, where the Boer War had left memories of incompetence, there was a "Learn from Japan" movement that called for a rebirth of patriotism and loyalty. Throughout Asia the fact that Japan had defeated a major imperialist power attracted the admiration of nationalists of many stripes. Sun Yat-sen, the first president of the Chinese Republic, later recalled how, in going through the Suez Canal, he had encountered an Arab who asked him if he was Japanese. The Arab had "observed vast armies of Russian soldiers being shipped back to Russia from the Far East", which seemed to him a sure sign of Russia's defeat. "The joy of this Arab", wrote Sun, "as a member of the great Asiatic race, seemed to know no bounds".

	<i>Marks</i>
1. How much do <b>Sources A</b> and <b>B</b> reveal about differing views on the structure of Japanese society in the mid-nineteenth century?	<b>16</b>
2. How useful is <b>Source C</b> in explaining the nature of educational reforms implemented by the Meiji Regime?	<b>12</b>
3. How fully does <b>Source D</b> explain the consequences of the Treaty of Portsmouth?	<b>12</b>
	<b>(40)</b>

## (7) Germany: Versailles to the Outbreak of the Second World War

### Part 2

**Study the sources below and answer the three questions which follow.**

**SOURCE A** from *Recollections of the German Revolution of 1919* by Arnold Brecht (1970)

A military army of Spartacists would have inevitably led to the establishment of a Communist system in Germany, and it was this that Ebert and Scheidemann wanted to avoid. They were convinced opponents of such a system, in the interests both of the working classes and their own ideals of freedom and justice. By far the largest section of the working classes was behind them in this and certainly had no reason to feel that they were betrayed by them. A moderate revolution is far more difficult to carry through than one which is radical, extremist and determined to use any methods to achieve its ends . . . Ebert and the Social Democrats acted in accordance with their beliefs and the upright desire to put Germany and the German people back on their feet after a dreadful defeat; they did this to the best of their knowledge and belief.

**SOURCE B** from Gustav Stresemann's speech to the League of Nations, 10 September 1926

Germany's entry into the League is the outcome of a long preliminary process of development . . . The most durable foundation of peace is a policy inspired by mutual understanding and mutual respect between nation and nation. Even before her entry into the League, Germany has tried her utmost to promote friendly co-operation. The action which she took which led to the Pact of Locarno is a proof of this. The German Government is resolved to persevere unswervingly in this line of policy and is glad to see that these ideas, which at first met with lively opposition in Germany, are now becoming more and more deeply rooted in the conscience of the German people. Thus the German Government may well speak for the great majority of the German people when it declares that it will wholeheartedly devote itself to the duties associated with being in the League.

**SOURCE C** from an account of the Reichstag fire by Rudolf Diels, Head of the Gestapo in Prussia from April 1933, writing in 1950

Shortly after my arrival in the burning Reichstag the National Socialist elite had arrived. Hitler and Goebbels had driven up in their large cars; Goering had arrived too . . . Hitler turned to the assembled company. "There will be no mercy now!" he shouted. "Anyone who stands in our way will be cut down. The German people will not tolerate leniency. Every Communist official will be shot where he is found. The Communist deputies must be hanged this very night. Everybody in league with the Communists must be arrested. There will no longer be any leniency for Social Democrats either. These criminals have thought all this out beautifully; but they've miscalculated, haven't they, comrades! They have no idea to what extent the people are on our side."

**SOURCE D:** from *Hitler's Germany* by Roderick Stackelberg (2009)

The fire that destroyed the Reichstag building in Berlin on 27 February 1933 gave the Nazis the excuse they needed to escalate their terror against the left. The fire was set by a young Dutch ex-Communist . . . who always insisted that he had acted alone . . . The Communist Party denounced him saying he was employed by the Nazis. Certainly the Nazis gained most from the attack. The fire destroyed the hated symbol of parliamentary democracy and provided a convenient excuse for the suppressing of the Communist Party and suspending civil liberties . . . Claiming that the fire was a signal for a Communist uprising, Hitler issued a *Decree for the Protection of the People and the State* the day after the fire. The decree proclaimed a state of emergency and suspended the constitutional protection of civil liberties. It created the legal basis for the Nazi police state.

- |   | <i>Marks</i> |
|---|--------------|
| 1. How fully does <b>Source A</b> explain the reasons for the suppression of the Spartacist Revolt in January 1919?   | <b>12</b>    |
| 2. How useful is <b>Source B</b> as evidence of the key ideas behind German foreign policy, 1924–1929?  | <b>12</b>    |
| 3. How well do <b>Sources C</b> and <b>D</b> illustrate differing interpretations of the significance of the Reichstag fire in the Nazi consolidation of power? | <b>16</b>    |
|   | <b>(40)</b>  |

## (8) South Africa (1910–1984)

### Part 2

**Study the sources below and answer the three questions which follow.**

**SOURCE A** from *Capitalism and Apartheid* by Merle Lipton (1985)

The sharp fall in the gold price in 1921 precipitated a crisis. Ignoring Smuts' warning that the job bar must be treated as "sacrosanct" and that a "frontal assault" on it would lead to violent resistance by the white unions supported by the bulk of the white population of the Rand, the Chamber announced that it would withdraw the Status Quo Agreement and increase the ratio of Africans to whites. In response, the white unions called a strike. There is no clearer illustration of the importance both sides attached to the job bar than the ensuing events, which led to a general strike and the declaration of martial law . . . But the 1924 victory of the Nationalist-Labour Pact government, committed to "civilised labour" policies, reversed the Chamber's brief victory.

**SOURCE B** from *Segregation and Apartheid* by William Beinart & Saul Dubow (1995)

The broader ramifications of white fears have been drawn out . . . segregation is viewed as an umbrella ideology which was capable of serving a range of white interest groups, and even some black ones. The flexible nature of segregationist ideology addressed a variety of constituencies: white farmers were promised a ready supply of labour; the mines were assured that the system of migrant labour on which they had come to depend would remain intact; and white workers were given to believe that segregation would protect them from competition in the job market . . . It also reflected widespread fears about the modern age. These centred on social Darwinist and eugenic anxieties about racial "deterioration" or "degeneration" in the industrial cities.

**SOURCE C** from *A New History of South Africa* by Hermann Giliomee & Bernard Mbenga (2007)

Between the mid-1920s and the mid-1930s the African ability to exert pressure seemed to be slipping. The Industrial and Commercial Workers' Union (ICU), the only mass trade union, had collapsed and the ANC had lost its coherence. Whites drifted into the increasing acceptance of the Hertzog bills that demanded comprehensive segregation. Yet despite the Depression, black intellectuals had not abandoned the basic framework of the capitalist system and the belief that any individual could succeed through education, hard work and self-help. Instead of turning to socialism, most of them believed whites would reconsider the demand for black representation if they could back up their demand by black economic success. Yet success was impossible without good education, not to speak of equal education.

**SOURCE D:** from a speech by J.G. Strijdom addressed to Parliament, 31st January 1949

Where Europeans came into contact with a non-European population, and where they lost their colour sense, the European race disappeared. If the European (white) loses his colour sense, he cannot remain a white man . . . On the basis of unity you cannot retain your sense of colour if there is no apartheid in the everyday social life, in the political sphere or whatever sphere it may be, and if there is no residential separation . . . South Africa can only remain a white country if we continue to see that the Europeans remain the dominant nation; and we can only remain the dominant nation if we have the power to govern the country and if the Europeans, by means of their efforts, remain the dominant section. If we want to prevent miscegenation (mixing of race) in this country then in the first place we must act in such a way that it is opposed by the government.

- |  | <i>Marks</i> |
|--|--------------|
| 1. How much do <b>Sources A</b> and <b>B</b> reveal about the influence of the poor white problem in the development of segregation between 1910 and 1948? | <b>16</b>    |
| 2. How fully does <b>Source C</b> explain the limited achievements of African resistance to segregation before 1948?                                       | <b>12</b>    |
| 3. How useful is <b>Source D</b> as an explanation of the reasons why the National Party implemented the policy of apartheid after 1948?                   | <b>12</b>    |
|  | <b>(40)</b>  |

## (9) Soviet Russia (1917–1953)

### Part 2

**Study the sources below and answer the three questions which follow.**

**SOURCE A** from the Act of Abdication of Tsar Nicholas II, 2 March 1917 (old style)

The domestic disturbances among the people threaten to have a calamitous effect on the further conduct of a hard fought war. The fate of Russia, the honour of Our heroic army, the good of the people and the whole future of Our beloved Fatherland demand that at all costs the war be pursued to a victorious conclusion. The cruel enemy is straining every sinew, and the hour is close when Our valiant army together with Our glorious allies will finally be able to smash the enemy. At such a decisive time in the life of Russia We have deemed it Our duty to facilitate for Our people the close unity and cohesion of all popular forces necessary for the rapid achievement of victory, and in agreement with the State Duma we have considered it right to abdicate and lay down power.

**SOURCE B** from *A History of Twentieth Century Russia* by Robert Service (1997)

Matters came to a head with the resumption of industrial conflicts in February 1917. Wages for workers in the Petrograd armaments plants probably rose slightly faster than inflation. It was reckoned that such workers by 1917 were being paid in real terms between fifteen and twenty per cent less than before the war. Yet Nicholas was unsurprisingly complacent about the labour movement.

The Emperor would indeed have faced difficulties even if he had summoned regiments from the Eastern front; for the High Command stayed very reluctant to get involved in politics. It is true that the monarchy's troubles were as yet located in a single city. Yet this limitation was only temporary; for Petrograd was the capital; as soon as news spread to the provinces there was bound to be further popular commotion. Antipathy to the regime was fiercer than in 1905–1906.

**SOURCE C** from Kamenev's notes of his discussion with Bukharin, 11 July 1928

We feel that Stalin's line is disastrous for the whole revolution. We could be overthrown on account of it. Rykov, Tomsy and I are unanimous in formulating the situation thus: "It would be much better if Zinoviev and Kamenev were in the Politburo instead of Stalin." I spoke with Rykov and Tomsy about this quite frankly. I have not spoken with Stalin in several weeks. He is an intriguer, with no principles. He subordinates everything to the preservation of power. He changes his theory according to whom he needs to get rid of. In our arguments with him (we) reached the point of saying, "false", "you lie". Now he has made concessions, so that he can cut our throats . . . We have no colonies, we can get no loans, and therefore we must rely on the peasants. You must understand that this is just what Preobrazhensky's theory is; the more socialism grows the greater will be the resistance. This is idiotic illiteracy. Self-criticism should not apply to the leadership, but only to those who carry out orders.

**SOURCE D:** from Stalin's speech to the First All-Union Conference of Leading Personnel of Socialist Industry, 4 February 1931

To slacken the tempo would mean falling behind, to get beaten. One feature of the history of Old Russia was the continual beatings she suffered because of her backwardness . . . her military backwardness, cultural backwardness, political backwardness, industrial backwardness, agricultural backwardness.

But now that we have overthrown capitalism and power is in our hands, in the hands of the people, we have a fatherland, and we will uphold its independence. Do you want our socialist fatherland to be beaten and lose its independence? If you do not want this, you must put an end to its backwardness in the shortest possible time and develop a genuine Bolshevik tempo in building up its socialist economy. There is no other way . . . We are fifty or a hundred years behind the advanced countries. We must make good this distance in ten years. Either we do it, or we shall go under.

	<i>Marks</i>
1. How much do <b>Sources A</b> and <b>B</b> reveal about differing interpretations of the immediate causes of the abdication of the Tsar in February 1917?	<b>16</b>
2. How fully does <b>Source C</b> explain the strategies used by Stalin in his rise to power in the 1920s?	<b>12</b>
3. How useful is <b>Source D</b> as an explanation of the reasons for rapid industrialisation in the 1930s?	<b>12</b>
	<b>(40)</b>

## (10) The Spanish Civil War (1931–1939)

### Part 2

**Study the sources below and answer the three questions which follow.**

**SOURCE A** from *Facing the Dictators; The Eden Memoirs* (1962)

The French Government were even more concerned than ourselves with the Spanish upheaval. Although Blum was under pressure to support the Government in Madrid, he announced on July 26th that France was in no way able to intervene. He knew only too well that any other course of action would sharply divide France, while open intervention by the great powers could lead to a European war. We agreed with this French decision of policy. There were forceful reasons why Britain must favour non-intervention. First, because if the fighting in Spain became internationalised, its consequences would become uncontrollable. Secondly, the British government had no wish to be involved in a Spanish civil war, nor would they feel that the Spaniards would feel any gratitude towards those that had intervened. The question now was whether a non-intervention policy could be made effective; it had to be tried.

**SOURCE B** from *The Spanish Civil War* by Hugh Thomas (1961)

. . . by now Franco, the victorious General in (if not of) the south, was the hope of all of the middle-class and all on the Right in a nation which, if anyone stopped to think on it, was plainly in full catastrophe. Calvo Sotelo, Sanjurjo, José Antonio, and Goded were either dead or unavailable. Mola was discredited by the failure of the conspiracy to achieve its objectives, and had been the bitter opponent of the republic who had treated him harshly; at the same time he was looked on as a republican monarchist. Quiépo and Cabanellas had rebelled against Primo de Rivera. Only Franco had remained politically neutral in the past. Loyal to King Alfonso, Franco had worked for the republic. In mid-September 1936, furthermore, armies under his command were gaining victories.

**SOURCE C** from *The Battle for Spain* by Antony Beevor (2006)

The suddenness of Franco's coup increased its effect. By the time the announcement had been appreciated, anyone who wanted to object only exposed himself to the charge of treachery towards the Nationalist movement. Hedilla, somewhat unimaginatively, believed that he could maintain a position of power as the head of the Falange and guarantee its independence. He refused to join the council of the new party and tried to mobilise his supporters. He was arrested . . . and condemned to death. On Serrano Suñer's advice, however, the sentence was commuted to life imprisonment. As commander of the most important formation in the Nationalist army, the Army of Africa, Franco had started to climb to his position from an advanced position. He had no effective rival and the very nature of the Nationalist movement begged a single, disciplined command.

**SOURCE D:** from *The Spanish Labyrinth* by Gerald Brenan (1943)

By the end of 1936 the period of committees and of social revolution was over and the well-armed P.S.U.C. confronted the C.N.T. in Catalonia. A state of tension at once developed. The first crisis came in January. Communist pressure on the government had become great and for a moment it was thought that a coup d'état was imminent and that the International Brigades would march on Valencia. But there was a combination of all the other parties and they gave way. However, the question of their increase in power was not the only issue involved. The Communists stood for greater centralisation on the conduct of the war. In this Prieto and Negrín with about half of the Socialists and all the Republicans supported them. On the other side stood the Prime Minister, Largo Caballero, with his group of left-wing Socialists and all the C.N.T. Matters came to a head in May when, as a result of a somewhat obscure incident, there were three days of street fighting in Barcelona.

- |  | <i>Marks</i> |
|--|--------------|
| 1. How useful is <b>Source A</b> in explaining the nature of British Foreign Policy towards the Spanish Republic in 1936?                      | <b>12</b>    |
| 2. How much do <b>Sources B</b> and <b>C</b> reveal about differing views on the reasons why unity was achieved within the Nationalist forces? | <b>16</b>    |
| 3. How fully does <b>Source D</b> illustrate the divisions within the left during the Spanish Civil War?                                       | <b>12</b>    |
|  | <b>(40)</b>  |

## (11) Britain at War and Peace (1939–1951)

### Part 2

Study the sources below and answer the three questions which follow.

**SOURCE A** from the Editorial of *The Ardrossan and Saltcoats Herald*, 16th May 1941

**The Evacuation Problem:** In dealing with this matter in this column a few weeks ago, we made a plea for toleration, but since then we have heard of wilful destruction caused by children in certain rest centres. This is no doubt due to the lack of proper parental control, and we think it is a pity if war conditions are responsible for making certain people more careless in their behaviour. It might reasonably have been anticipated that the war would have the opposite effect, but, unfortunately, many of the parents of these children who commit acts of wilful destruction apparently think that all the responsibility for the training etc of their children should be borne by someone else. This, no doubt, is one of the reasons for the stiff attitude adopted by some people residing in big houses when asked to take evacuees.

**SOURCE B** Aneurin Bevan criticises Churchill's Government over Britain's North African Campaign (*Hansard* 2 July, 1942)

The Prime Minister has qualities of greatness—everybody knows that—but the trouble is that he has too much to do. He has not around him colleagues to whom he can delegate any of this matter concerning the central direction of the war. The result is that all these defects which he possesses are made dangerous, because the Prime Minister, among all his other qualities, has a gift of expression which is exceedingly dangerous. He very often mistakes verbal felicities (cleverness) for verbal inspiration. The Prime Minister will, in the course of the evening, produce a whole series of brilliant improvisations, but has not the machinery to carry them through . . . I seriously suggest to the House that whatever they may do about this motion, they should for heaven's sake insist, at this grave hour, that the Prime Minister be kept under the charge of strong men who have Departmental interest.

**SOURCE C** from Steven Fielding in the *Historical Journal*, 35, 3 (1992)

Before the war the Conservatives had successfully kept Labour out of the suburbs by presenting it as a party which threatened both the interests of the nation as a whole and the hard-earned savings of the middle class in particular. Labour's support for Beveridge committed it to providing each and every individual with an economically secure future whilst allowing the party also to employ the language of patriotism against opponents. Labour had become a classless party, "a coming together of men and women of goodwill among all classes": in 1945 Labour, not the Conservatives represented the nation. However, once the Labour government had done its job and established the welfare state, maintained full employment and improved standards of living "the people" lost its cohesion. Labour's victory was, more than anything else, a consequence of the peculiar nature of the British electoral system.

**SOURCE D:** from *The Churchill Coalition and Wartime Politics 1940–45* by Kevin Jefferys (1991)

Once the tide had turned on the battlefield, the Prime Minister’s reputation as national saviour was reinforced, and he now had the opportunity to recover some of the electoral ground lost since the fall of Chamberlain. If Churchill had used the period after 1942 to forge a popular post-war policy, then wartime suspicions about the Conservative Party may have been at least partially overcome. Instead, the Prime Minister paid only lip-service to public concern about reconstruction, and in this sense must bear a large share of personal responsibility for his crushing defeat at the polls in 1945. The desire of the British people to create a better world, though imprecise in many ways, could not be mistaken. But Churchill and his senior colleagues had little faith in the “New Jerusalem”. Above all, the coolness of Conservative ministers towards the Beveridge plan was to prove profoundly damaging to the party.

- |  | <i>Marks</i> |
|--|--------------|
| 1. How fully does <b>Source A</b> explain the issues resulting from evacuation in wartime Britain?                       | <b>12</b>    |
| 2. How useful is <b>Source B</b> in explaining the strengths and weaknesses of Churchill as a war leader?                | <b>12</b>    |
| 3. How much do <b>Sources C</b> and <b>D</b> reveal about differing interpretations of why Labour won the 1945 election? | <b>16</b>    |
|  | <b>(40)</b>  |

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