

X259/13/01

NATIONAL
QUALIFICATIONS
2015

FRIDAY, 1 MAY
1.00 PM – 4.00 PM

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 was Northern British society changed by Roman influences by the 4th century AD?
2. To what extent were Pictish symbol stones primarily of spiritual significance?
3. How far can it be argued that warfare played a central role in the life of the Britons of Southern Scotland?
4. "The role of St Columba in bringing about the Christian conversion of Northern Britain has been exaggerated." How valid is this view?
5. "A drawing together of the two peoples in the face of a common enemy." How valid is this explanation of the union of Picts and Scots by the 9th century?

(2) Scottish Independence (1286–1329)

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. To what extent does the conduct of Robert Bruce (“the Competitor”) during the Great Cause justify one historian’s description of him as “a schemer and a chancer”?
2. “John found himself working in partnership with an increasingly assertive political community.” How far does this explain why King John was unable to exert royal authority?
3. “To fix our gaze so single-mindedly on William Wallace is to diminish the contribution and achievements of countless others.” How valid is this view of Scottish resistance between 1297 and 1305?
4. To what extent can the change in King Robert’s military fortunes between Methven and Bannockburn be attributed to luck?
5. How important was the overthrow of Edward II in 1327 in securing recognition of Bruce’s kingship free from English subjection?

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

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. “Commerce lay at the heart of the economic prosperity of the Italian cities during the Renaissance.” How valid is this view?
2. “The origins of the artistic innovation of the early Renaissance lay in the prestige of the Florentine guilds.” How valid is this view?
3. “At last the artist was free.” How valid is this view of the status of the artist in the early sixteenth century?
4. “Religion was the principal concern of the Italian princes of the fifteenth century.” How valid is this view?
5. How justified is the view that the popes of the High Renaissance have been unfairly criticised?

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

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. To what extent does a lack of support from outside Scotland explain why the rebellion of 1745 ended in the total defeat of the Jacobite cause?
2. How far can it be argued that the industrialisation of Scotland in the later eighteenth century was primarily caused by the expansion of markets at home and abroad?
3. To what extent were the social problems of lowland Scotland caused by urbanisation?
4. To what extent did the methods and leadership of the Moderate Party cause the weakening of strict Presbyterianism during the eighteenth century?
5. “Scotland’s intellectual life was made possible by the structure of her educational system.” How valid is this view of the importance of Scotland’s education system in the eighteenth century?

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

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. To what extent was the USA divided into an “agricultural” South and an “industrial” North by the 1850s?
2. How far can it be argued that the abolitionists were successful in the ante-bellum period?
3. “Attempts to reach a compromise were futile following Lincoln’s election in 1860.” How accurate is this view of the period 1860–1861?
4. How justified is the view that northern military necessity forced Lincoln into issuing the Emancipation Proclamation?
5. How far were the South’s wartime economic difficulties due to mismanagement by the Confederate government?

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

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. How far can it be argued that religion was used successfully as a means of social control by the Tokugawa regime?
2. To what extent was the Iwakura Mission (1871–73) crucial to Japan's economic development between 1868 and 1912?
3. To what extent was the role of the Emperor more symbolic than real?
4. How far was the Tripartite Intervention the most important cause of the war between Japan and Russia?
5. "It was between 1912 and 1920 that Japan emerged as a major power in international politics." How valid is this view?

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

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. To what extent can Ebert's decisions be held responsible for the problems faced by the Weimar Republic between 1919 and 1923?
2. How far can it be argued that political and economic developments between 1924 and 1929 made the Weimar Republic more stable?
3. "Hitler's rule of Germany was chaotic rather than efficient." How valid is this view of the Nazi dictatorship, 1933–39?
4. How far can it be argued that Hitler's foreign policy was based mainly on revision of the Treaty of Versailles?
5. "Resistance to the regime occurred but without active popular support." How accurate is this assessment of the nature of opposition to Nazism in Germany between 1933 and 1939?

(8) South Africa (1910–1984)

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. To what extent was black labour unrest the main reason for the introduction of segregationist legislation by South African governments before 1924?
2. How far can it be argued that the rise of Afrikaner nationalism in the 1930s was due to the leadership of the National Party?
3. To what extent was the reinforcement of racial divisions the most significant impact of World War Two on South African society?
4. To what extent has Steve Biko's contribution to the revival of African resistance in the 1970s been exaggerated?
5. How significant was the Cold War in influencing international attitudes towards apartheid before 1984?

(9) Soviet Russia (1917–1953)

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. To what extent was the collapse of the Provisional Government due to the Kornilov Affair?
2. How successful was the management of the economy by the Soviet government between 1917 and 1924?
3. “Stalin emerged victorious from the leadership struggle because he was able to manipulate situations to his advantage.” How valid is this view?
4. To what extent did Soviet society undergo a “cultural revolution” in the 1930s?
5. How important was the use of propaganda in contributing to Soviet victory in the Great Patriotic War?

(10) The Spanish Civil War: Causes, Conflict and Consequences (1923–1945)

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. To what extent was the church in Spain losing power and influence in the 1920s?
2. “The Left and Right were equally to blame for raising tensions in Spain during the Bienio Negro.” How valid is this view of the events in Spain from 1934 to 1936?
3. To what extent was there an attempted revolution by the Left in Spain in 1936?
4. “Of all the European Powers, the actions of Germany were most crucial in shaping the course and outcome of the war.” How valid is this view?
5. How justified is the view that “Spain was a broken country with no role in the world” as a result of the Civil War?

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

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. To what extent does Churchill deserve his reputation as an outstanding international statesman during the Second World War?
2. “Before Alamein we never had a victory. After Alamein we never had a defeat.” How valid is this assessment of the performance of the British Army in all theatres of land war between 1939 and 1945?
3. To what extent was the Labour Party’s enthusiasm for the Beveridge Report the decisive factor in its victory in the 1945 General Election?
4. How far can it be argued that the Labour Governments of 1945–51 were successful in managing the economy?
5. “As Britain’s descent took its course, the illusions and dreams of imperial and world roles would fade.” How accurate is this description of Britain’s status by 1951?

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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 from *Iron Age Scotland*, ScARF Panel Report (2012)

It is now generally accepted that there is no definitive interpretation of the function of hillforts and enclosures, which probably conveyed a variety of ideological statements at different times and places to different people. There are a range of potential functions, attested or implied, for forts and other enclosed places, but it is too simplistic to use lists of possibilities to work out specific functions for enclosures from archaeological evidence. It is now generally accepted that proposing a single purpose for a “fort” is illusory and probably not demonstrable through excavation. There are many examples where defensive considerations appear not to have been primary factors in siting and/or the form of enclosure. Evidence for warfare, conflict and violence at Scottish forts and enclosures is rather limited.

SOURCE B from *Scotland’s Hidden History* by Ian Armit (2006)

Across much of Scotland, direct physical evidence of the Viking presence is elusive. Most of the settlement remains are concentrated in the Northern Isles. A rash of characteristic Viking hall-houses, sprang up on the island itself [Orkney] . . . this transformation in building styles would seem to signal the commandeering of the island power base and the surrounding farmland by new people, at least at the top of the social scale. It is thus consistent with the traditional blood and guts view of the Viking take over, where the hapless Picts were either driven out or put to the sword. The radical change in building form, from cellular sprawl to rigid rectangle, must have entailed quite dramatic alterations in the way in which life was lived with the houses at Birsay. The changes in the allocation of space to different people, and to different activities, would have altered perceptions of social life and social relationships.

SOURCE C from *Viking Scotland* by Anna Ritchie (1998)

The nature of the relationship between native and Norseman at the time of Viking colonisation has been the subject of much heated discussion over the last few decades. Since the traditional view of violent extermination or at best slavery at the hands of the Vikings was challenged . . . a low mound at the edge of the cliff on the point of Buckquoy at Birsay was excavated. The mound had been formed by the ruins of a Norse farm which had itself been built on top of the ruins of an earlier Pictish farm . . . The Viking farms must have been established early in the ninth century . . . the artefacts from the Norse domestic levels were not Scandinavian types but normal native Pictish types of tiny bone pins and decorated bone combs. They implied that the Viking newcomers were able to obtain domestic equipment from a native population which had not been exterminated. This suggested that the traditional idea of what happened had been too black and white in its approach and that some degree of integration of the two communities must have taken place in Orkney if not elsewhere.

SOURCE D from *Epitome* of Dio Cassius LXXVI, 13 (early 3rd century)

Wishing therefore to subdue the whole of Britain, Severus invaded Caledonia, and as he passed through it, he experienced untold difficulties in cutting down the forests, levelling the high ground, filling in the swamps, and bridging the rivers. He fought no battles nor did he see any enemy drawn up for battle. Instead they deliberately put sheep and cattle in the Romans' way for the soldiers to seize, so that they might be lured on further still and thus be worn out . . . and any stragglers became a prey to ambush. Then, unable to go on, they would be killed by their own men so they might not fall into enemy hands. However, Severus did not give up until he neared the furthest point of the island where in particular he observed with great accuracy the change in the sun's motion and the length of days and nights in both summer and winter.

Marks

1. How fully does **Source A** explain the problems in identifying the purposes of Iron Age hillforts? **12**

 2. How much do **Sources B** and **C** reveal about differing views on the relationships between Vikings and natives in Orkney during the 9–10th centuries? **16**

 3. How useful is **Source D** as evidence of difficulties faced by Severus during his invasion of North Britain? **12**
- (40)**

(2) Scottish Independence (1286–1329)

Part 2

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

SOURCE A from a letter sent by the Guardians to Edward I, March 1290

Greetings. We give thanks for the good neighbourhood and the great benefit that the kingdom of Scotland has received from you and your father and your ancestors. We are most happy about the news of which men speak, that the pope has granted dispensation so that the marriage may take place between Lord Edward, your son, and Lady Margaret, queen of Scotland, our most dear lady, despite their nearness of blood. We pray that you will please confirm this news, and if the dispensation is indeed granted you will give your agreement for their marriage, we giving our agreement. And so that it may bring great good to both realms, we shall willingly discuss with you how this may be brought about, and other matters which touch upon the status of the kingdom of Scotland, concerning which we wish to have safeguards from you. We, the guardians of the realm, bishops, earls and barons in the name of all the community, have caused the common seal we use in Scotland to be affixed to this letter in the name of our lady.

SOURCE B from *The Chronicle of Walter of Guisborough* written in 1307 or 1308

Bruce, fearing Comyn, who was powerful and faithful to the English king, and knowing he could be stopped by him in his ambition to be king, sent to him asking: Would he please come to him at Dumfries to deal with certain business affecting them both. Comyn, suspecting nothing, came to him with a few men. When they were speaking together with words which seemed peaceful, suddenly, in a reversal and with different words, Bruce began to accuse Comyn of betrayal, that he had accused Bruce to the king of England and had worsened Bruce's position to his harm. When Comyn spoke peaceably, Bruce did not wish to hear his speech, but, as Bruce had conspired, struck Comyn with his foot and sword and went away out. But Bruce's men followed Comyn and cast him down on the paving before the altar, leaving him for dead. Bruce saw John Comyn's fine horse and mounted it. Then some evil folk told him that Comyn still lived. By the tyrant's order he was killed on the steps of the high altar.

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

It is contrary to everything we know of Bruce's character that he should have called Comyn to the Greyfriars' church with the secret intention of killing him. The place of the meeting and the kiss—though it was not the kiss of peace—with which the two men greeted each other all suggest that Bruce meant only to put some such plan to Comyn as Barbour, author of "The Bruce", believed him to have done. No doubt Bruce would prefer to take the throne himself and give his estates to Comyn than to take Comyn's, vast as they were, and help his old rival, Balliol's nephew, to become king of Scots. Comyn can hardly be blamed for refusing. As the two leaders stood together, their old antagonism and jealousy sprang to life. Bruce urged the revival of the Scottish kingship. Comyn would have none of it. It may be that Comyn called Bruce a traitor. It seems certain that Bruce struck at Comyn with a dagger. At this, Bruce's companions attacked Comyn with their swords. Mortally wounded he was left for dead.

SOURCE D from *Bannockburn: The Scottish War and the British Isles, 1307–1323* by Michael Brown (2008)

Edward Bruce's death in Ireland and the death of Robert's daughter, Marjory, removed the possibility of an adult heir in the near future. In 1318 a new tailzie was issued by the king and the Community of the Realm. The new heir would be Robert Stewart, Marjory's infant son. Though Thomas Randolph and then James Douglas were named as guardian should a child inherit the throne, Scotland was facing the uncertainty of a minority in time of war. For an excommunicated usurper, such worries could be dangerous. Statutes were passed against the spreading of rumours and to prevent noble feuding which resulted from "disagreements and grievances" arising since the death of Alexander III. These were coded references to the open rivalries and conflict over the throne which had only ended in 1314. Robert had generally been successful in winning lords to his cause. Thomas Randolph and John Menteith had only come to his peace in 1309 but were quickly elevated to leading roles in his realm. The earl of Ross and his son were similarly absorbed into the king's establishment.

Marks

1. How useful is **Source A** as evidence of the nature of the relationship between the Guardians and Edward I from 1286 to 1290? **12**
2. How much do **Sources B** and **C** reveal about differing views on the circumstances surrounding the murder of John Comyn, Lord of Badenoch? **16**
3. How fully does **Source D** explain the continuing vulnerability of King Robert's authority in Scotland after 1314? **12**

(40)

(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 *Women of the Renaissance* by Margaret L King (1991)

No matter what her class, a woman was the sinful daughter of Eve, a carrier of the viruses of lust and promiscuity. The one legal power women did have was making their wills and disposing of their dowries. Family and circumstances forced some women into convents, which were created in large numbers. By the Renaissance centuries, convents in cities were added to those endowed with vast agrarian resources during the Middle Ages. Gifts made on entrance enriched the monastic establishments. Mature mothers and wives and sisters, too, in need of asylum or widowed early and frequently during an age of chronic violence, enjoyed the security and status that resided within the convent walls, so many women chose to enter. For the holy life permitted the vile daughter of Eve to transform herself into the immaculate daughter of Mary. The convent had many offerings for women: education, freedom from marriage and family life, and a place in which to strive for holiness and sainthood.

SOURCE B from *The Book of the Courtier* by Baldassare Castiglione (1528)

I would not have my Court Lady seem to offer herself to anyone who desires her, but by her charm to instill in the minds of all who look upon her the true love that beauty deserves . . . In her manners, words, gestures and bearing a woman ought to have an air of sweetness in her every movement. She ought to be able to adorn herself with admirable accomplishments. For I believe that many faculties of the mind are as necessary to woman as to man: to be clever, prudent, not arrogant. Beauty is more necessary to her than to the Courtier, for in truth that woman lacks much who lacks beauty.

The Court Lady must have not only the good sense to discern the quality of him with whom she is speaking, but knowledge of many things, in order to entertain him graciously . . . I do not wish to add anything to such a Lady save that she be loved by an excellent Courtier and that she love him also, so that both may be entirely happy.

SOURCE C from a letter by Cardinal Bessarion accompanying his donation to St Mark's Library in Venice (1468)

From almost the earliest years I strove with all my might to assemble as many books as I could on every sort of subject. Not only did I copy many in my own hand, but I spent what I could set aside from my savings on buying books. Books ring with the voices of the wise. They are full of the lessons of history, full of life, law and piety. They teach, advise and comfort us. Such is their power that we should all be uneducated brutes if there were no books. We should have hardly any record of the past, no example to guide us, no knowledge whatever of the affairs of this world or the next.

My sense of urgency became the greater after the destruction of Greece and the pitiful enslavement of Byzantium. Since then, all my strength and time has been devoted to seeking out Greek books. For I feared—indeed was consumed with terror—lest all those wonderful books, the product of so much toil and study by the greatest human minds, should be brought to danger and destruction.

SOURCE D from *Magnifico* by Miles Unger (2008)

Under Lorenzo the ancient institution of the Signoria was reduced to little more than a pantomime meant to distract the citizens while the real business of government went on behind closed doors wherever Lorenzo met his cronies. Lorenzo created another kind of leadership, one based on his magnificence. This was cultivated through his material possessions, which betokened not only immense wealth but refinement of mind.

The reach of the Medici banking empire was manifest in the Medici Palace filled with ancient statues and manuscripts. To those not easily impressed he had other, more practical gifts to bestow. Using his private funds and the unparalleled resources of the Medici bank, he ensured a steady supply of grain to the city that kept the price of bread low. Lorenzo's own money flowed into the poorest sections of the city where he knew he was purchasing goodwill that he could tap into in time of crisis.

Marks

1. How much do **Sources A** and **B** reveal about differing views on the status of women during the Italian Renaissance? **16**
 2. How useful is **Source C** as evidence of the values of Renaissance humanists? **12**
 3. How fully does **Source D** explain the nature of Florentine politics under Lorenzo the Magnificent? **12**
- (40)**

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

Part 2

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

SOURCE A from a sermon given during the 1715 Rebellion by the Reverend James Garden, formerly Professor of Divinity at King's College, Aberdeen

(Since 1688) we have been punished with an unhappy, dismal Revolution which has brought misery and unhappiness under which our nation has suffered for twenty-seven years. The long prosperity, peace and plenty under the reign of our true royal family are now only a happy memory.

Against all divine and human law our king was deposed by traitors—a prevailing faction of his own subjects, and forced into exile with his heir, our present king, still in his cradle. The laws and constitution of our kingdom were ignored. Thus the hereditary right of the succession to the throne was diverted from the right line, and now the prospect of war threatens us all.

True and faithful ministers of our Episcopalian church have been deposed, violently thrust from their position, houses and income, and left with their families to misery and poverty.

SOURCE B from Robert Heron's *Observations made in a Journey through the Western Counties of Scotland* (1792)

One ground of complaint remains. It is claimed that many fewer families are maintained upon those farms in the Highlands which have been turned to sheep, than they used to support in their former cultivated state. This idea has been accepted through the whole kingdom, and I have met with many otherwise intelligent and enlightened men who were, in this view, unfriendly to sheep farming as a way of improving the Highlands.

Yet only the most simple of thinkers can sit down in the belief that any type of farming which renders a country more productive can be, on the whole, damaging to it. It is unreasonable to complain of the present depopulation of the Highlands of Scotland.

By the introduction of sheep farming, which is complained of as de-populating, income is obtained for a much greater number of mankind. The natural course will shortly be seen to restore to the Highlands the population which they may seem to have lost.

SOURCE C from *The Government of Scotland under Henry Dundas and William Pitt* by David J Brown (1998)

Henry Dundas's rise to power was neither inevitable nor inexorable. His local power base and regional alliances made him a figure of growing significance in Scottish politics from 1774 (whilst) his formidable debating skills brought him to prominence at Westminster as Lord North's government began to falter during the final stages of the American war.

Dundas continued as a strong regional politician and an influential voice in parliament; but without the support of government his power would have had strict limits. It was his relationship with William Pitt that saved him from this fate. It was this remarkable friendship that enabled him to build his later career which was so influential.

The mechanics of Dundas's Scottish patronage system may be briefly outlined. At local level, customs and other revenue posts, legal appointments and crown patronage in the established church were distributed according to a principle almost certainly settled upon in the 1760s. In essence, if an MP were loyal to government he could expect to nominate to most official posts falling vacant in his constituency.

SOURCE D from *A History of Scotland 1707–1830* by J D Mackie (1984)

In 1774 Dundas was elected for the county of Midlothian and, although thereafter he lived much in London, he endeared himself to his compatriots by speaking good Scots at a time when polite Edinburgh was learning to speak English from teachers from the south.

He was free from rigid adherence to a party—he held office under administrations of differing political hue. At first a Whig, he served with distinction under Lord North, then under two Whig governments until, in 1783, he sided with Pitt whom he followed thereafter. He was not a turncoat: in his day, parties changed their political complexions. Brougham and Cockburn, both Whigs, regarded him as a great servant of Scotland.

The evidence shows that he scrutinised the lists with immense care to secure the representation he wanted in both Houses and that, at first, it was North rather than himself who commanded the allegiance of some of the peers, but before long his machinery was in full operation.

Marks

1. How fully does **Source A** explain why some Scots supported the Jacobite rebellion of 1715? **12**
2. How useful is **Source B** as evidence of the impact of sheep farming on the Highlands in the late eighteenth century? **12**
3. How much do **Sources C** and **D** reveal about differing interpretations of the reasons for Henry Dundas's ability to control Scottish politics in the late eighteenth century? **16**

(40)

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

Part 2

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

SOURCE A from a statement issued by Salmon P Chase and other leading politicians entitled “*Appeal of the Independent Democrats*” January 19, 1854

A new Nebraska bill has been reported by the Senate Committee on Territories, which, should it unhappily receive the sanction of Congress, will open all the unorganized Territories of the Union to the spread of slavery. We arraign (condemn) this bill as a gross violation of a sacred pledge . . . as part of an atrocious plot to convert the territory into a dreary region of despotism, inhabited by masters and slaves.

We warn you that the dearest interests of freedom and the Union are in imminent peril. We tell you that the Union can only be maintained by the full recognition of the just claims of freedom and man. The Union was formed to establish justice and secure the blessings of liberty. When it fails to accomplish these ends it will be worthless, and when it becomes worthless it cannot long endure. We shall resist it by speech and vote, and with all the abilities which God has given us. Even if overcome in the impending struggle, we shall not submit. We shall go home to our constituents, erect anew the standard of freedom, and call on the people to come to the rescue of the country from the domination of slavery.

SOURCE B from *For Cause and Comrades* by James M McPherson (1997)

Large numbers of men on both sides were intensely aware of the issues at stake and passionately concerned about them (and they) came from the world’s most politicised and democratic society and therefore ideology functioned as the principal sustaining motivation of Civil War soldiers. Northerners saw themselves as patriots fighting to save the Union and preserve the Great Experiment. The sentiments expressed by an Illinois farmer in a letter to his fiancée were widely shared: “My heart burns with indignation against armed rebels and traitors to their country and their country’s flag. My hope has always been for a peaceful, quiet home of my own, with you as a companion, but I have concluded to volunteer in the service of my country . . . I can’t stay behind, no, no.” Southerners believed that they were defending hearth and home against an invading, barbarous army and saw the conflict as a second War of Independence.

SOURCE C from *Why the North Won the Civil War* by David Herbert Donald (1962)

With an almost arrogant assurance, Lincoln's first generals believed that the war was a business to be carried on by professionals without interference from civilians and without political objectives. The classic example of this is McClellan . . . when McClellan conceived his Urbanna plan, he did not tell Lincoln about it for months. He did not seem to know that it was his job to counsel his political superior on his plans; in fact he did not seem to know that there was any relationship between war and politics. In the winter of 1861–1862, Lincoln implored McClellan to make a move, even a small diversionary one, to inspire public opinion with the belief that more decisive action was contemplated later. McClellan refused on the grounds that he was not yet completely prepared. That the public might become so discouraged that it would abandon the war impressed McClellan not at all. Lincoln's early generals also accepted blindly that the war should be fought one fort at a time in one theatre. This approach by the generals brought them into conflict with Lincoln who was determined to see an all-out attack on the South.

SOURCE D From a letter from Abraham Lincoln to General George Meade July 14, 1863

I have just seen your letter to General Halleck, asking to be relieved of your command. I am very grateful to you for the magnificent success you gave the cause of the country at Gettysburg; but I am in such deep distress now . . . He (Lee) retreated; and you did not, as it seemed to me, pressingly pursue him; but a flood in the river detained him, till, by slow degrees, you were again upon him. You had at least twenty thousand veteran troops directly with you, and as many more raw ones within supporting distance, all in addition to those who fought with you at Gettysburg; while it was not possible that he had received a single recruit; and yet you stood and let the enemy move away at his leisure, without attacking him. I do not believe you appreciate the magnitude of the misfortune involved in Lee's escape. He was within your easy grasp, and to have closed upon him would, in connection with our other late successes, have ended the war. As it is, the war will be prolonged indefinitely. Your golden opportunity is gone, and I am distressed immeasurably because of it.

Marks

1. How useful is **Source A** as evidence of reactions to the Kansas-Nebraska Act of 1854? **12**
 2. How fully does **Source B** explain the motivations of soldiers for fighting during the Civil War? **12**
 3. How much do **Sources C** and **D** reveal about differing views of Lincoln's relations with his generals during the Civil War? **16**
- (40)**

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

Part 2

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

SOURCE A from *Japan: An Attempt at Interpretation* by Lafcadio Hearn, a westerner who moved to Japan in 1890

Conditions under the Caste Structure tended toward general happiness as well as toward prosperity. There was not, in those years, any struggle for existence—not least in our modern meaning of the phrase. The requirements for life were easily satisfied; every man had a master to provide for him or to protect him; competition was repressed or discouraged; there was no need for supreme effort of any sort. Moreover, there was little or nothing to strive after: for the vast majority of the people there were no prizes to win. Ranks and incomes were fixed (because) occupations were hereditary; and the desire to accumulate wealth must have been checked by those regulations which limited the rich man's right to use his money as he might please. Every man's pleasures were more or less regulated by his place in society.

SOURCE B from *The Meiji Restoration* by Alistair Swale (2009)

By the arrival of Commodore Perry in 1853, the political ossification of the Bakufu was at an advanced stage and the system seemed incapable of operating towards any end other than the short sighted preservation of itself. The Bakufu was a system of patronage that was bankrupt in terms of effectively managing the crises it faced, and the force that held it together was the anxiety of those who profited from its continued survival regardless of its incompetence and saw no alternative. This paralysis would intensify rather than diminish over time and indeed it was ultimately an important precondition of the success of the Restoration in 1868. However, the final resolution of the stalemate emerged in the wake of one final blockage in the system, a cataclysmic failure that would produce a clear awareness of the Bakufu's paralysis and enfeeblement. The events of 1853–4 were to provide precisely such a demonstration.

SOURCE C from *The Meiji Restoration* by Conrad Totman (1983)

(Quite apart from the intrusion of the West), domestic changes also contributed to the crisis by enhancing the sense of urgency. The Meiji Restoration happened because sufficient numbers of Japanese in positions to shape national affairs resolved to replace what they saw as the outdated political order of the Tokugawa era with one that seemed more adequate to the requirements of the day. During the late eighteenth and nineteenth centuries the Tokugawa regime faced severe domestic difficulties. The economic wealth of the bakufu, daimyo and samurai had been a matter of concern. By the nineteenth century difficulties in government financing seem to have worsened relationships between high and low level samurai, between the daimyo and bakufu, and between tax payers (largely peasants) and tax collectors. These domestic tensions did foster criticism of the established order and proposals for political reform. Intellectuals and nationalists such as Hirata Atsutane increasingly spoke of problems and their solutions in terms of nationwide perceptions.

SOURCE D from *Mori Arinori* by Ivan P Hall (1973)

Mori's regime may be safely viewed as the third major phase of Meiji Education. The first period, 1872–1879, has generally been characterised as progressive because of the predominance of a western liberal viewpoint in the attitudes of educators and the material which they taught. During this time American advisors and an Anglo-American philosophical viewpoint held sway. These were years when textbooks were often translated without regard to their applicability in a Japanese context. There were many instances when the old Confucian texts were dropped in favour of American or French books in translation. During this period foreign consultants and instructors were also common throughout the system. The 1870s, and with it the progressive—or what might be called the “American”—decade in Japanese education, all but went by without further comment from Mori, until 1879 when he expressed himself in an essay on physical education.

Marks

1. How useful is **Source A** as evidence of the significance of the caste system within Japanese society in 1850? **12**

 2. How much do **Sources B** and **C** reveal about differing views on the importance of foreign forces as a reason for the downfall of the Tokugawa regime? **16**

 3. How fully does **Source D** explain the nature of education reforms after 1868? **12**
- (40)**

(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 *The Making of the New Germany: Memoirs* by Philipp Scheidemann (1929)

On the morning of 9th November . . . the Reichstag was like an armed camp. Working men and women were going in and out . . . A crowd of workers rushed into the hall . . . They demanded that I come out and speak to the thousands of people gathered in front of the Reichstag. I refused but they said I had to if trouble was to be avoided . . . Liebknecht was already speaking from a balcony of the Schloss [the ex-Kaiser's Palace across from the Reichstag] intending to proclaim a Soviet Republic. I was already standing at the window. The shouts of the crowd sounded like a mighty chorus . . . I only said a few words: "Workers and soldiers, frightful were those four years of war, ghastly the sacrifices of the people made in blood and treasure. The cursed war is at an end . . . The Kaiser has abdicated . . . The people have triumphed all along the line. Prince Max of Baden has handed over his office as chancellor to Ebert. Ebert will form a Labour government to which all Socialist Parties will belong . . . The old and rotten—the monarchy—has broken down . . . Long live the German Republic!"

SOURCE B from *The National Socialists' Seizure of Power* by Hans Mommsen (1984)

The complex processes that led to the appointment of Hitler as Chancellor were not merely the result of political intrigue but in fact occurred within a broader social context. Economic problems were not on their own the decisive factor that ensured that German politics would follow the downward path that ended with the passing of power to Hitler, yet what was crucial was the unwillingness of leading industrial organisations to seek compromise with the Social Democrats and the trade unions. This prevented the regeneration of the parliamentary system. It was the crisis created by this that made possible the chain of wrong decisions, breaking of laws and manipulations without which Hitler would never have come to power. In other words, Weimar democracy did not fail because of Hitler. Rather, Hitler was the final consequence of the failure of Weimar democracy.

SOURCE C from *Nazi Germany* by Tim Kirk (2007)

Hitler's appointment to the chancellorship brought with it the support of the largest party in the Reichstag, but had little to do with parliamentary democracy and much to do with the intrigues of Papen and the small group of people close to Hindenburg . . . The decision to appoint Hitler was not one that was taken enthusiastically, nor was it greeted with much enthusiasm outside the ranks of the Nazi Party and their supporters: most Germans remained unconvinced by Hitler. Hitler did not win power, but he did not seize it either. Despite the street violence of the stormtroopers, both before and after 30 January, the Nazi "seizure of power" was in reality a negotiated "takeover of power". Hitler's appointment was the decision of a small and unaccountable group around the ageing president, albeit one with connections among a broader circle of powerful interests.

SOURCE D from the recollections of Armin Hertz, a German Jew (2005)

When Hitler came to power I was a young boy and had three brothers. We lived in Berlin and our family had a furniture store. All of my mother's brothers and sisters also had furniture stores in Berlin. On April 1st 1933 there was a boycott of Jewish shops. I remember it vividly because I saw the Nazi Party members in their brown uniforms and armbands standing in front of our store with signs that read: "Don't buy from the Jews." That, of course, was very frightening to us. Nobody entered our shop, and in fact a competitor across the street—she must have been a member of the Nazi Party—chased people away from our store saying, "Don't buy there, they are Jews." The Hitler Youth in my school sang songs about killing the Jews. My mother took me and my brothers out of that local school and we went to a Jewish school instead until 1938. During *Kristallnacht* in November of that year our furniture store was destroyed. The synagogue in the street where we lived was set on fire. After *Kristallnacht* it was impossible for us to stay in Berlin because there was no way of earning a living.

Marks

1. How useful is **Source A** as evidence of the reasons for the German Revolution of November 1918? **12**
 2. How much do **Sources B** and **C** reveal about differing views on the role of political intrigue in the appointment of Hitler as Chancellor in 1933? **16**
 3. How fully does **Source D** explain the development of Nazi policies towards the Jews in Germany between 1933 and 1939? **12**
- (40)**

(8) South Africa (1910–1984)

Part 2

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

SOURCE A from *South Africa: The First Man, The Last Nation* by R W Johnson (2004)

Many prominent ANC members actively campaigned for white candidates standing for election as “natives’ representatives” in parliament—which in practice meant accepting the segregationist principle that the Convention had just rejected. The late 1930s saw the ANC’s partial revival with the election of the Reverend James Calata, an energetic Anglican priest, as its President. Under Calata the organisation returned to having regular annual conferences in 1937–9 but it remained small and weak. (It was also) middle class, like other nationalist organisations in the rest of Africa at the time. What made the ANC different was its permanent exposure to the continuous interplay of white politics, far more diverse and intense than elsewhere in Africa, its access to relatively good media and perhaps most important, its unique relationship with the CPSA from the late 1930s onwards. Just as white parties argued about the particular form which racial domination should take but not about the fact of it, so the black opposition was, inevitably, also organised along racial lines.

SOURCE B from *South African Society and Culture, 1910–1948* by Philip Bonner (2011)

If African politics spoke with many voices in the 1920s, at a national level at least, it fell totally mute in the 1930s. The ascent to the ANC Presidency of Pixley Seme in a sense symbolised the politics of the decade. The moment he took the helm of the organisation in April 1930 he steered it unerringly into the doldrums where it languished until 1937. Even the passage of Hertzog’s native bills did little to spur him or the ANC into action. His primary objective, as it had been earlier in the decade, was to fend off and neutralise alternative political organisations (in this case the All African Convention), which had arisen to meet the prevailing challenges, rather than take decisive action to confront the problem that had brought those organisations into being. Even when Seme was replaced as President in 1937, Congress continued to languish, and it was not until Xuma took over the leadership in 1940 that it began to revive.

SOURCE C from *Twentieth Century South Africa* by William Beinart (2001)

Some academics in the 1970s saw the maintenance of the migrant labour system as a centrepiece of apartheid. Migrant labour, they argued, had proved to be cheap for the mining industry because employers did not have to pay a wage that would support a whole urban family. It was certainly true that mine-owners remained committed to migrancy. Now the government hoped to extend its benefits to the growing manufacturing sector. In order to do so effectively, the Nationalists wished to restore the crumbling economies of the African reserves, but this was insufficient in itself. Tight influx controls were designed to check urban growth and inhibit the development of a black urban working class. Industrial decentralisation of factories to areas near African reserves would take the pressure off labour requirements in the big cities. Labour-hungry commercial farmers would benefit as workers would be bottled up in the rural area.

SOURCE D from an internal ANC document, “Operation Mayibuye”, used in evidence at the Rivonia Trial (1964)

The white state has thrown overboard every pretence of rule by democratic process. Armed to the teeth, it has presented the people with only one choice and that is its overthrow by force and violence. It can now truly be said that very little, if any, scope exists for the smashing of white supremacy other than by means of mass revolutionary action, the main content of which is armed resistance leading to victory by military means. The political events which have occurred in the last few years have convinced the overwhelming majority of the people that no mass struggle which is not backed up by armed resistance and military operations, can hope to make any real impact. This can be seen from the general mood of the people and their readiness to undertake even desperate and suicidal violent campaigns. It can also be gauged by their reluctance to participate in orthodox political struggles in which they expose themselves to massive retaliation without a prospect of hitting back.

Marks

1. How much do **Sources A** and **B** reveal about differing views on the ineffectiveness of resistance movements in the 1930s? **16**
 2. How fully does **Source C** explain the reasons for the introduction of apartheid in the 1950s? **12**
 3. How useful is **Source D** as evidence of the nature of African resistance in the 1960s? **12**
- (40)**

(9) Soviet Russia (1917–1953)

Part 2

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

SOURCE A from General Alekseev's Telegram to Nicholas II, 1 March 1917 (old style)

The danger that is growing by the minute of anarchy spreading all over the country, of the further disintegration of the army, and the impossibility of continuing the war in the present circumstances urgently demand the immediate publication of an Imperial Act of Abdication which could settle the situation. This is possible only by summoning a responsible ministry, assigning the President of the State Duma with its formation. The news which reaches us gives us reason to hope that the Duma politicians, led by Rodzianko, can still prevent general disintegration, and that it is possible to work with them. But the loss of every hour reduces the last chances to preserve and restore order and fosters the seizure of power by extreme Left elements. In view of this, with all my heart I implore your Imperial Majesty to agree to the immediate publication of such an Act from Stavka.

SOURCE B from *The Soviet Union: A Documentary History* by Edward Acton & Tom Stableford (2005)

During 1932 it became impossible, behind closed doors, for the leadership to deny a mounting economic crisis. In the face of the crisis, the regime took immense care in preparing and publicising the outcome of the First Five-Year Plan. The Plan had been constantly, relentlessly used to provide popular motivation and to urge workers on. It had become the organising 'myth' of the entire industrialisation drive. It was therefore essential that the best plausible gloss be placed upon the statistics gathered and that they carry conviction. At the beginning of 1933, the Politburo issued a stern warning against any piecemeal dissemination of results. By placing great emphasis on industrial figures, and in particular heavy industry, while drawing attention away from light industry and agriculture, as well as from issues of quality as opposed to volume, the regime was able to present the outcome as a massive success.

SOURCE C from an article by Stalin, published in *Pravda* on 7 November 1929

One of the most important facts, if not the most important fact, of our work of construction during the past year is that we have succeeded in bringing about a decisive breakthrough in the sphere of productivity of labour. This breakthrough has found expression in a growth of the creative initiative and powerful labour enthusiasm of millions of members of the working class on the front of socialist construction. We have achieved an accelerated tempo in the development of the means of production and have created the preconditions for transforming our country into a country of metal. We are moving at full steam ahead along the track of industrialisation—to socialism, leaving behind our age-old “Russian” backwardness. We are becoming a country of metal, a country of automobiles, a country of tractors. Let the worthy capitalists, who boast so much of their “civilisation”, try to catch us up!

SOURCE D from *The Road to Terror* by J Arch Getty & Oleg Naumov (1999)

Yagoda’s fall and Yezhov’s appointment at NKVD coincided with the extension of serious proceedings against ex-Trotskyists and other “suspicious persons” wherever they could be found. The July letter announcing the upcoming Zinoviev trial claimed that terrorists had been able to embezzle state funds to support their activities. As early as summer 1936, G. I. Malenkov (head of the membership registration sector of the Central Committee and a close collaborator of Yezhov’s) had ordered his deputies to check the party files of several hundred responsible officials in economic administration for signs of suspicious activity in their pasts. In one such check, the files of 2,150 “leading personnel in industry and transport” turned up “compromising material” (defined not only as previous adherence to oppositional groups but also as previous party reprimands or membership in other political parties) on 526 officials. At the time, though, only 50 of them were removed from their positions.”

- | | <i>Marks</i> |
|---|--------------|
| 1. How useful is Source A as evidence explaining the reasons for the overthrow of the Tsar in February 1917? | 12 |
| 2. How much do Sources B and C reveal about differing views on the success of Stalin’s policy of rapid industrialisation? | 16 |
| 3. How fully does Source D explain the reasons for the escalation of the purges? | 12 |
| | (40) |

(10) The Spanish Civil War: Causes, Conflict and Consequences (1923–1945)

Part 2

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

SOURCE A from *The Civil War in Spain* by Raymond Carr (1986)

Agrarian reform in a democratic society which respects property rights and has not the financial resources to compensate for the expropriation of large landowners is a contradiction in terms. The legal and technical complexities of reform were exploited by a ruthless opposition in marathon debates; the government itself was divided between Socialists and bourgeois Republicans whose views on the scope of reform differed: the Republicans, many of whom came from the urban petty bourgeoisie and had no gut feeling for the plight of the agrarian dispossessed, favoured a property-owning peasantry attached to the Republic, while the Socialists, converted to a concern for the rural worker by the growing strength of their agrarian union, favoured collective ownership. The Agrarian Law of 1932 gave the Republic the legal instrument to tackle the agrarian question but it did not provide the cash or the determination. Starved of money—its budget was less than half of the expenditure on the Civil Guard—the Institute of Agrarian Reform handed over to peasant settlers an area the size of one huge estate.

SOURCE B from a radio broadcast by General Franco on 22nd July 1936

Once more the Army, united with the other forces of the nation, has found itself obliged to respond to the wishes of the great majority of Spaniards who, with infinite bitterness, have seen disappear that which unites us in a common ideal. The movement we are proclaiming has nothing in common with petty politics; it is a Nationalist Spanish movement with the sole aim of saving Spain. It is said that the movement is against the working class; precisely the opposite is the case. We are in favour of the humble class and the middle class . . . Fear nothing, Spanish working people. Our movement is dangerous only for those who live like princes, for those who use trade union funds without rendering accounts, for those who do nothing but attack the republic. The most savage attacks are made upon national monuments and artistic treasures by revolutionary hordes with the complicity and negligence of local authorities.

SOURCE C from *Homage to Caledonia: Scotland and the Spanish Civil War* by Daniel Gray (2009)

Against all the odds, as night fell on 14 February, the British Battalion of the International Brigade, began to stand its ground, eventually pushing back into the areas it had previously retreated from. By the end of February, they had successfully stemmed the advances of the nationalists, and more than held their own. Because of this, Jarama was seen as something of a victory for the Republican side. Losses were heavy; well over a quarter of the 500 British Battalion men who had gone into battle were killed, and a comparable number wounded. That they were able to achieve even a stalemate after the debilitating early losses they suffered was a breath-taking accomplishment. Holding back the Nationalists at Jarama created a sense of optimism among the XVth Brigade, especially the British Battalion. Bolstered by the events at Jarama, in the middle of 1937 the British Battalion planned for their first offensive of the war, at Brunete, to the west of Madrid.

SOURCE D from *Memorials of the Spanish Civil War* by Bill Alexander (1996)

Intellectuals, academics, writers and poets were an important force in the early groups of International Brigaders. They had the means to get to Spain and were accustomed to travelling, whereas very few workers had left British shores. Many already knew how to lead in the trade unions, demonstrations and people's organisations, the need to set an example and lead from the front if necessary. They went because of their growing alienation from a society that had failed miserably to meet the needs of so many people and because of their deep repugnance at the burning of books in Nazi Germany, the persecution of individuals, the glorification of war and the whole philosophy of fascism.

The International Brigades and the British volunteers were, numerically, only a small part of the Republican forces, but nearly all had accepted the need for organisation and order in civilian life. They were united in their aims and prepared to fight for them.

Marks

1. How fully does **Source A** explain the lack of success of Azaña's agriculture reforms? **12**
 2. How useful is **Source B** as evidence of the reasons for the military coup in 1936? **12**
 3. How much do **Sources C** and **D** reveal about differing views on the contribution of the International Brigades to the Republican war effort? **16**
- (40)**

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

Part 2

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

SOURCE A from *Never Again, Britain 1945-1951* by Peter Hennessy (1993)

The “phoniness” of that peculiar period, between the declaration of war and the fall of the Low Countries and France in the Spring of 1940 can be overdone. There were serious military engagements, the most spectacular being at sea. The Graf Spee, a German pocket battleship which had caused havoc raiding British shipping in the Atlantic, was driven up the River Plate in Uruguay by Royal Navy ships where her captain scuttled her on Hitler’s orders in December 1939. At Scapa Flow, the great battleship Royal Oak was sunk by a German U-boat with the loss of 833 men out of a ship’s company of 1,400. The shore was a mere mile and a half away, but swimming at night in the thick furnace oil which clogged the Flow was near impossible.

In a speech to the Conservative Party at Central Hall Westminster, Chamberlain announced, “Hitler has missed the bus” (but) on the 9th April Hitler, surmising correctly that the British might still put a force ashore in Scandinavia, invaded Denmark and Norway.

SOURCE B from *Herbert Morrison: An Autobiography* (1960)

The civil population became increasingly bored by the stalemate in Europe, and it had a demoralising effect upon the government itself. Chamberlain’s administration did not manifest any conspicuous energy in using this respite to organise itself for war, or to organise the nation. Parliament kept itself occupied with debates, sometimes on emergency or other legislation, and sometimes on departmental matters or bigger issues of the conduct of the war. I led for the Opposition in a strong attack on the Ministry of Supply. I said that the output being organised by the department was inadequate, that there seemed to be an inability to make up its mind about the type of tank that was required and not enough tanks were being turned out. The organisation of labour for war-production was quite unsatisfactory and it was disgraceful that there was still an army of unemployed.

SOURCE C from *The Test of War* by Robert Mackay (1999)

The wartime experience of women hardly amounted to a liberation from their traditional domestic roles, or to a significant change in society's attitude to those roles. Increased opportunities for routine, low-skilled work at lower rates than for men, brought no more than a modest possible variation in the lives of married women. Even this was hemmed in by the constraints imposed by inadequate nursery provision and the continuing preference of many employers for unmarried female employees. For the latter, the war certainly widened the range of occupations open to them, but it scarcely advanced sexual equality in terms of pay and career prospects.

The upheavals that many experienced during the war in their domestic and working environment served as much to reinforce as to challenge their traditional roles, leaving at its end a dominant feeling that little had changed after all. Social surveys and personal testimonies have provided some evidence that the new roles and responsibilities made women confident about their ability to take on new challenges after the war.

SOURCE D from *High Tide and After: Memoirs 1945–1960* by Hugh Dalton (1962)

We completed the whole very wide-ranging programme on which we had been elected. We brought in changes which, in the total, so changed the social and economic life of Britain that, at the end of those five years, a new Britain was emerging, not static, not finished, but an immense improvement on pre-war Britain. This new Britain contained many seeds, sowed by us innovators, of future growth. The Labour Party's High Tide came at the end of that Parliament. The extremes of pre-war wealth and poverty had gone. And we had created in those five years an extended social security system. We had established a new National Health Service second to none in the world. Here was a Labour Government, supported for the first time in British history by a great and secure majority at Westminster which, in the lifetime of a single Parliament, beat all past records of legislative output.

- | | <i>Marks</i> |
|--|--------------|
| 1. How much do Sources A and B reveal about differing interpretations of the significance of the Phoney War, September 1939 to May 1940? | 16 |
| 2. How fully does Source C explain the effects of wartime work on women's lives? | 12 |
| 3. How useful is Source D as evidence of the success of the Labour Government's welfare reforms 1945–1951? | 12 |
| | (40) |

[END OF QUESTION PAPER]

ACKNOWLEDGEMENT

Part 2 (1) Source A – Extract is adapted from *Iron Age Scotland*, ScARF Panel Report (2012). Reproduced by kind permission of Society of Antiquaries of Scotland.