

**1540/403**

NATIONAL  
QUALIFICATIONS  
2007

FRIDAY, 18 MAY  
1.00 PM – 2.45 PM

HISTORY  
STANDARD GRADE  
Credit 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 8–9
Context B: 1890s–1920s .....	Pages 10–11
Context C: 1930s–1960s .....	Pages 12–13

Unit III— People and Power

Context A: USA 1850–1880.....	Pages 14–15
Context B: India 1917–1947 .....	Pages 16–17
Context C: Russia 1914–1941 .....	Pages 18–19
Context D: Germany 1918–1939.....	Pages 20–21

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*

The population began a dramatic increase, unprecedented in its continuity and size.

1. Why did the population of Scotland increase between 1750 and 1820? 4

Some farm houses in the late eighteenth century began to show signs of improvement.

2. Describe housing conditions in the countryside in the late eighteenth century. 4

*SECTION B: ENQUIRY SKILLS*

**The issue for investigating is:**

The Agricultural Revolution between 1750 and 1850 benefited everyone in Scotland.

**Study the sources carefully and answer the questions which follow.  
You should use your own knowledge where appropriate.**

**Source A** was written by the Rev. Andrew Robertson, minister of Inverkeithing in Fife, in the New Statistical Account, 1845.

**Source A**

Almost every piece of ground capable of cultivation is under the plough. Much waste land from moss has been reclaimed in the upper part of the parish. There is however no pasture except a small quantity on the steepest hills. There are no longer areas of common land. The lowest rent of land in the parish is £1 and 5 shillings (£1.25); the highest approaches £4. The average rent is nearer the higher figure. The leases are almost, without exception, for nineteen years.

3. How useful is **Source A** for investigating the impact of the Agricultural Revolution in Scotland between 1750 and 1850? 4

**Source B** is by the historian T.C. Smout.

**Source B**

Many features of the new farming did encourage emigration. The increase in the size of farms was said to lead to smaller populations. In many districts there had been great destruction of cottages and eviction of those people who were not essential to the day to day running of the farm. Small's plough alone halved the number of men needed to cultivate the land. On the other hand, the rise in wages for farm labourers showed that employers did not have it all their own way. The people remaining in the countryside were clearly somewhat better off in terms of their material standard of living.

**Source C** is from "The Case of Day-Labourers in Husbandry", written in 1795 by the Rev. D. Davies.

**Source C**

The landowner, by uniting several small farms into one, is able to raise the rent considerably. Thus, thousands of farmers who formerly gained a livelihood on those separate farms have been gradually reduced to the class of day-labourers. But day-labourers sometimes cannot find work so they resort to the parish poor fund. It is a fact that thousands of parishes have now half the number of farmers which they had formerly. As the number of farming families has decreased, so the number of poor families has increased.

**Look at Sources A, B and C.**

4. What evidence is there in the sources that the Agricultural Revolution benefited people in Scotland?

What evidence is there in the sources that the Agricultural Revolution did **not** benefit people in Scotland?

6

5. How far do you agree that everyone in Scotland benefited from the Agricultural Revolution between 1750 and 1850?

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

5

[END OF CONTEXT IA]

**UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN**

**CONTEXT B: 1830s–1930s**

*SECTION A: KNOWLEDGE AND UNDERSTANDING*

The number of Scots continued to grow until the 1920s.

1. Why did the population of Scotland increase between 1830 and the 1920s? 4

The houses which farm labourers lived in were often just as bad as those in the cities.

2. Describe housing conditions in the countryside in the late nineteenth century. 4

*SECTION B: ENQUIRY SKILLS*

**The issue for investigating is:**

The coming of the railways brought benefits to all people in nineteenth century Scotland.

**Study the sources carefully and answer the questions which follow.  
You should use your own knowledge where appropriate.**

**Source A** is from the written recollections of the railway engineer who was trying to build the Perth to Inverness Railway in the 1840s.

**Source A**

I remember a visit to Cullen House to seek approval for the railway across the Seafield Estates on Speyside. Lady Seafield very decidedly told us that she hated railways. “Cheap travel”, she said, “brought together such an objectionable variety of people.” Lord Seafield was no more enthusiastic, maintaining that the railway would frighten away the grouse from his moors. “Besides”, he went on, “what would become of the floaters—the men who have for many years been employed to float timber down the River Spey to the sea. Would a railway replace them?”

3. How useful is **Source A** for investigating attitudes to the building of railways in nineteenth century Scotland? 4

**Source B** is from “A Regional History of the Railways of Great Britain” by John Thomas and David Turnock.

**Source B**

The effect of the railway on the North of Scotland is difficult to assess. With the reduction of transport costs, there was much greater competition to supply markets where previously there had been a near monopoly for local manufacturers. Consequently, prices went down. However, many workers found the railways were not so beneficial and their employment became less regular. With the influx of cheaper clothing, the manufacture of shawls and plaids in Kinross went into decline and all the local factories ceased to exist.

**Source C** is from “The Shaping of Nineteenth Century Aberdeenshire” by Sydney Wood.

**Source C**

The flurry of activity that was an inevitable part of the construction of the railways alarmed the authorities. Navvies had earned a bad reputation and when they reached Inverness they found that the town had sworn in more special constables. The coming of the railways marked the decline of other transport methods. Coaching inns were replaced by new railway hotels which had modern facilities like hot showers. Inverurie lay, in the railway age, close to the heart of a complex network of rail routes and this proved a new stimulus to the industries in the town.

**Look at Sources A, B and C.**

4. What evidence is there in the sources that the coming of the railways benefited people in Scotland?

What evidence is there in the sources that the coming of the railways did **not** benefit people in Scotland?

6

5. How far do you agree that the coming of the railways benefited all people in nineteenth century Scotland?

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

5

[END OF CONTEXT IB]

**UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN**

**CONTEXT C: 1880s–Present Day**

*SECTION A: KNOWLEDGE AND UNDERSTANDING*

In the 60 years before the outbreak of World War Two, Scotland's population increased three-fold.

1. Why did the population of Scotland increase between 1880 and 1939?

4

By the 1930s, rural housing conditions were still basic but better on the whole than in the industrial cities.

2. Describe housing conditions in the countryside in the first half of the twentieth century.

4

*SECTION B: ENQUIRY SKILLS*

**The issue for investigating is:**

Technological change was the main reason that shipbuilding declined in Britain in the twentieth century.

**Study the sources carefully and answer the questions which follow.**

**You should use your own knowledge where appropriate.**

**Source A** is from the recollections of a retired British shipyard manager, written in the late 1980s.

**Source A**

I've heard many opinions but, in my view, the collapse of the ship building industry in the 1960s was certainly the fault of the trade unions. Their attitude towards progress was really lamentable. The Swedes invented a small, portable hand-welding machine. In Sweden, four machines were worked by one man. The same happened in Germany and France. But in Britain, it was one man to one machine, so it took much longer for work to be done. The fact that the machine was automatic was what British shipyard workers objected to and the trade unions backed them up.

3. How useful is **Source A** for investigating the causes of the decline of British shipbuilding in the twentieth century?

4

**Source B** is from a history textbook written by historian Faith Geddes in 2002.

**Source B**

After World War Two, the British government gave fewer subsidies than most foreign governments gave to their shipyards. Relations between management and men in British yards were often far from good. The frequent disputes and stoppages of work often led to late deliveries and setbacks to Britain's reputation as a shipbuilder. Only yards which adopted modern technology survived in Scotland. But even Yarrows, which pioneered glass-fibre hulls, were still forced to lay off men from time to time.

**Source C** describes problems with British shipbuilding in the twentieth century.

**Source C**

A world slump in shipbuilding after World War Two affected Britain more than its rivals who modernised their yards and introduced the latest technology. On the other hand, British yards were slow to adapt to new technology. Industrial disputes over such factors as pay and conditions often resulted in strike action. Management attempts to introduce more modern, labour-saving devices led to lengthy demarcation disputes. Consequently, in 1985, Britain was producing only 2% of the world's new ships.

**Look at Sources A, B and C.**

4. What evidence is there in the sources that technological change was a reason for the decline in shipbuilding?

What evidence is there in the sources to suggest that there were **other** reasons for the decline in shipbuilding?

6

5. How far do you agree that technological change was the main reason that shipbuilding declined in Britain in the twentieth century?

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

5

[END OF CONTEXT IC]

**UNIT II—INTERNATIONAL COOPERATION AND CONFLICT**

**CONTEXT A: 1790s–1820s**

*SECTION A: KNOWLEDGE AND UNDERSTANDING*

Everywhere the tide of sentiment turned against Napoleon.

**(Note: for this answer you should write a short essay of several paragraphs including an introduction and a conclusion.)**

1. In the Coalition victory over France by 1815, how important were:

**EITHER**

(a) the strengths of the Coalitions?

8

**OR**

(b) the weaknesses of the French?

8

*SECTION B: ENQUIRY SKILLS*

The following sources are about reaction to the events in France in the 1790s.

**Study the sources carefully and answer the questions which follow. You should use your own knowledge where appropriate.**

**Source A** is from “The Scottish Nation 1700–2000” by T.M. Devine.

**Source A**

In December 1792, events in France took a dramatic turn. The bloodbath of the French nobility and clergy in the “September Massacres” attracted widespread coverage in the Scottish Press and it did not spare the readers any of the gory details of the grisly executions by guillotine. From this point on, the Revolution was represented as a grave threat to the entire social order. The French proceeded to terrify the ruling classes all over Europe in their Edict of Fraternity, offering military aid to all people seeking liberty from oppression.

2. How fully does **Source A** describe British reaction to events in France up to 1792?

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

5



**Source B** is from a speech made by the British Prime Minister, William Pitt, in 1793.

**Source B**

To insist upon the opening of the River Scheldt is an act which the French had no right to do. France has no right to cancel the laws regarding the Scheldt nor any other treaties between the Powers of Europe. England must act. If Holland had not applied to England when Antwerp was taken, the French would have overrun that territory. Unless we wish to stand by and suffer state after state coming under the power of the French, we must declare our firm resolution to oppose French ambition and aggrandisement which intend the destruction of England and of Europe.

3. Discuss the attitude of William Pitt in **Source B** towards France.

3

**Source C** is from “An Illustrated History of Modern Europe”.

**Source C**

After September 1792, the French set up a Republic and the French Revolutionary Army swept into the Austrian Netherlands. This established a French naval power on the Dutch coastline and threatened British control of the North Sea. The French also used Antwerp as a naval base, sending warships down the River Scheldt, ignoring Dutch neutrality and breaking the international Treaty of Utrecht. When all this was added to the French decrees of November, 1792, which promised to help all people wishing to recover their liberty from their own government, war between France and Britain became certain.

4. How far do **Sources B** and **C** agree about the French threat in 1792?

5

[END OF CONTEXT IIA]

**UNIT II—INTERNATIONAL COOPERATION AND CONFLICT**

**CONTEXT B: 1890s–1920s**

*SECTION A: KNOWLEDGE AND UNDERSTANDING*

The year was 1918 and the Great War was finally over.

**(Note: for this answer you should write a short essay of several paragraphs including an introduction and a conclusion.)**

1. In the Allied victory over Germany by 1918, how important was:

**EITHER**

(a) Allied use of new technology?

8

**OR**

(b) the collapse of the German home front?

8

*SECTION B: ENQUIRY SKILLS*

The following sources are about the causes of the First World War.

**Study the sources carefully and answer the questions which follow.  
You should use your own knowledge where appropriate.**

**Source A** was said by Serbian nationalist, Dragutin Dimitrevic (called “Apis”), in 1912.

**Source A**

War between Serbia and Austria is inevitable. If Serbia wants to live in honour, she can only do this by war. This war is determined by our duty to our traditions and our culture. This war results from the duty of our race which will not permit itself to be conquered by the Austrians. This war must bring about the everlasting freedom of Serbia, indeed of all the South Slavs in the Balkans. Our whole race must stand together to halt the attack of these aliens from Austria.

2. Discuss the attitude of Dragutin Dimitrevic in **Source A** towards Austria.

3

**Source B** is from “The Origins of the First World War” by James Joll.

**Source B**

During the days immediately after the murder of the Archduke, the Austro-Hungarian government discussed what form of action it should take against Serbia. Serbia was disliked as it was accused of encouraging national feelings among the Southern Slavs inside the Austro-Hungarian Empire, and was therefore seen as a direct threat to the existence of the Empire. The assassination of Franz Ferdinand provided an excellent excuse for taking action against Serbia.

3. How far do **Sources A** and **B** agree about tension in the Balkans before World War One?

5

**Source C** was written by historian Tony Allan.

**Source C**

In 1879 Germany and Austria-Hungary signed a formal alliance and it was joined three years later by Italy creating the Triple Alliance. German foreign policy changed when Kaiser Wilhelm II came to power in 1888. Within months, Russia and France had entered negotiations with one another and, by 1893, they had formally allied. Germany was now faced with the prospect of someday having to fight a war on two fronts. Britain, feeling somewhat isolated, searched for allies and, in 1902, signed a treaty with Japan.

4. How fully does **Source C** describe the system of alliances and understandings in existence by 1914?

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

5

[END OF CONTEXT IIB]

**UNIT II—INTERNATIONAL COOPERATION AND CONFLICT**

**CONTEXT C: 1930s–1960s**

*SECTION A: KNOWLEDGE AND UNDERSTANDING*

The war in Europe ended with the surrender of Germany but continued in Asia and the Pacific until 2 September 1945.

**(Note: for this answer you should write a short essay of several paragraphs including an introduction and a conclusion.)**

1. In the Allied victory over Germany and Japan, how important was:

**EITHER**

(a) Allied use of new technology?

**8**

**OR**

(b) the efforts of civilians on the British home front?

**8**

*SECTION B: ENQUIRY SKILLS*

The following sources are about the causes of World War Two.

**Study the sources carefully and answer the questions which follow. You should use your own knowledge where appropriate.**

**Source A** is part of a speech made by Hitler in 1934.

**Source A**

We need space to make Germany independent. We must restore our great military strength. In the East, Germany must have mastery as far as the Caucasus Mountains. In the West, we will take the French coast. We need Belgium and Holland. Germany must become a colonial power equal to that of Britain. Germany must rule Europe or fall apart as a nation. In the centre, I shall place the steely core of a Greater Germany. Then we will take Austria and the Sudetenland. We will have a block of one hundred million people, without an alien element in it. If all this needs war, then so be it.

2. Discuss the attitude of Hitler in **Source A** towards Germany's place in Europe.

**3**

**Source B** is from “World War Two” by C. Bayne Jardine.

**Source B**

In 1935 compulsory military service was brought back in Germany as it was in other countries. Germany was then able to agree an increase in its naval strength with Britain, and the Luftwaffe was being increased in strength. German industries now began to produce weapons of war. Hitler was prepared to risk a general war as he carried out his policies of territorial expansion. Hitler saw such a war as the price Germany had to pay for the pursuit of a German Empire.

3. How far do **Sources A** and **B** agree about Hitler’s plans for Germany?

5

**Source C** is about the German attack on Poland.

**Source C**

The next phase of Hitler’s aggression was the plan to attack Poland, resulting in the start of aggressive war. Poland was attacked on September 1st, 1939. The German attack, code named Operation White (Fall Weiss), started at 04:45 hours when blitzkrieg tactics tore through the Polish forces. By the end of the month, Poland had surrendered to the Germans and the country was occupied.

4. How fully does **Source C** describe the attack on Poland in 1939?

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

5

[END OF CONTEXT IIC]

**UNIT III—PEOPLE AND POWER**

**CONTEXT A: USA 1850–1880**

*SECTION A: KNOWLEDGE AND UNDERSTANDING*

Slavery was not the only source of tension between the North and the South.

1. How important was slavery as a cause of tension between the North and the South in 1860? 4

The new Republican Party announced its main policies at a convention in Chicago on 16 May, 1860.

2. What were the main aims of the Republican Party in 1860? 4

*SECTION B: ENQUIRY SKILLS*

The following sources are about the Native American reaction to Westward expansion.

**Study the sources carefully and answer the questions which follow.**

**You should use your own knowledge where appropriate.**

**Source A**, titled “Emigrants Attacked by Comanches”, was drawn for a book published in 1853 by Captain Seth Eastman, a soldier-artist who spent some time in frontier forts.

**Source A**



3. How useful is **Source A** as evidence of the ways in which the Native Americans reacted to Westward expansion? 4

**Source B** is part of an interview with Black Elk, a Sioux holy man.

**Source B**

My people had lived in the Black Hills for many years. The white men wanted to have a road up through our country to the place where the yellow metal was. But my people did not want the road. It would scare the bison and make them go away. Also, it would let the other white men come in like a river. And so, when the white soldiers came and built themselves a fort, my people knew that they meant to have their road and take our country and maybe kill us all when they were strong enough.

4. How fully does **Source B** explain the reasons for the 1876 Sioux Revolt?

You must use evidence **from the source** and **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*

The British became increasingly unpopular in India in the twentieth century.

1. How important were economic factors in causing discontent with British rule by the 1930s? 4

The Congress Party wanted to change the way India was ruled.

2. What were the main aims of the Congress Party? 4

#### *SECTION B: ENQUIRY SKILLS*

The following sources are about the reaction of Indians to British policies.

**Study the sources carefully and answer the questions which follow.**  
**You should use your own knowledge where appropriate.**

**Source A** is a photograph showing followers of Gandhi making salt illegally on the beach at Dandi. It appeared in the “Bombay Chronicle” in April 1930.

**Source A**



3. How useful is **Source A** as evidence of Indian reaction to the Salt Tax? 4



**Source B** is from “The Far East and India” by P. J. Larkin.

**Source B**

As the Second World War progressed, Britain faced problems in many areas. India was a major area of concern. In 1942 the British government sent Sir Stafford Cripps to India to try to get some agreement with Gandhi but the Indian leader demanded a full and immediate transfer of power to India. With the Japanese threatening Burma and Assam, the British had to refuse. Further terrorism and open revolt followed, and Gandhi was sent back to prison.

4. How fully does **Source B** describe the results of the Cripps Mission of 1942?

You must use evidence **from the source** and **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

By the autumn of 1917 many Russians were losing patience with the Provisional Government.

1. How important was the First World War in causing discontent with the Provisional Government? 4

The Bolsheviks wanted sudden and drastic changes in Russia.

2. What were the main aims of the Bolsheviks when they came to power in 1917? 4

## SECTION B: ENQUIRY SKILLS

The following sources are about Stalin's policies in the 1930s.

**Study the sources carefully and answer the questions which follow.**  
**You should use your own knowledge where appropriate.**

**Source A** is a Soviet government photograph from the 1930s. The words on the banner are “We demand collectivisation and the wiping out of the Kulaks”.

**Source A**

3. How useful is **Source A** as evidence of how Russian peasants felt about Stalin's policy of collectivisation? 4

**Source B** is from “Russia and the USSR, 1905–1956” by Nigel Kelly.

**Source B**

The Purges dominated politics in the USSR in the 1930s. Even now, historians argue over the causes. Stalin held show trials in which leading Communists confessed to trying to overthrow the government. Few, if any, of these people were guilty of the crimes to which they confessed. Their confessions often followed months of torture or a false promise that they would not be executed if they confessed. Thousands of other party members were sent to labour camps.

4. How fully does **Source B** describe Stalin’s Purges?

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

4

[END OF CONTEXT IIC]

UNIT III—PEOPLE AND POWER

CONTEXT D: GERMANY 1918–1939

SECTION A: KNOWLEDGE AND UNDERSTANDING

As far as most Germans were concerned, the cause of their problems was the Weimar Republic.

1. How important were economic problems in making the Weimar Government unpopular by 1923? 4

By 1933 there was a spectacular increase in the number of Germans who were willing to vote for the Nazis.

2. In what ways did the Nazi party manage to attract many German people by January 1933? 4

SECTION B: ENQUIRY SKILLS

The following sources are about the Nazis in power.

**Study the sources carefully and answer the questions which follow. You should use your own knowledge where appropriate.**

**Source A** is a photograph of Nazis enforcing the boycott of Jewish-owned shops in 1933. The poster says “Germans fight back. Buy nothing Jewish.”

**Source A**



3. How useful is **Source A** as evidence of the way the Nazis treated Jewish people? 4

**Source B** is from “Hitler’s Germany” by Josh Brooman.

**Source B**

In many ways life in Nazi Germany became more like military life. Many mass rallies took place. The most famous of them were held each year at Nuremberg in one of four specially built arenas outside the town. Just one of these arenas could hold 400,000 people. There they watched military parades and listened to choirs and to speeches. Each event at the rally was staged to perfection. At the 1937 rally, 100,000 men, each exactly 0.75 metres apart, marched past Hitler carrying 32,000 flags and banners.

4. How fully does **Source B** describe the military features of life in Nazi Germany? 4
- You must use evidence **from the source** and **your own knowledge** and give reasons for your answer.

[END OF CONTEXT IIID]

[END OF QUESTION PAPER]

## ACKNOWLEDGEMENTS

Unit III Context A Source A – Steel engraving, “*Emigrants attacked by the Comanches*” by Seth Eastman. Reproduced by kind permission of Afton Historical Society Press.

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