

1540/29/01

NATIONAL TUESDAY, 14 MAY
QUALIFICATIONS 10.20 AM – 11.50 AM
2013

HISTORY
STANDARD GRADE
General Level

Answer questions from Unit I **and** Unit II **and** Unit III.

Choose only **one** Context from each Unit and answer Sections A **and** B. The Contexts chosen should be those you have studied. Your Invigilator will tell you which contexts these are.

The Contexts in each Unit are:

Unit I — Changing Life in Scotland and Britain

Context A: 1750s–1850s Pages 2–3

Context B: 1830s–1930s Pages 4–5

Context C: 1880s–Present Day Pages 6–7

Unit II — International Cooperation and Conflict

Context A: 1890s–1920s Pages 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 describes changes in voting and representation by 1832.

Source A

There were separate Reform Acts for both Scotland and England. In towns male householders of property worth £10 per year gained the vote. However, voting still took place in the open which meant that bribery and corruption were still a serious problem. Eight more MPs were given to the new industrial towns in Scotland.

1. Describe the changes in voting and representation by 1832.

3

Source B explains the impact of improvements in farming.

Source B

By 1850 more machines were being used on some farms in lowland Scotland. Using machinery in larger fields increased farmers' crop production. However, new machines were expensive so only richer farmers could afford them. Farmers who used the seed drill saw up to a five-times increase in their harvest. The threshing machine was unpopular with farm labourers as it meant there was less work available for them in winter time.

2. Explain the impact of improvements in farming on the Scottish people.

4

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

Living conditions in Scottish towns during the nineteenth century were bad for people's health.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C is from a report by Dr Miller on a visit to a tenement in Edinburgh in 1842.

Source C

Many of the poor live in tenement flats in the Old Town. The flats of the very poor are only one-roomed, causing overcrowding. Many rooms are underground and therefore damp. Some of the poor have a bed. Most families slept on a bed of straw on the floor which was unhealthy. Such conditions were all too common in Scottish towns.

3. How useful is **Source C** for investigating living conditions in Scottish towns in the nineteenth century?

3

Source D describes living conditions in Scottish towns.

Source D

By the 1850s better living conditions were to be found in parts of towns. Piped, fresh, clean water was being provided which reduced disease. Cheaper soap meant people could now keep their homes much cleaner and themselves healthier. However, most urban poor still lived in unhygienic slum housing. In some parts of towns, drains and sewers were laid under the streets to take the filth away which made conditions cleaner.

4. What evidence is there in **Source C** that **supports** the view that living conditions in Scottish towns were bad for people's health?

What evidence is there in **Source D** that **does not support** the view that living conditions in Scottish towns were bad for people's health?

5

5. How far do you agree that living conditions in Scottish towns during the nineteenth century were bad for people's health?

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

4

[END OF CONTEXT IA]

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

UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

CONTEXT B: 1830s–1930s

SECTION A: KNOWLEDGE AND UNDERSTANDING

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

Source A describes changes in voting and representation by 1918.

Source A

Before 1832 only 5000 Scots had a vote, although the population was over 2 million. Increasingly people began to demand a say. First it was the turn of the middle class men. In 1832 a reform act was passed giving them the vote. Next it was the turn of skilled workmen who got the vote in the Second Reform Act of 1867. Still the pressure continued. “One man, one vote” was the cry for universal male votes.

1. Describe the changes in voting and representation by 1918.

3

Source B explains the impact of railways.

Source B

Railways were probably the most dramatic development of the nineteenth century. By 1850, travellers found their journey from London to Edinburgh reduced from forty-three hours to twelve. Scots became more mobile, with railways useful for linking different parts of Scotland. Knitters in Hawick, weavers in Selkirk and carpet makers in Kilmarnock were recognised for their skills and because of the railways they could sell their goods across the country.

2. Explain the impact of the development of railways on Scottish people.

4

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

Living conditions in Scottish towns during the nineteenth century were bad for people's health.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C is from an official government report produced in 1845.

Source C

The privies are few compared to the number of inhabitants. They are open to view from both front and rear and are in a filthy condition. Often no filth is removed from the privies for six months. The atmosphere is extremely unpleasant. A vast amount of ill-health exists and leads to a desire for alcohol. The combined effect of these terrible conditions results in early death for many.

3. How useful is **Source C** for investigating living conditions in Scottish towns in the nineteenth century? 3

Source D describes living conditions in Scottish towns.

Source D

Water supply was the first to be tackled. Glasgow's clean water supply from Loch Katrine was so successful in reducing disease that other towns were quick to follow. Next came the huge job of building a proper sewage system. By 1890, Glasgow had 100 miles of sewer running under the streets making the city healthier and less smelly. By 1910 the River Clyde was a bit cleaner too. Shorelands, Aberdeen's main area of slum housing, was cleaned up by the 1880s which also reduced the spread of disease.

4. What evidence is there in **Source C** that **supports** the view that living conditions in Scottish towns were bad for people's health?

What evidence is there in **Source D** that **does not support** the view that living conditions in Scottish towns were bad for people's health? 5

5. How far do you agree that living conditions in Scottish towns during the nineteenth century were bad for people's health?

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

[END OF CONTEXT IB]

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

UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

CONTEXT C: 1880s–Present Day

SECTION A: KNOWLEDGE AND UNDERSTANDING

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

Source A describes changes in voting and representation by 1969.

Source A

Voting reform became law in early 1918. Most women over 30 at last had the vote. However, women were not given the vote equally with men as they would have outnumbered them. But there was a bonus; women could stand for Parliament too. In the election of 1918 there were 17 female candidates but only one woman was elected.

1. Describe the changes in voting and representation by 1969.

3

Source B explains the impact of road transport.

Source B

Road transport developed greatly and naturally brought problems. The most serious problem was the high number of accidents, over 8,000 deaths in 1966 alone. Attempts were made to make roads safer. In the late 1960s the breathalyser law was passed which permitted the police to check the level of alcohol in a driver's bloodstream. This reduced the number of deaths. However, the increased volume of traffic still means exhaust fumes pollute the atmosphere.

2. Explain the impact of the development of road transport on the Scottish people.

4

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

Living conditions in Scottish towns during the twentieth century were bad for people's health.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C is from the Royal Commission Report on Scottish Housing published in 1918.

Source C

Unsatisfactory living conditions are a problem. There is a lack of cleanliness because of insufficient supplies of water. Lack of proper refuse collection leads to filthy middens and the spread of vermin. There is a widespread absence of decent housing. The worst problem is the occupation of one-room houses by large families which produce conditions in which privacy is impossible and diseases like tuberculosis spread easily.

3. How useful is **Source C** for investigating living conditions in Scottish towns in the twentieth century? 3

Source D describes living conditions in Scottish towns.

Source D

By the 1920s the improvement in Scottish housing began. Councils were given help from the government to clear some of the disease-ridden slums which improved health. The new houses had a front door and a garden, more importantly they also had their own bathrooms and toilet which was more hygienic. Private housing was built on the outskirts of towns away from the smoke of the town centre which was much healthier for those living there. However, by the 1930s Scotland's overcrowding was still worse than England's.

4. What evidence is there in **Source C** that **supports** the view that living conditions in Scottish towns were bad for people's health? 5

What evidence is there in **Source D** that **does not support** the view that living conditions in Scottish towns were bad for people's health? 5

5. How far do you agree that living conditions in Scottish towns during the twentieth century were bad for people's health? 4

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

[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

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

Source A is about the assassination of the Archduke Franz Ferdinand in Sarajevo, 1914.

Source A

Gavrilo Princip was a member of a terrorist group called the Black Hand who assassinated the Austrian Archduke. They had travelled to Sarajevo from Serbia. One month after the assassination, on the 28th July, Austria declared war on Serbia. Austria was backed by Germany. Next day, Serbia's ally Russia began to prepare for war so Germany declared war on Russia.

1. How important was the assassination at Sarajevo as a cause of the First World War?

3

Source B describes conditions in the trenches in the First World War.

Source B

There were 400 miles of trenches from the Channel ports to the Swiss border. The trenches were often flooded with muddy water; it was a full-time job trying to pump the water out. The soldiers had little protection from the weather.

2. Describe conditions experienced by soldiers in the trenches on the Western Front.

3

SECTION B: ENQUIRY SKILLS

The following sources are about the League of Nations.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C is from a speech by President Woodrow Wilson in 1919.

Source C

What are the aims of the League of Nations? The combined power of all nations, great or small, will provide collective security against another war. Members believe that all populations, including colonies, are entitled to self-determination—the right to govern their own nation. The League will persuade all nations to disarm, to put down their weapons. That would make war impossible.

3. How useful is **Source C** as evidence of the aims of the League of Nations? 3

Source D is about Germany's attitude to the League of Nations.

Source D

The League of Nations is not about avoiding another war, it is about punishing Germany. It is supposed to be about 'collective security' but it is only a club for the victors. France threatens Germany and the League will not listen. As for disarmament, again it only applies to Germany. Self-determination is a joke; Germany's colonies are now ruled over by France and Great Britain.

4. How far do **Sources C** and **D** disagree about the aims of the League of Nations? 4

Source E is about the successes of the League of Nations.

Source E

Sweden and Finland were involved in a dispute over the Aaland Islands. The League arranged a settlement which both countries accepted. They then persuaded Serbia to remove its troops from Albania. The League threatened to impose sanctions which meant no member country would trade with Serbia. In 1923, the League settled a major dispute between Italy and Greece.

5. How fully does **Source E** describe the successes of the League of Nations? 4

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

[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

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

Source A is about the causes of the Second World War.

Source A

Hardly anyone in Britain wanted a war as they remembered the horrors of the previous one. However, when Hitler broke his promise not to invade Czechoslovakia and took over the rest of the country in March 1939 this brought a big change in public opinion. Britain and France gave Poland a guarantee of help if she was attacked by Germany. This happened in September 1939 when German soldiers invaded Poland.

1. How important was the attack on Poland as a cause of the Second World War? 3

Source B describes the effects of the bombing of Hiroshima in August 1945.

Source B

As the Atomic bomb exploded, the pilot of the “Enola Gay”, Colonel Tibbets, cried out “My God what have we done”? Below, most of Hiroshima was destroyed. On that day alone 80,000 people were killed.

2. Describe the effects of the dropping of the Atomic Bomb on Japanese civilians. 3

SECTION B: ENQUIRY SKILLS

The following sources are about the United Nations.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C is about the aims of the United Nations.

Source C

We, the peoples of the United Nations, are determined to save future generations from the horror of war. We agree to unite our strength, to work together to maintain international peace and security. We pledge to ensure that armed force shall not be used except in the common interests of all. We believe in human rights. We recognise the equal rights of nations large and small. We are determined to accomplish these aims.

3. How fully does **Source C** describe the aims of the United Nations?

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

4

Source D is from a speech by the Secretary General of the United Nations in 1969.

Source D

Our main powers are not great. We act by promoting peace and tolerance. That no major war has threatened the peace of the world is our greatest success. We create greater understanding between nations and have healed many harmful divisions. The United Nations has an important role to protect the weak and our peace-keeping forces have done so from Korea to the Middle East. We have the force of world opinion behind us that no nation can ignore.

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

3

Source E is about the success of the United Nations.

Source E

The United Nations (UN) did not live up to its aims. It was meant to keep the peace between the nations of the world. However, keeping the peace often meant going to war. The United Nations was criticised for failing to save smaller countries like Hungary in 1956 from invasion by the USSR. Often the USA and USSR simply ignored the UN or used their veto for their own selfish interests. The United Nations was weakened by the superpower struggle.

5. How far do **Sources D** and **E** disagree about the success of the United Nations?

4

[END OF CONTEXT IIB]

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

UNIT III—PEOPLE AND POWER

CONTEXT A: USA 1850–1880

SECTION A: KNOWLEDGE AND UNDERSTANDING

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

Source A is about why Mormons were unpopular.

Source A

Tensions grew as more and more settlers moved west. Emigrants complained that the Mormons were charging too much for ferry crossings and supplies. Soon there were stories that the Mormons were plotting to kill other white Americans and that they were arming the Native Americans to help in the massacre. The Mormons had always treated the Native Americans as equals and had converted some of them. To other Americans this was very strange behaviour.

1. Explain why many Americans disliked the Mormons.

4

Source B is about the importance of the Union to Abraham Lincoln.

Source B

The main purpose in this struggle is to save the Union. It is not to save or destroy slavery. If I could save the Union without freeing any slave I would do it. If I could save it by freeing all the slaves I would do it. Although personally I wish all men everywhere should be free, saving the Union is more important.

2. How important was the Union to Lincoln?

3

SECTION B: ENQUIRY SKILLS

The following sources are about the treatment of slaves on plantations.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C is an eyewitness account of life for slaves on Southern plantations.

Source C

Slaves had no rights. They were seen as possessions rather than human beings which is wrong. They were very harshly treated on the plantations where they were made to work long hours in all weathers. As well as the usual whipping, if they did not work hard enough, they were sometimes given sickening punishments like being buried alive.

3. What is the attitude of the author of **Source C** towards slave life on the Southern plantations?

3

Source D is about life on a Southern plantation.

Source D

Most slaves were taken to plantations, where they were routinely whipped and beaten. Slaves who worked in people's homes had an easier life. Life was hardest for those who worked in the rice fields as it was very hot and they had to stand in water all day long. Some plantation owners invented horrifying punishments for rebel slaves, such as burying them alive. They had no rights and were treated worse than the animals.

4. How far do **Sources C** and **D** agree about the treatment of slaves on Southern plantations?

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 Gandhi's non-violent tactics.

Source A

Gandhi hoped to win people over by changing their hearts and minds, and encouraging non-violence in all things. Gandhi's influence in India was very wide-reaching. He hoped to win over the British by showing them his cause was noble and just. Gandhi firmly believed that if violence was used to achieve any end, the result would be more violence.

1. Explain why Gandhi adopted non-violent tactics.

4

Source B is about the importance of Jinnah.

Source B

Jinnah was an Indian politician who successfully campaigned for an independent Pakistan. Jinnah had always believed in Indian–Muslim unity. But he reluctantly came to the view that this was not possible. Instead he believed that partition was necessary to safeguard the rights of Indian Muslims. This resulted in the partition of India and the formation of the state of Pakistan.

2. How important was the role of Jinnah in the struggle for Indian independence?

3

SECTION B: ENQUIRY SKILLS

The following sources are about the British rule in India.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

In **Source C** an Indian gives his views on British rule.

Source C

The British import a huge number of goods, made in their own country, and sell them in our markets. British rule has been a curse. It has made poverty in India worse. The hateful Salt Tax means the burden of taxation falls mainly on the poor who, because of imported British cloth, cannot sell their homespun cotton.

3. What is the attitude of the author of **Source C** towards British rule?

3

Source D is about the effects of British rule.

Source D

Indians have seen British rule as a curse, blaming the Raj for slow industrial growth. British cloth became cheaper after the Industrial Revolution which meant homespun Indian cloth could not be sold. India had to export raw cotton to Britain which made India poorer. Indians also complained that taxes gathered in India fell heavily on the poorest.

4. How far do **Sources C** and **D** agree about the impact of British rule?

4

[END OF CONTEXT IIIB]

UNIT III—PEOPLE AND POWER

CONTEXT C: RUSSIA 1914–1941

SECTION A: KNOWLEDGE AND UNDERSTANDING

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

Source A is about opposition to the Tsar.

Source A

It was difficult to oppose the Tsar because he was an autocrat—he had unlimited power. Powerful groups in Russian society, like the Orthodox Church, taught people to obey the Tsar. Yet there were political groups who wanted reform or revolution. The army was also loyal to the Tsar and was used to break up anti-government demonstrations. People were particularly afraid of the Cossacks.

1. Explain why it was so difficult to oppose the Tsar.

4

Source B is about discontent with the Provisional Government.

Source B

There were several reasons for discontent with the Provisional Government. It lacked the authority to rule Russia because it was not elected. Although it had ambitious plans and made many changes, it also made many mistakes. One of the most serious mistakes the Provisional Government made was to continue fighting in the First World War. This was a deeply unpopular decision.

2. How important was discontent with the Provisional Government as a cause of the October/November Revolution in 1917?

3

SECTION B: ENQUIRY SKILLS

The following sources are about the success of the New Economic Policy.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C is part of a report by an American journalist from Moscow in 1923.

Source C

I am pleased to report that living conditions in Russia have enormously improved in the past two years. The New Economic Policy (NEP) is undoubtedly the reason for this. Conditions today seem like paradise in comparison with the years of 1920 and 1921. Some grumble about overcrowding and the luxury enjoyed by 'Nepmen' but these newly rich traders have the right idea. The supply of goods jumped from starvation point to something nearly adequate, and prices fell accordingly.

3. What is the attitude of the author of **Source C** towards the New Economic Policy? **3**

Source D is about the effects of the New Economic Policy.

Source D

The New Economic Policy (NEP) had many critics. Many resented the comfortable lifestyle enjoyed by the 'Nepmen' who traded in the street markets. Yet they were responsible for the increased amount of goods available—the NEP ensured hungry Russians were fed. Prices fell steadily too as more food was produced. This allowed living conditions to improve remarkably. However, this new policy only restored agriculture and industry to pre-war levels of production.

4. How far do **Sources C** and **D** agree about the effects of the New Economic Policy? **4**

[END OF CONTEXT IIC]

UNIT III—PEOPLE AND POWER

CONTEXT D: GERMANY 1918–1939

SECTION A: KNOWLEDGE AND UNDERSTANDING

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

Source A is about the events that led to Kaiser Wilhelm's abdication in November 1918.

Source A

In late 1918 Germans were desperate for an end to the war. The Allies made it clear they would not agree to peace as long as the Kaiser still ruled Germany. However, the Kaiser didn't want to abdicate. As German towns and cities were taken over by revolutionaries the Kaiser realised he was losing control. Kaiser Wilhelm was finally persuaded to abdicate when law and order collapsed inside Germany.

1. Explain why Kaiser Wilhelm abdicated in November 1918.

4

Source B is about the Nazi rise to power in 1933.

Source B

During the early 1930s the Nazis used the crisis facing Germany to their advantage. Hitler came across as a strong leader who could solve Germany's problems. Others had tried, but failed, to deal with them. Hitler's promises contained something for everyone in Germany, from businessmen and farmers to factory workers and housewives.

2. How important was the appeal of Hitler in the Nazi rise to power by January 1933?

3

SECTION B: ENQUIRY SKILLS

The following sources are about the response of the Nazi Government to opposition from German Churches.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C describes Hitler's reaction to criticism from churches in Germany in 1937.

Source C

Hitler was furious at Pastor Martin Niemöller for criticising the Nazi Government. He ordered that Niemöller be punished. Convinced that he couldn't be trusted, Hitler ordered Niemöller's arrest. Hitler, concerned that disobedience might spread among other Protestant ministers, ordered that Protestant troublemakers be sent to concentration camps. The Concordat or agreement Hitler made with the Catholic Church counted for nothing. Any Catholic priest who criticised the Nazis was to be imprisoned.

3. What is Hitler's attitude towards opposition from the German churches according to **Source C**?

3

Source D describes how the Nazis dealt with opposition from the German churches.

Source D

Some Protestant ministers stood up to the Nazis and formed the Confessional Church. One of its leaders, Martin Niemöller, frequently spoke out against Hitler. Niemöller was arrested in 1937 and held in a concentration camp from 1938. Other Protestants who criticised Nazi rule were also sent to concentration camps. For opposing the Nazis hundreds of Catholic priests were sent to prison. The Concordat Hitler signed with the Pope provided little protection to the Catholic Church.

4. How far do **Sources C** and **D** agree about the way the Nazis treated opposition from the German churches?

4

[END OF CONTEXT IIID]

[END OF QUESTION PAPER]

ACKNOWLEDGEMENTS

Unit II Context A Source B—Photograph of trench in First World War. Unable to trace copyright holder.

Unit II Context B Source B—Photograph of the effects of the bombing in Hiroshima, August 1945. Unable to trace copyright holder.