

1540/403

NATIONAL
QUALIFICATIONS
2008

MONDAY, 26 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

Population movements had a great impact on the lives of many people.

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

1. Explain the impact upon people's lives of:

EITHER

(a) The Highland Clearances

8

OR

(b) Scottish emigration overseas.

8

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

There was little support for the militant Radicals, 1815–1830.

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

Source A is a description of the Peterloo Massacre written by a leading Reform Radical, Samuel Bamford, in 1819.

Source A

The Reform campaign planned an assembly in Manchester. We decided that the meeting had to be as peaceful as possible. The crowd gathered in an orderly fashion. Many were singing hymns. The magistrates, however, ordered the Cavalry to arrest Orator Hunt. Yet the Cavalry could not, with all their weight of men and horse, break through that mass of human beings. They used their sabres to hack through naked hands and defenceless heads. By the end of 1820 most of our campaign leaders were in jail.

2. How useful is **Source A** for investigating the actions of the Reform Radicals in the early nineteenth century?

4

Source B is from the Glasgow Courier newspaper describing incidents in the Greenock area following the earlier battle of Bonnymuir in April 1820.

Source B

The Radicals want Parliamentary reform. These rebellious Radicals of Glasgow alarmed the authorities. A whole company of loyal volunteers took five of the rebels to Greenock Jail. On the march to Greenock a small crowd of men and boys met the troops. This crowd increased considerably as they marched. When the prisoners were taken inside the jail a number of men attacked the guards with a volley of stones. Several of the company were injured. On their return the mob attacked. Soldiers fired into the mob killing nine. In the evening the mob attacked the jail and released the Radicals.

Source C is from “The Scottish Nation 1700–2000” by T. M. Devine, published in 1999.

Source C

At one level the 1820 campaign was another failure for the Radical cause. The call to arms attracted only a handful of Radicals, mainly in a few weaving areas. It was a protest by a dying craft rather than a working class rebellion. However, the government could not guarantee control of many areas in the west of Scotland. Reports of large numbers of armed men drilling openly worried the authorities. They were saved because the Army continued to be loyal. The propertied classes strongly supported the authorities.

Look at Sources A, B and C.

3. What evidence is there in the sources to support the view that there was little support for the militant Radicals, 1815–1830?

What evidence is there in the sources that there was support for the militant Radicals, 1815–1830?

6

4. How far do you agree that there was little support for the militant Radicals, 1815–1830?

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

Population movements had a great impact on the lives of many people.

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

1. Explain the impact upon people’s lives of:

EITHER

- (a) Irish immigration into Scotland.

8

OR

- (b) Scottish emigration overseas.

8

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

Suffragette militancy helped the cause of votes for women.

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

Source A was written by Sylvia Pankhurst in her autobiography recalling her involvement in the W.S.P.U.

Source A

I was deeply unhappy with this new policy of militancy. In my opinion we would lose public sympathy. Fire raising reduced support whilst increasing opposition. On the other hand, the heroism of the militants, and the Government’s poor handling of them, largely balanced out any harm that their violence had done. Masses of people felt that, against a Government so stubborn, women had no choice but to use violence. Men had done this in the past when struggling for the vote.

2. How useful is **Source A** for investigating the impact of Suffragette militancy upon their cause?

4

Source B is by Mrs Millicent Fawcett, leader of the Suffragists.

Source B

I detest militancy and so do the majority of Suffragists. None of the great triumphs of the women's movement have been won by physical force. However, the stupid mistakes of the politicians have caused some women to turn to violence. I don't like it but such self-sacrifice has moved people who would otherwise sit still and do nothing. I am told that the reporters who actually see what takes place in the streets are impressed; but they are not allowed to report things as they happened. Nothing is reported except what can be turned into ridicule.

Source C is from "A Century of Women. The History of Women in Britain and the United States" by Sheila Rowbottom, published in 1997.

Source C

Militancy as a tactic had contradicting effects. The bravery of the Suffragettes won them admiration. They had support not only from women but from men of all classes. Dockers formed part of Mrs Pankhurst's bodyguard when she spoke in Glasgow in 1914. Some men formed a movement to support the Suffragettes. However, militancy provoked considerable ridicule and hostility. A letter to the "Daily Express" in June 1914 called for shaving the heads of every militant Suffragette.

Look at Sources A, B and C.

3. What evidence is there in the sources to support the view that Suffragette militancy helped their cause?

What evidence is there in the sources to support the view that Suffragette militancy harmed their cause?

6

4. How far do you agree that Suffragette militancy helped the cause of votes for women? 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

Population movements had a great impact on the lives of many people.

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

1. Explain the impact upon people's lives of:

EITHER

(a) Immigration into Scotland

8

OR

(b) Scottish emigration overseas.

8

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

Suffragette militancy helped the cause of votes for women.

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

Source A was written by Sylvia Pankhurst in her autobiography recalling her involvement in the W.S.P.U.

Source A

I was deeply unhappy with this new policy of militancy. In my opinion we would lose public sympathy. Fire raising reduced support whilst increasing opposition. On the other hand, the heroism of the militants, and the Government's poor handling of them, largely balanced out any harm that their violence had done. Masses of people felt that, against a Government so stubborn, women had no choice but to use violence. Men had done this in the past when struggling for the vote.

2. How useful is **Source A** for investigating the impact of Suffragette militancy upon their cause?

4

Source B is by Mrs Millicent Fawcett, leader of the Suffragists.

Source B

I detest militancy and so do the majority of Suffragists. None of the great triumphs of the women's movement have been won by physical force. However, the stupid mistakes of the politicians have caused some women to turn to violence. I don't like it but such self-sacrifice has moved people who would otherwise sit still and do nothing. I am told that the reporters who actually see what takes place in the streets are impressed; but they are not allowed to report things as they happened. Nothing is reported except what can be turned into ridicule.

Source C is from "A Century of Women. The History of Women in Britain and the United States" by Sheila Rowbottom, published in 1997.

Source C

Militancy as a tactic had contradicting effects. The bravery of the Suffragettes won them admiration. They had support not only from women but from men of all classes. Dockers formed part of Mrs Pankhurst's bodyguard when she spoke in Glasgow in 1914. Some men formed a movement to support the Suffragettes. However, militancy provoked considerable ridicule and hostility. A letter to the "Daily Express" in June 1914 called for shaving the heads of every militant Suffragette.

Look at Sources A, B and C.

3. What evidence is there in the sources to support the view that Suffragette militancy helped their cause?

What evidence is there in the sources to support the view that Suffragette militancy harmed their cause?

6

4. How far do you agree that Suffragette militancy helped the cause of votes for women? 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

In November 1792, the French Government called upon the lower classes to revolt when they issued the Edict of Fraternity.

1. Describe the events after the Edict of Fraternity that led to the outbreak of war in 1793. 4

The Great Powers met together in Congresses to consider questions which might threaten the Peace of Europe.

2. How successful was the Congress System in dealing with the problems Europe faced after 1815? 4

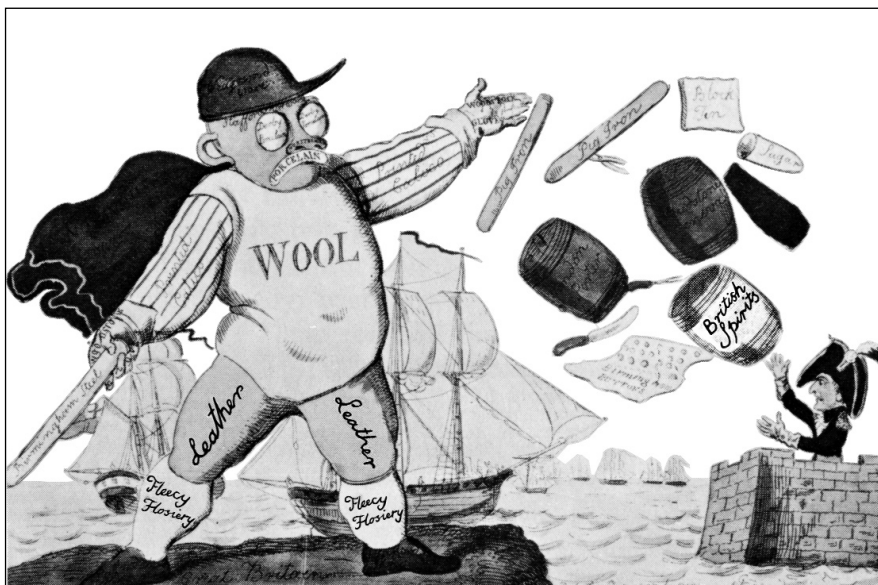
SECTION B: ENQUIRY SKILLS

The following sources are about the effects of war on Britain.

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

Source A is a British cartoon about the Continental System, produced in 1807. The caption for the cartoon is “The Giant Commerce Overwhelming Napoleon’s Blockade”.

Source A



3. How useful is **Source A** as evidence of the effects of the Continental System on Britain? 4

Source B is taken from “Britain 1714–1851” by Denis Richards and Anthony Quick.

Source B

Napoleon decided to concentrate on the defeat of Britain. All lands controlled by France were forbidden to import British goods. Britain retaliated. In 1807 Britain gained control of the Danish fleet and kept the Baltic Sea open to shipping. The “Continental System” failed to break Britain’s will to resist. She increased her trade across the oceans to America and India. Even Napoleon’s army was supplied with 50,000 overcoats and 200,000 pairs of boots from Britain.

4. To what extent do **Sources A** and **B** agree about the effects of Napoleon’s blockade of Britain? 4

5. How fully do **Sources A** and **B** describe the effects of the Napoleonic Wars on British civilians?

You must use evidence **from the sources** and **your own knowledge** and give reasons for your answer. 5

[END OF CONTEXT IIA]

UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

CONTEXT B: 1890s–1920s

SECTION A: KNOWLEDGE AND UNDERSTANDING

By 1914 the European situation was so unstable that any incident could start a war.

1. Describe the events after the assassinations at Sarajevo which led to the outbreak of the First World War by August 1914.

4

From the outset, the League of Nations faced many difficulties in its role of maintaining peace.

2. How successful was the League of Nations in dealing with the problems it faced after 1919?

4

SECTION B: ENQUIRY SKILLS

The following sources are about the effects of war on 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 A is a photograph taken in London on the 8th September 1915 after a Zeppelin air raid.

Source A



3. How useful is **Source A** as evidence of the effects of German air raids in Britain during the First World War?

4

Source B is taken from “The First World War” by Hew Strachan.

Source B

On the 8th September 1915, a Zeppelin commanded by Heinrich Mathy killed twenty two people and caused £500,000 worth of damage to Aldersgate in London. Several shops were badly damaged. Massive fires started in warehouses north of St. Paul’s. The Zeppelins scored direct hits on two packed buses. In addition, many houses were destroyed, windows were broken and roofs blown off. The power of the bomb was illustrated by the large crater that one bomb made in the road.

4. To what extent do **Sources A** and **B** agree about the effects of German air raids during the First World War? 4
5. How fully do **Sources A** and **B** describe the effects of the war on British civilians? 5
- You must use evidence **from the sources** and **your own knowledge** and give reasons for your answer.

[END OF CONTEXT IIB]

UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

CONTEXT C: 1930s–1960s

SECTION A: KNOWLEDGE AND UNDERSTANDING

Munich failed to bring about the peace in Europe that people hoped for.

1. Describe the events after the Munich Agreement which led to the outbreak of the Second World War in September 1939. 4

Many feared that the United Nations Organisation would have no more success than the League of Nations in the 1920s and 1930s.

2. How successful was the United Nations Organisation in dealing with the problems it faced after 1945? 4

SECTION B: ENQUIRY SKILLS

The following sources are about the effects of war on 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 A is a photograph taken on 14th March 1941, the morning after the first night of the bombing of Clydebank.

Source A



3. How useful is **Source A** as evidence of the effects of German air raids on Britain during the Second World War? 4

Source B is an eyewitness account of the effects of a German bombing raid.

Source B

We heard afterwards that many had been killed in the raid. When I got near to the butcher's shop I could see that the big house and tenement blocks close by had been bombed. I was told that there had been many killed. It was a night I shall never forget. There was not a shop with their windows left intact. We were running on a carpet of broken glass and debris and I could feel it crunching under my feet. The searchlights were scanning the skies. No. 12 was burning, but there were no fire brigades to put out the fires. Not that it mattered as there was no water, the mains supply being ruptured.

4. To what extent do **Sources A** and **B** agree about the effects of German air raids on Britain during the Second World War? 4
5. How fully do **Sources A** and **B** describe the effects of war on British civilians? 5
- You must use evidence **from the sources** and **your own knowledge** and give reasons for your answer.

[END OF CONTEXT IIC]

UNIT III—PEOPLE AND POWER

CONTEXT A: USA 1850–1880

SECTION A: KNOWLEDGE AND UNDERSTANDING

On Southern plantations before 1860 many slaves were cruelly treated and lived in great unhappiness.

1. Describe the lack of rights for slaves on Southern plantations before 1860. 4

In 1858 gold was discovered in the Black Hills and a new gold rush began.

2. How important was the discovery of gold in causing tension between the Native Americans and the white settlers? 4

SECTION B: ENQUIRY SKILLS

The following sources are about the treatment of black Americans during Reconstruction.

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

Source A is an eyewitness report to the US Government in 1872.

Source A

The Klansmen said that I had committed a great wrong; I had kept a Sunday school which was forbidden. Many school houses were burned down. Hostility was shown to the school teachers like me who taught in schools for Blacks. Two school board directors were warned by the Ku Klux Klan to leave the Board and one of them did. The Ku Klux Klan went at night and gave these warnings. I asked them while they were whipping me what I had done. They said I wanted to make these blacks equal to the white men; that this was a white man's country.

3. Discuss the attitude of the Ku Klux Klan to black Americans according to the author of **Source A**. 4

Source B is from “Civil Rights in the USA, 1863–1980”.

Source B

The violence that the Ku Klux Klan committed was directed not only at black people but anyone who furthered their cause. Teachers became key figures so they were frequently intimidated by the Klan. These attacks usually took place at night and were carried out by Klansmen leaving behind a burning cross. Dressed in white robes and hoods they beat, mutilated and murdered. Black Americans were reluctant to resist as they wanted to be seen as peaceful and law-abiding.

4. To what extent do **Sources A** and **B** agree about the treatment of black Americans during Reconstruction?

4

[END OF CONTEXT IIIA]

UNIT III—PEOPLE AND POWER

CONTEXT B: INDIA 1917–1947

SECTION A: KNOWLEDGE AND UNDERSTANDING

After fighting in the First World War, Indians hoped to have a greater say in running their own affairs.

1. Describe the lack of rights for Indian people during British rule.

4

Through the 1920s, little progress towards independence was made, and Congress under Gandhi began a campaign of civil disobedience.

2. How important were Gandhi's non-violent actions in putting pressure on Britain to grant India more freedom?

4

SECTION B: ENQUIRY SKILLS

The following sources relate to the events in Calcutta immediately after Direct Action Day on 16th August 1946.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source A describes the situation in Calcutta immediately after Direct Action Day in August 1946.

Source A

Fearing trouble, Brigadier MacKinlay confined his troops to their barracks, pending orders. A marked feeling of panic especially among Hindu traders in North Calcutta had been a feature of the situation. The troops were called out of their barracks and found fires burning, homes and shops sacked. Dead bodies were everywhere. A train, the 36 Down Parcel express, was stopped and looted and the crew butchered. Calcutta was beginning to look like a battlefield. The Sikhs charged through the Muslim area killing indiscriminately. They showed no mercy. Lines of refugees lined the streets and Howrah railway station became a seething mass of people desperate to get out.

3. Discuss the attitude of the author of **Source A** towards the events that followed Direct Action Day.

4

Source B is from the book “Liberty or Death” by John French and describes events in Calcutta immediately after Direct Action Day.

Source B

That night, small gangs set out with knives and short swords, and, the next morning, hundreds of corpses were lying in the gutters. Troops were called out. One general claimed that parts of Calcutta on Saturday morning were as bad as anything he saw when he was a soldier on the Somme. At the end of three days killing, the official report stated that 4,000 people had been killed and 3,000 injured. India’s mass migration was beginning. Terrified groups of people left in search of safer areas.

4. To what extent do **Sources A** and **B** agree about events in Calcutta immediately after Direct Action Day?

4

[END OF CONTEXT IIIB]

UNIT III—PEOPLE AND POWER

CONTEXT C: RUSSIA 1914–1941

SECTION A: KNOWLEDGE AND UNDERSTANDING

Short of revolution, there was no way in which the Russian people could influence the Tsar's Government.

1. Describe the limited rights of the Russian people under the Tsar before 1917. 4

In October 1917 the Bolsheviks seized control of Petrograd.

2. How important were the weaknesses of the Provisional Government in explaining the success of the Bolshevik Revolution in October 1917? 4

SECTION B: ENQUIRY SKILLS

The following sources are about the purges of Joseph Stalin in the 1930s.

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

Source A is part of the memoirs of a survivor of Stalin's political prisons in Russia.

Source A

The Secret Police had been ordered to purge more innocent men as counter revolutionaries. Without any warning, the prison guards forced everyone out of their cells in the camp. They read out an enormous list of names. I was relieved that my name was not read out. There was a terrible confusion in the square. These men were given two hours to prepare. Some ran frantically to gather up things. Others sadly tried to say farewell to old comrades. Whole columns of prisoners slowly marched out with their knapsacks. I am upset to say they were executed but glad that I survived.

3. Discuss the attitude of the author of **Source A** to his experiences in one of Stalin's prison camps. 4

Source B is from “Kings of the Kremlin” by Sol Shulman.

Source B

After the murder of Kirov in 1934, over 40,000 were arrested in Leningrad alone. Almost a million were arrested across the country. The country was almost a huge concentration camp. Tens of thousands of Party members were killed. All of the 1917 Central Committee was soon to be disposed of. Forty thousand high ranking military officers were also executed by the Secret Police. Stalin sent many others of his fellow citizens to prisons. Millions were also sent to Labour camps. Nineteen million were rounded up in these purges. At least seven million of them were executed.

4. To what extent do **Sources A** and **B** agree on the methods used in Stalin’s Purges? **4**

[END OF CONTEXT IIC]

UNIT III—PEOPLE AND POWER

CONTEXT D: GERMANY 1918–1939

SECTION A: KNOWLEDGE AND UNDERSTANDING

The Weimar constitution tried very hard to protect people's rights.

1. Describe the rights which Germans were given in the Weimar Republic. 4

With the failure of the Munich Putsch of 1923, most people believed that Hitler and the Nazis were finished.

2. How important was the Munich Putsch in causing Hitler and the Nazis to lose support in the 1920s? 4

SECTION B: ENQUIRY SKILLS

The following sources are about the Night of the Long Knives.

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

Source A is from an account by a National Socialist of the reactions of Germans to the Night of the Long Knives.

Source A

Hitler's courage in taking decisive action has made him a hero in the eyes of many Germans. He has won strong approval and sympathy for the steps he took. People think his action is proof that he wants order and decency in Germany. Reports from different parts of the country are unanimous that people are expressing satisfaction that Hitler has acted so decisively against the serious threat posed by Rohm and the SA to Germany and her people.

3. Discuss the attitude of Germans to the Night of the Long Knives as shown by the author of **Source A**. 4

Source B is from “Hitler’s Domestic Policy” by Andrew Boxer.

Source B

On the morning of 30th June 1934, Rohm and other SA leaders were arrested and eventually shot. Hitler’s personal popularity soared as a result of the Night of the Long Knives, as this event became known. Most Germans disliked the corruption and arrogance of the SA and welcomed the decisive action against it. President Hindenburg’s telegram to Hitler seemed to sum up the relief felt by most Germans: “By your determined action and gallant personal intervention, you have saved the German nation from serious danger. For this, I express to you my most grateful thanks and that of the German people.”

4. To what extent do **Sources A** and **B** agree about the attitude of Germans to the Night of the Long Knives?

4

[END OF CONTEXT IIID]

[END OF QUESTION PAPER]

ACKNOWLEDGEMENTS

Unit II Context B Section B Source A—Photo of Zeppelin Air Raid in London on the 8th September 1915 taken from page 198 of *The First World War* by Hew Strachan. ISBN 0 7432 3959 8. Reproduced by permission of The Imperial War Museum.

Unit II Context C Section B Source A—Photo taken on 14th March 1941 of the morning after the first night of the bombing of Clydebank taken from page 61 of *Glasgow at War: A Pictorial Account 1939–45*. ISBN 0 948946 02 4. Reproduced by kind permission of Herald and Times Ltd.

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