

1540/402

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FRIDAY, 18 MAY
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HISTORY
STANDARD GRADE
General Level

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

Choose only **one** Context from each Unit and answer Sections A **and** B. The Contexts chosen should be those you have studied.

The Contexts in each Unit are:

Unit I— Changing Life in Scotland and Britain

Context A: 1750s–1850s Pages 2–3

Context B: 1830s–1930s Pages 4–5

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

Unit II— International Cooperation and Conflict

Context A: 1790s–1820s Pages 8–10

Context B: 1890s–1920s Pages 11–13

Context C: 1930s–1960s Pages 14–16

Unit III— People and Power

Context A: USA 1850–1880 Pages 17–18

Context B: India 1917–1947 Pages 19–20

Context C: Russia 1914–1941 Pages 21–22

Context D: Germany 1918–1939 Pages 23–24

Use the information in the sources, and your own knowledge, to answer the questions.

Number the questions as shown in the question paper.

Some sources have been adapted or translated.



UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

CONTEXT A: 1750s–1850s

SECTION A: KNOWLEDGE AND UNDERSTANDING

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

Source A is from “The Courier” newspaper describing what happened at Peterloo in 1819.

Source A

At St. Peter’s Field in Manchester large crowds began to assemble. Each group, as they came through the streets, kept in military order, with banners and sticks shouldered. One banner was painted with the words “Die like men, and not be sold like slaves”. It was twenty minutes to one o’clock before Henry Hunt appeared. He spoke to the crowd appealing for them to be peaceful.

1. Describe what happened at Peterloo in 1819.

3

Source B was written by William Cobbett in 1828 after he visited a cotton mill.

Source B

In the cotton-spinning work, the child workers are kept in a heat of from eighty to eighty-four degrees. The workers are not allowed to send for water to drink, even in the heat of the factory. In addition, there is the dust which these unfortunate creatures have to inhale. The fact is that healthy men are made old and past work at forty years of age, and children can become deformed.

2. Why was working in a cotton mill harmful to children’s health?

4

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

Conditions in Scotland's growing towns in 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.

In **Source C** Doctor Laurie reports on a visit to a house in Greenock in 1842.

Source C

I found the mother lying on straw on the floor, delirious from fever. The husband had died in the hospital from the same disease. Some of the children were out begging, and the two youngest were crawling on the wet floor. There was a puddle of sewage in the centre of the floor. The children were actually starving and the mother was dying.

3. How useful is **Source C** for investigating conditions in the growing towns of Scotland in the nineteenth century? 3

Source D is from a report written by a Glasgow doctor after visiting the homes of cotton workers in 1833.

Source D

The following is an example of the families visited. Andrew Bruce, a spinner, has a good room and kitchen on the third floor. There is a wash-house below. He pays a rent of £4 a year. Mrs Bruce has been six years married and is in excellent health. She has always been able to cook, wash, make and mend for her husband and her children. They have fresh meat three or four times a week and sometimes tea and coffee.

4. What evidence in **Source C** agrees with the view that conditions in the growing towns were bad for people's health?

What evidence in **Source D** does **not** agree with the view that conditions in the growing towns were bad for people's health? 5

5. How far do you agree that conditions in the growing towns in nineteenth century Scotland 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 chosen in Unit II.

UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

CONTEXT B: 1830s–1930s

SECTION A: KNOWLEDGE AND UNDERSTANDING

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

Source A is evidence given by an eleven year old child to the Children’s Employment Commission in 1842.

Source A

I open the air-doors for the putters from six in the morning till six at night. Mother wakes me up at five and gives me a piece of cake which is all I get till I return home. There is plenty of water in the pit. The pit I’m in, it’s up to my knees. I did go to school before I was taken down the pit and I could read a bit then. I know I shall die young because many people do so in East Houses pits.

1. Why was working in a coal mine harmful to children’s health?

4

Source B is from the “Aberdeen Journal” of November 30th, 1912.

Source B

A sensation was created yesterday afternoon when three Suffragettes with “explosive bombs” were found in the Music Hall, three hours before Mr Lloyd George was to address a great meeting. The protestors were arrested. While Mr Lloyd George was departing in a motor car, a Suffragette threw a brick at the car. Then, just as he reached Glenburnie Park, another Suffragette, with a large stone in her hand, thrust it at the car and crashed it through the window.

2. Describe the militant tactics used by the Suffragettes.

3

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

Conditions in Scotland's growing towns in 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 lecture given in the early 1880s by J.B. Russell, Medical Officer of Health for Glasgow.

Source C

At the present time, 25% of the population of Glasgow live in one-room houses. Those small houses cause Glasgow's high death rate, especially in childhood. One of every five born in a house of one room never sees the end of their first year. Of those who die so young, a third have never been seen in their sickness by a doctor. The bad air in the houses leads to death from lung disease at all ages. As a result of poor conditions, the streets are filled with bandy-legged children.

3. How useful is **Source C** for investigating conditions in the growing towns of Scotland in the nineteenth century? 3

Source D is from a report written by a Glasgow doctor after visiting the homes of cotton workers in 1833.

Source D

The following is an example of the families visited. Andrew Bruce, a spinner, has a good room and kitchen on the third floor. There is a wash-house below. He pays a rent of £4 a year. Mrs Bruce has been six years married and is in excellent health. She has always been able to cook, wash, make and mend for her husband and her children. They have fresh meat three or four times a week and sometimes tea and coffee.

4. What evidence in **Source C** agrees with the view that conditions in the growing towns were bad for people's health?

What evidence in **Source D** does **not** agree with the view that conditions in the growing towns were bad for people's health? 5

5. How far do you agree that conditions in the growing towns in nineteenth century Scotland 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 chosen in Unit II.

UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

CONTEXT C: 1880s–Present Day

SECTION A: KNOWLEDGE AND UNDERSTANDING

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

Source A is from “Change in Scotland, 1880 – 1980”.

Source A

Throughout the nineteenth century, working people in Scotland had a very hard life. In order to improve their working conditions, many skilled craft unions were formed in the 1880s. Later on, unskilled workers combined into larger trade unions. In 1889 dock workers marched through the streets carrying fish heads to show what they lived on. More people now believed that the poor should be able to join a trade union to fight for a better standard of living. Others hoped it would raise their wages.

1. Why did trade unions grow during the period 1880–1914?

4

Source B is from the “Aberdeen Journal” of November 30th, 1912.

Source B

A sensation was created yesterday afternoon when three Suffragettes with “explosive bombs” were found in the Music Hall, three hours before Mr Lloyd George was to address a great meeting. The protestors were arrested. While Mr Lloyd George was departing in a motor car, a Suffragette threw a brick at the car. Then, just as he reached Glenburnie Park, another Suffragette, with a large stone in her hand, thrust it at the car and crashed it through the window.

2. Describe the militant tactics used by the Suffragettes.

3

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

Conditions in Scotland's growing towns and cities from 1880 to 1939 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 lecture given in the early 1880s by J.B. Russell, Medical Officer of Health for Glasgow.

Source C

At the present time, 25% of the population of Glasgow live in one-room houses. Those small houses cause Glasgow's high death rate, especially in childhood. One of every five born in a house of one room never sees the end of their first year. Of those who die so young, a third have never been seen in their sickness by a doctor. The bad air in the houses leads to death from lung disease at all ages. As a result of poor conditions, the streets are filled with bandy-legged children.

3. How useful is **Source C** for investigating conditions in the growing towns and cities of Scotland in the period 1880–1939? 3

Source D is from "Expansion, Trade and Industry" by C. Culpin.

Source D

By 1939, city life for working people had improved a little. Housing Acts forced Councils to demolish disease-ridden slums. Councillors recognised that health meant fresh air as well, so parks were provided in many towns and cities. Some lucky families were able to escape to a cleaner, healthier environment in the council housing estates which began to be built. However, there were never enough of these new houses.

4. What evidence in **Source C** agrees with the view that conditions in the growing towns and cities were bad for people's health?

What evidence in **Source D** does **not** agree with the view that conditions in the growing towns and cities were bad for people's health? 5

5. How far do you agree that conditions in the growing towns and cities in Scotland from 1880 to 1939 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 IC]

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

UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

CONTEXT A: 1790s–1820s

SECTION A: KNOWLEDGE AND UNDERSTANDING

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

Source A is from “The British Navy” by Oliver Warner.

Source A

The men of the lower deck, who fired the guns and went aloft and won battles, had every reason for unrest. Many of them were tied to a life they loathed, enduring conditions which were dreadful. Their pay had not increased for nearly 150 years and deductions were made for the chaplain and for the surgeon who often had very little skill.

1. Explain why British sailors did not like life in Nelson’s navy. 4

Source B comes from “A History of Modern Europe” by H.L. Peacock.

Source B

By 1827, it was clear that the Great Powers could not remain permanently united on important European matters as had been hoped in 1815. The Congress System had really come to an end although the idea that the great states should attempt to settle affairs by agreement was by no means dead. Many important meetings were held and there was no major European war for forty years after the Congress of Vienna.

2. How important was the Congress System in maintaining peace in Europe after 1815? 3

The following sources are about the effects of the Revolutionary Wars on civilians in Britain.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C is a cartoon drawn in 1795. It shows the Prime Minister, William Pitt, as a butcher giving a customer some meat as bread is too expensive.

Source C



3. How useful is **Source C** as evidence of the effects of the Revolutionary Wars on people in Britain?

3

[Turn over

Source D describes the effects of the Revolutionary Wars upon British people.

Source D

The Continental System interfered with trade and led to some unemployment but merchants often looked for new markets in South America. Farmers benefited from the drop in the amount of food being imported into Britain. This drop, however, led to increased prices for bread and other foodstuffs. For the workers this was a disaster as wages stayed low.

4. How far do **Sources C** and **D** agree about the effects of the Revolutionary Wars upon people in Britain?

4

Source E is part of a message from the French Government to the people of France.

Source E

From this moment on, until our enemies have been driven out of the lands of the French Republic, all the French people are permanently enlisted into the service of the armies. Young men will go and fight. Married men will make arms and transport supplies. Women will make tents and clothes and serve in the hospitals. Children will make old linen into bandages. Old men will teach hatred of Kings.

5. How fully does **Source E** describe the effects of the Revolutionary Wars on the people in France?

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

4

[END OF CONTEXT IIA]

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

UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

CONTEXT B: 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 taken from “Forgotten Voices of the Great War”.

Source A

By 1915, the trench system stretched for hundreds of miles. In a trench you can just imagine the agony of a fellow standing up to his waist in mud, with just his mess tin to bale the water out. Trench foot was common, owing to mud soaking through your boots. In many cases your toes nearly rotted off. When a fellow got a very high temperature, you could tell he'd probably got trench fever.

1. Explain why many soldiers were unhappy with life in the trenches.

4

Source B was written by historian John Clare.

Source B

The League of Nations aimed to stop wars, encourage disarmament and enforce the Treaty of Versailles. Judged against these aims, the League was quite successful in the 1920s. It stopped border squabbles turning into wars. It solved a dispute between Sweden and Finland over the Aaland Islands in 1922. The League also improved people's lives.

2. How successful was the League of Nations in solving the world's problems in the 1920s?

3

[Turn over

SECTION B: ENQUIRY SKILLS

The following sources are about the Home Front in Britain during the First World War.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C is a poster produced by the British Government in 1917.

Source C



3. How useful is **Source C** as evidence of women’s contribution to the war effort during the First World War?

3

Source D describes women’s war work during the First World War.

Source D

Many thousands of women became nurses. Some of these women had a chance to work abroad. Others worked in military hospitals and army bases in Britain. The Voluntary Aid Detachment was an organisation set up to provide help for the sick and wounded, in case of enemy invasion. For this work, the VADs were at first unpaid but, from 1915, they were paid £20 a year. Although they had free board and lodgings, they had to buy their uniform out of their earnings.

4. How far do **Sources C** and **D** agree about the work women did during the First World War?

4

Source E is from “Britain and the Great War” by G. Hetherington.

Source E

Desperate attempts were made to grow more food. Nearly everybody started to keep an allotment where they could grow food. The amount of land used for farming increased from eleven million acres in 1914 to fourteen million in 1918. However, many farmers had joined the army, and much of the work on the land was now carried out by the new Women’s Land Army.

5. How fully does **Source E** describe the ways the British people managed to get food during the First World War?

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

4

[END OF CONTEXT IIB]

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

UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

CONTEXT C: 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 Britain after the Second World War.

Source A

The British people finally achieved victory in 1945. Britain came out of the Second World War poorer than in 1939. Fighting the war needed a lot of money. Britain had dug deep into the country's savings. A great deal of the nation's trade had been lost. The two new giants were the USSR and the USA. Britain was proud and victorious but was now no longer as great as it had been.

1. Explain why Britain was less powerful after 1945.

4

Source B describes the work of the United Nations Organisation.

Source B

The UN Charter set out to save the world from the evil of war. Although the United Nations has not always succeeded in preventing conflicts, it has provided a place for discussions. It has sometimes dispatched a peacekeeping force. The achievement of the peacekeeping force in limiting minor wars has been very important. This was achieved in a divided Cyprus. Minor wars are not minor to the people caught up in them.

2. How successful was the United Nations in keeping the world peaceful after the Second World War?

3

SECTION B: ENQUIRY SKILLS

The following sources are about the Home Front in Britain during the Second World War.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C is an official government poster used during the Second World War.

Source C



3. How useful is **Source C** as evidence of the role of British women during the Second World War?

3

In **Source D** a member of the Women's Land Army describes her work during the Second World War.

Source D

I had lived in Leeds with my older sister. We both joined the Land Army at the same time and there were many hard days. I remember one bitterly cold day when we were told to lift parsnips. We had to try and kick the parsnips out of the frozen earth. A colleague appeared in an old, long coat which reached from her ears to her ankles. This was not what we had looked forward to when we volunteered.

4. How far do **Sources C** and **D** disagree about the working lives of women during the Second World War?

4

[Turn over

In **Source E** Kathleen Monham writes about her childhood during the Second World War.

Source E

I was a school pupil during the Blitz. At night, people in towns had to be very careful not to show lights. This could let German bombers know where to drop their bombs. For the same reason, cars drove without lights. House windows had to be screened with dark material. Some people were very careless at first. I remember a very familiar sound from the warden: "Put out that light!"

5. How fully does **Source E** describe the effects of air raids during the Blitz?

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

4

[END OF CONTEXT IIC]

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

UNIT III—PEOPLE AND POWER

CONTEXT A: USA 1850–1880

SECTION A: KNOWLEDGE AND UNDERSTANDING

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

Source A is about slavery in the Southern states of America.

Source A

By the 1850s, slaves made up about one third of the population in the South, although most farms and plantations employed less than 50 slaves. Some slave owners treated their slaves quite well. But many subjected their slaves to many rules and regulations. Discipline was harsh. Owners often broke up slave families. Slaves had little or no freedom to visit family or friends owned by other slave owners.

1. Explain why some people were opposed to slavery in America.

3

Source B is a description of the Confederate attack on Fort Sumter.

Source B

The President took the view that after a state seceded, federal forts within the Confederacy became the property of the US government. On 12th April 1861, the Confederate commander, General Beauregard, demanded that Major Anderson surrender Fort Sumter in Charleston Harbour. Anderson replied that he would be willing to leave the fort when his supplies were exhausted. Beauregard rejected the offer.

2. Describe what happened at Fort Sumter in April 1861.

3

[Turn over

SECTION B: ENQUIRY SKILLS

The following sources are about life in the South during Reconstruction.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

In **Source C** Mrs Mary Platt remembers life in the South during the period of Reconstruction after the Civil War.

Source C

Before the war we had good hogs but the war changed all that. Through the terrible days of Reconstruction, many people were unable to feed their livestock. There were no Negroes (African Americans) to work the farm and everything went to ruin. During the four years of war, times were hard enough but this only prepared the way for the suffering afterwards. The carpetbaggers stirred the freed slaves to lawlessness.

3. What was the attitude of Mrs Platt in **Source C** towards life in the South during Reconstruction?

3

Source D is from “America, A Narrative History”.

Source D

The defeat of the Confederacy changed much of Southern society. However, new Republican state governments in the South were very like the old ones. By introducing the Black Codes, they intended to preserve slavery as nearly as possible. These Codes gave African Americans certain new rights but also restricted their freedom. The homeless were punished with severe fines and could be sold into private service if unable to pay.

4. How fully does **Source D** describe how African Americans were treated in the South during the period of Reconstruction?

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

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 describes the importance of India to Britain.

Source A

Britain had many colonies but India was by far the most important. To stress the importance of the colony, the Viceroy of India was paid twice as much as the British Prime Minister. India's huge population of around 300 million bought enormous amounts of British goods. India also supplied Britain with a wide range of cheap foods.

1. Explain why Britain wanted to keep control of India.

3

Source B is from "The British Raj" by Zachary Nunn.

Source B

In some ways the Raj was a bluff. Some 300 million Indians were ruled by barely 1500 British administrators of the Indian Civil Service. There were about 3000 British Officers in charge of the Indian Army. Many British people thought this was as it should be. They thought that handing over power to the Indian people would bring disaster.

2. Describe in what ways the British controlled India.

3

[Turn over

SECTION B: ENQUIRY SKILLS

The following sources are about the partition of India and its effects upon Indians.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

In **Source C** Muhammad Ali Jinnah gives his views on the partition of India.

Source C

I cannot imagine a united India, containing both Hindus and Muslims. Hindus and Muslims have different religions and social customs. To join two such nations together under a single state, one as a majority and the other as a minority, must lead to a growing discontent. This, in turn, would result in the final destruction of such a united state.

3. What was the attitude of Muhammad Ali Jinnah in **Source C** towards the future of India?

3

Source D describes the situation in India at the time of partition.

Source D

The partition of India was not a simple matter and Gandhi was no longer able to influence developments. The partition of India led to millions of people becoming refugees. Muslims fled to Pakistan and Hindus flocked into India. Pakistan was torn into two parts, separated by one thousand miles of Indian territory.

4. How fully does **Source D** describe the problems caused by the partition of India?

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

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 describes Tsar Nicholas II.

Source A

Nicholas II, Tsar of all the Russias, had been the Emperor for many years and was seen as an excellent family man. However, many Russians thought he was weak and too easily controlled by his German wife. They also thought he had too much power. In 1915 Nicholas took personal command of the Russian army but it continued to retreat.

1. Explain why many Russians disliked being ruled by the Tsar.

3

In Source B historian David Armstrong describes the Bolshevik Revolution of October 1917.

Source B

The Provisional Government knew what the Bolsheviks were planning and had officer cadets and a women's battalion on duty at the Winter Palace. Red Guards took over most of the key points in Petrograd. By the morning of 25 October all railway stations, bridges and government offices were in Bolshevik hands. By the next morning the Winter Palace had been captured without much of a fight.

2. Describe how the Bolsheviks seized power in Petrograd in October 1917.

3

[Turn over

SECTION B: ENQUIRY SKILLS

The following sources are about Russia in the period of War Communism.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C is from “The Russian Revolution” by John Quinn.

Source C

By 1921, Russia had been at war for seven years, first against Germany and then against herself. Bad harvests produced one of the worst ever famines. Production dropped: steel making was down by 96% and coal mining down by 90%. The great cities were like ghost towns as workers fled to the countryside in search of food.

3. How fully does **Source C** describe the problems faced by the Russian people in 1921?

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

4

Source D is from the Manifesto of the Kronstadt rebels, issued in 1921.

Source D

We joined the Communist Party to help the workers and peasants. But under War Communism the worker has become the slave of the factory instead of its master. He cannot work where he wants to work or turn down work which is beyond his physical strength. Those who dare to say the truth are put in prison where they suffer torture or are shot.

4. What was the attitude of the authors of **Source D** towards War Communism?

3

[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 from a German newspaper, published in 1919.

Source A

The terms of the peace settlement conducted at Versailles have now been revealed. This treaty has left Germany a torn and tattered country. Germany has been denied the right to have any say in her own future. Large amounts of German territory have been torn off. This peace treaty is unacceptable.

1. Explain why many Germans hated the Treaty of Versailles.

3

Source B is about the Spartacist Revolt of 1919.

Source B

In January 1919 the Spartacists launched an armed uprising in Berlin. They aimed to seize power from Ebert, the leader of the new Provisional Government. Ebert could not rely on the army because it had been broken up after the Armistice was signed. Instead, he used the Freikorps: bands of ex-servicemen who hated socialism in any form. Brutally, the Freikorps crushed the Spartacist revolt.

2. Describe what happened during the Spartacist Revolt.

3

[Turn over

SECTION B: ENQUIRY SKILLS

The following sources are about Church opposition to the Nazis.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C is from “Germany 1918–1945” by Josh Brooman.

Source C

Germany’s Protestants belonged to twenty eight church groups. In 1933, under Nazi pressure, they agreed to unite to form a “Reich” Church. Many Protestants broke away and set up their own Confessional Church. This was a clear challenge to Nazi power. As a result, several hundred Confessional Church ministers were arrested and many were put into concentration camps. The Church’s youth organisation was also banned.

3. How fully does **Source C** describe the steps taken by the Nazis to control the churches in Germany?

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

4

Source D is from a statement issued by the Confessional Church in Germany in 1935.

Source D

The Nazis officially deny any intention to interfere in the life of the Confessional Church but in fact they constantly interfere. Several years ago the Nazis banned the Church’s youth organisation. We are also alarmed that Christian influence in public life has grown weaker. In addition, the Confessional Church is ashamed that concentration camps still exist.

4. What is the attitude of the Confessional Church in **Source D** towards the Nazi Government?

3

[END OF CONTEXT IIID]

[END OF QUESTION PAPER]

ACKNOWLEDGEMENTS

Unit II Context A Source C

Etching is adapted from “The British Butcher, supplying John Bull with a substitute for bread” by James Gillray (1795). (NPG D12541). Reproduced by permission of the National Portrait Gallery, London.

Unit II Context B Source C

Poster is taken from Women in History: Life on all Fronts, Women in the First World War by Gill Thomas ISBN0 521 34841 2. Published by Cambridge University Press. Reproduced by kind permission of the Trustees of the Imperial War Museum.

Unit II Context C Source C

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