

X259/701

NATIONAL
QUALIFICATIONS
2011

FRIDAY, 20 MAY
9.00 AM – 12 NOON

HISTORY
ADVANCED HIGHER

Candidates should answer **two** questions from **Part 1** and **all** the questions in **Part 2** of their chosen 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. How justified is the view that, in the long term, Northern British society was unchanged by the Roman interlude?
2. “Native social structures were the most significant difficulty facing early Christian missionaries in converting Northern Britain in the post Roman period.” How valid is this view?
3. To what extent did Northern British kings, in the fourth to eighth century, derive power from their ability in warfare?
4. To what extent had Northern Scotland and the Northern and Western Isles become part of the Scandinavian world in the ninth and tenth centuries?
5. How real were the achievements of Kenneth mac Alpin in the development of Alba?

(2) Scottish Independence (1286–1329)

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. To what extent has King Edward I been unfairly criticised for his handling of the Scottish succession crises between 1286 and 1292?
2. How important were the “test cases” in undermining the kingship of King John?
3. What factors best explain Robert the Bruce’s decision to seize the throne in 1306?
4. What factors best explain King Robert’s decision to launch a military campaign in Ireland?
5. How valid is the view that support for King Robert amongst the Scottish nobility was “neither widespread nor dependable” between 1314 and 1328?

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

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. How valid is the view that the cultural developments associated with the Italian Renaissance were only enjoyed by a narrow elite?
2. How important was classical influence on the artistic and architectural innovations in Florence in the early fifteenth century?
3. Has the contribution of Lorenzo the Magnificent to Renaissance humanism been exaggerated?
4. To what extent was the art of the High Renaissance different in both subject matter and character from the art of the fifteenth century?
5. To what extent did the economic success of the Venetian Empire have its foundations in sound government?

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

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. To what extent did dissatisfaction with the Treaty of Union cause the 1715 rising?
2. How important were illegal activities in the rise of the Scottish tobacco trade?
3. To what extent were the developments in Scottish agriculture between 1707 and 1800 long-term patterns of change rather than a “revolution”?
4. How valid is the view that “the Kirk played a fundamental role in the lives of Scots during the 18th century”?
5. How elitist was the Enlightenment?

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

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. How justified is the claim that slavery was a “benign” institution in the ante-bellum South?
2. How accurate is it to attribute the main cause of the Civil War to a “blundering generation”?
3. To what extent were Southern economic problems during the Civil War the result of mismanagement by the Confederate Government?
4. To what extent has Robert E. Lee’s reputation as a great military commander been exaggerated?
5. To what extent was European neutrality during the Civil War a result of Northern diplomatic skill?

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

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. How far could it be argued that traditional Japanese religious beliefs were in decline by 1868?
2. How important was Western intervention in bringing about the downfall of the Tokugawa Bakufu by 1868?
3. How significant was Western thought in shaping social and political reforms between 1868 and 1912?
4. How effectively did the abolition of the caste structure actually liberate Japanese individuals?
5. How important were conditions prior to 1868 in contributing to economic development after the Meiji Restoration?

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

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. How far was resentment against the Treaty of Versailles the cause of instability in the Weimar Republic in the period of 1919–1923?
2. To what extent did the apparent stability of the Weimar Republic in the so-called “Golden Years”, 1924–1929, hide acute tensions?
3. How important was the SS-Police system in strengthening Hitler’s dictatorship, 1933–1936?
4. To what extent was Nazi economic policy determined by the needs of an aggressive foreign policy?
5. How valid is the view that the extent of opposition to the Nazi regime has been underestimated?

(8) South Africa (1910–1984)

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. How valid is the view that agriculture exerted at least as much influence as mining on government policy between 1910 and 1948?
2. “Merely a debating forum far removed from the real political action.” How valid is this assessment of the contribution of the Broederbond to the growth of Afrikaner nationalism?
3. Did the increased radicalisation of African resistance in the 1940s owe as much to the changes brought about by World War Two as it did to changes in the ANC?
4. How valid is the view that the Sauer Report provided a master plan for the development of apartheid in the 1950s?
5. How important a part did de-colonisation elsewhere in Africa play in determining the foreign policy of the South African government, 1960–1984?

(9) Soviet Russia (1917–1953)

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. How far is it true to say that the February Revolution was “born in the bread queues” of Petrograd?
2. “No Russian government had ever been more responsive to pressure from below or less able to impose its will on society.” How accurate is this assessment of Bolshevik economic policy 1917–1921?
3. To what extent was Stalin’s success in the leadership struggle due to his opponents underestimating him?
4. How effective was Stalin’s policy of industrialisation in achieving its aims by 1941?
5. How significant was the contribution of the Soviet generals to victory in the Great Patriotic War?

(10) The Spanish Civil War (1931–1939)

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. To what extent did social and economic problems contribute to the downfall of Alfonso XIII in 1931?
2. What factors best explain the failure of Azaña's reforms of 1931–1933?
3. How effective was the policy of collectivisation in Republican Spain during the Spanish Civil War?
4. To what extent was fear of Communism the main reason for the decision of Britain and France to pursue a policy of Non-intervention towards the Spanish Civil War?
5. How important was German and Italian aid in Franco's victory by 1939?

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

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. How significant was unemployment in contributing to social and economic inequalities in Britain by 1939?
2. How important was the army's role in the British contribution to victory in World War Two?
3. How important was conscription in enabling the British economy to meet the demands of war?
4. How adequate were Britain's civil defence measures in protecting the British population between 1939 and 1945?
5. To what extent were divisions in the Labour Party responsible for their defeat in the 1951 election?

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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 the *Last Frontier, The Roman Invasions of Scotland* by Antony Kamm (2009)

Whether or not there was a separate warrior class among the Celts, war and fighting were inherent in their culture. In addition to the necessary campaigns to win new territories and settle problems . . . there was a tradition of fighting as a sport, in the same league as hunting, despite the risk of death . . . Celts fought noisy battles. They blew horns and trumpets, the latter a form unique to the Celts, the carnyx, which towered above the massed ranks of men . . . They shouted war-cries, they sang, they howled, they screamed imprecations, they leaped up and down, they beat their shields or shook them above their heads. Then they charged, yelling all the time. Traditionally, the Celts used as war machines fast, light, two-horse chariots, carrying a driver and a fighting man. Chiefs were often buried with their chariot . . .

SOURCE B from *Celtic Scotland* by Ian Armit (2000)

Roman writers had every reason to pronounce the Celts as warlike, reckless and incapable of self-government . . . After all, the classic monument of the Iron Age is surely the hillfort, stoutly defended by rampart and ditch . . . But more recent studies have shown that defensive capabilities of such sites were of secondary importance. As with the monumental roundhouses of the time, prestige, status or even ritual and religion could all play a part . . . Rather, in view of Roman testimony to the ferocity and instability of Celtic society, the evidence suggests that, in the pre-invasion period, the indigenous populations of Scotland were enjoying their most peaceful and prosperous period for several centuries. Landscapes formerly crowded with hillforts and enclosures appear to have been replaced by more open settlements and signs of increasingly stable conditions.

SOURCE C scene from the *Bridgeness Distance Slab*, West Lothian, 2nd century AD



SOURCE D from *Scandinavian Scotland* by Barbara Crawford (1987)

Maritime links and the importance of sea routes came first. But there is no doubt that a desire for good land in the right coastal environment was an important factor in the Vikings' choice of settlement site. The islands off the northern and western coasts of Scotland provided an ideal combination of farming land with immediate access to and control of the waterways . . . It cannot be said often enough that the Norsemen must have been attracted by a physical environment very similar to that which they left behind in south-western Norway. The west coasts of Scotland and Norway are unique in Europe for their geological formation: the combination of off-shore chains of islands and rugged mountains of the interior, make communication with the eastern territories difficult if not impossible. Both environments meant that a combination of fishing, pastoral farming and fowling were the main means of subsistence.

Marks

1. How much do **Sources A** and **B** reveal about differing views on the importance of warfare in Iron Age society in Northern Britain? **16**
2. How useful is **Source C** as evidence of Rome's success in controlling Northern Britain during the Antonine Period? **12**
3. How fully does **Source D** reflect the Vikings' motives for their movement to Northern Britain in the 9th century? **12**

(40)

(2) Scottish Independence (1286–1329)

Part 2

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

SOURCE A from the judgement of the English Court on William Wallace, August 23 1305

Wallace, forgetting his fealty and allegiance to King Edward I, pondering every possible crime and sedition against the said king, and having joined and allied to himself an immense number of criminals, arose and attacked the keepers and agents of the said king, and attacked, wounded and killed William Heselrig, sheriff of Lanark, who was holding an open court, and thereafter, he cut up the sheriff piecemeal.

Thereafter, with the largest possible throng of armed men gathered to him, he attacked the castles and cities of Scotland, and caused his writs to be sent out through all Scotland as though he were the Superior of that land, and he ordered parliaments and the mustering of men . . . Also, taking with him some of his fellows he entered the kingdom of England and all whom he found there in the King of England's fealty were killed by various kinds of death.

SOURCE B from the *Life of Edward II*, written in 1314

Robert Bruce utterly destroyed too the walls of the castles and towns in Scotland in case they should later serve to protect the advancing English. He took two of King Edward II's strongest castles, Edinburgh and Roxburgh, one through the treachery of Piers Gaveston's cousin, to whom our king had given the custody of the castle. This traitor went over to the side of Robert Bruce and betrayed the castle.

The other castle was taken through the exertions of James Douglas, who was on the side of the Scots. This James came secretly to the fort by night, brought up ladders stealthily and placed them against the wall; and by this means he climbed up the wall, and leading his companions up to the sleeping or heedless guards, attacked those and took the castle.

SOURCE C from *In the Footsteps of Robert Bruce* by Alan Young and Michael Stead (1999)

Edward II's policy from 1307 to 1310 played into Robert Bruce's hands. He abandoned his military campaign in 1307, promised an expedition in 1308 for his allies in Scotland which was not forthcoming, and in 1309 agreed a general truce until the summer of 1310. He encouraged his garrison commanders at Berwick, Carlisle, Perth, Dundee, Banff and Ayr to take what truces they could. John Comyn, Earl of Buchan, having been chased from his earldom in 1308, was appointed by Edward II as joint warden of the Western marches. The MacDougalls were encouraged by the English to use their sea power against the Hebrides and Argyll and were placed in charge of a special fleet in 1311.

SOURCE D from *Robert I (1306–1329)*, an essay by Michael Penman (2008)

King Robert's regime made considerable efforts to persuade the kings of France—as it did the Papacy and the Scots—of the legitimacy of the Bruce kingship. In this it was remarkably successful. The majority of later chronicles recited a version of the Great Cause (1291–1292) and the years which followed, which whitewashed Bruce's behaviour. Much of this propaganda triumph may have been achieved by Scots clerics in France. But the greatest measure of their success must be that the two outstanding moments of French contact with the Bruce Scots, in 1308–1309 and in 1326 occurred despite the residence in France of two potential French pawns, in first, John and then Edward, Balliol.

Marks

1. How useful is **Source A** as evidence of the role of William Wallace in the Scottish resistance to King Edward I? **12**
 2. How much do **Sources B** and **C** reveal about differing views of the reasons for King Robert's military successes between 1306 and 1314? **16**
 3. How fully does **Source D** explain King Robert's attempts to win the support of foreign powers in the struggle for Scottish independence? **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 *Lives of the Artists* by Georgio Vasari, published in 1550

Pope Julius II decided not to complete his tomb for the time being but instead asked Michelangelo to paint the ceiling of the Sistine Chapel. Michelangelo, who wished to finish the tomb and saw that painting the ceiling would be an enormous and difficult task, tried in every way possible to remove this burden from his shoulders. But having seen that his Holiness persisted in this idea, he decided to do as he was asked.

Pope Julius was very anxious to see the work Michelangelo was doing but he was not admitted, for Michelangelo would never agree to show his work to the pope.

When the ceiling had been painted, the pope said to Michelangelo: “Let the chapel be embellished with colours and gold, for it looks too plain”. Michelangelo replied in a familiar tone: “Holy Father, in those days men did not wear gold, and those who are painted there never were rich, for they were holy men who despised wealth”.

SOURCE B from *The Commentaries of Pope Pius II*, written c. 1464

Cosimo de’ Medici was not so much a citizen as a master of his city. Political councils were held at his house; the magistrates he nominated were elected. Like an unlawful lord of the city he ground the people into cruel slavery. Cosimo extended his business transactions all over Europe and traded even as far as Egypt. Nothing went on in Italy that he did not know of; indeed it was his policy which guided many cities and princes. Nor were foreign events a secret to him, for he had correspondents amongst his business connections all over the world, who kept him informed by frequent letters of what was going on around them.

SOURCE C from *The Civilization of the Renaissance in Italy* by Jacob Burckhardt (1860)

If we seek to analyse the charm which Cosimo de’ Medici exercised over Florence and over all his contemporaries, we shall find that it lay less in his political capacity than in his leadership in the culture of the age. A man in Cosimo’s position—a great merchant and party leader, who also had on his side all the thinkers, writers and investigators, a man who was the first of the Florentines by birth and the first of the Italians by culture—such a man was to all intents and purposes a prince. To Cosimo belongs the special glory of recognizing in the Platonic philosophy the fairest flower of the ancient world of thought, and of inspiring his friends from the same belief.

SOURCE D from *Renaissance* by George Holmes (1996)

North east Italy had cultural centres that were not republics like Florence or Venice and had contributed very little to the early development of humanist thought and art. These were the despotisms of Mantua, Ferrara and Urbino . . . Their cultural hubs were courts in which art and thought flourished through the patronage of artists and writers by princes. By the later fifteenth century the prestige of humanism, which originated in the cities, made it attractive for princes to import and foster it. Principalities became secondary centres of Renaissance activity. The principalities combined princely aggrandisement and the life of the court which produced a despotic society quite different in character from the city republicanism of Florence.

Marks

1. How useful is **Source A** as evidence of the relationship between artists and patrons during the Italian Renaissance? **12**
 2. How much do **Sources B** and **C** reveal about differing views of the ways in which Cosimo de' Medici was able to control Florence? **16**
 3. How fully does **Source D** describe the contribution of the princely courts to the Italian Renaissance? **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 General View of the Agriculture of the Northern Counties and Islands of Scotland* by Sir John Sinclair (1795)

Nothing could be more detrimental than the mode now used for converting cattle into sheep farms in the Highlands. The first thing which is done is to drive away all the present inhabitants. The next is to introduce a shepherd and a few dogs and then to cover the mountains with flocks of wild, coarse-wooled and savage animals which seldom see their shepherd. The true plan of rendering the Highlands valuable would be to follow a different system. As many as possible of the present inhabitants ought to be retained. They ought to be gradually brought to exchange their cattle for a sufficient flock of valuable sheep. A flock of three hundred sheep might be maintained on the generality of Highland farms as they are at present.

SOURCE B from a letter sent by the Rev James Hay to Robert Forbes, Bishop of Ross and Caithness, May 12th, 1749

One of the dragoons who came first into Inverness after the battle of Culloden obliged a servant maid to hold his horse in a close. He then followed two men into a house where he hacked them with his broad sword to death. Poor men—they had no arms. At the same time, some of these dragoons found a gentleman who was highly distressed with fever. Not able to stir from his bed, there they cut his throat. There was also a poor beggar killed on the street.

The prisoners were in a most miserable condition, being stripped of their clothes. Murdoch McRae, who'd had no part in the Highlanders' army (he was nearest relation to the chieftain of that name), was taken near Fort Augustus. He was sent to Inverness where within one hour he was hanged on the apple tree. He was kept hanging there naked for two days and a night. Sometimes they whipped the dead body for their amusement.

SOURCE C from *The Butcher—The Duke of Cumberland and the Suppression of the '45* by W. A. Speck (1981)

Yet when all is said and done, the treatment of the rebels cannot be regarded by the standards of the age as unduly harsh, especially considering that the government itself was determined not to be accused of leniency, on the grounds that the mildness in 1716 had kept alive the spirit of disaffection which returned to haunt the country in 1745.

Nevertheless, 1287 prisoners, over a third of those captured, were set free, including 382 who were exchanged for prisoners of war taken by the French. Although the spotlight of History usually ignores these, and picks out those harshly treated, ministers doubtless felt that even the repressive measures they had adopted to deal with the rebels after the battle of Culloden were justified, since Jacobitism failed to survive as a real threat to the regime after 1746.

SOURCE D from *The Scottish Nation 1700–2000* by T.M. Devine (1999)

However, control over patronage was the real key to power for Dundas. From 1779, as sole Keeper of the Signet, he became the decisive influence over appointment to government posts in Scotland and systematically used his position to build up a complex network of clients, voters and local interests who depended on him for favours, places promotions and pensions.

Dundas's game was rather to maximise the number of loyal supporters in the House of Commons and by so doing to make himself indispensable to the government of the day and so consolidate and, if possible, expand his sources of patronage. It is generally agreed that in this last respect he was a past master.

Marks

1. How useful is **Source A** as evidence of attitudes at the time towards the Highland clearances of the late 18th century? **12**

 2. How much do **Sources B** and **C** reveal about differing views on the measures taken to stabilise the Highlands in the aftermath of Jacobite defeat at Culloden? **16**

 3. How fully does **Source D** explain the methods used by Henry Dundas to manage Scotland on behalf of the government? **12**
- (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 *The Impending Crisis* by David M. Potter (1976)

The people of the slave-holding states were united by a sense of terrible danger. They were united, also, in a determination to defend slavery, to resist abolitionism, and to force the Yankees to recognize not only their rights but also their status as perfectly decent, respectable human beings. “I am a Southern man” a Missouri delegate had asserted in the Baltimore convention, “born and raised beneath the sunny sky of the South. My ancestors for 300 years sleep beneath the turf that shelters the bones of Washington, and I thank God that they rest in the graves of honest slaveholders.” Motivated by this deeply defensive feeling, the people of the South also tended to accept an interpretation of the Constitution maximising the autonomy of the separate states.

SOURCE B from *The Debate on the American Civil War Era* by Hugh Tulloch (1999)

Lincoln made it abundantly clear at the beginning of the conflict that the war was for Unionism and not for the abolition of slavery but Lincoln personally loathed slavery: if slavery was right, he suggested, then nothing could be wrong. But Lincoln also appreciated that the vast white majority of his Northern constituency did not believe the black to be their equal. And if Lincoln moved cautiously it was because he represented this constituency.

Recent historians perceive a far more radical politician emerging from the crucible of war and looking to long-term racial equality: “He who would *be* no slave,” Lincoln commented, “must consent to *have* no slave. Those who deny freedom to others deserve it not for themselves.” And again: “Why should they give their lives to us, with full notice of our purpose to betray them?”

SOURCE C from *Origins of the American Civil War* by Brian Holden Reid (1996)

Lincoln realised that a means had to be found . . . of striking at the Confederacy rather than sitting back and allowing the South to strike at the Union. Given the adamant Confederate refusal to make any concessions, Lincoln now realised that he had no choice if he was to achieve a reunion of the states but to wage a punitive war against the South and its social system.

Even those soldiers who had objected to the Emancipation Proclamation realised as they advanced on to Southern soil how slavery bound together and sustained its war economy. By striking at slavery Lincoln aimed to root out the fundamental cause of the war: the paramount issue which had tempted the South to seek its independence.

SOURCE D Abraham Lincoln issues an “Order of Thanks to William T. Sherman and others”, September 3, 1864

ORDERS OF GRATITUDE AND REJOICING

EXECUTIVE MANSION, Washington City, September 3, 1864.

The national thanks are tendered by the President to Admiral Farragut and Major-General Canby, for the skill and harmony with which the recent operations in Mobile Harbor (Alabama), and against Fort Powell, Fort Gaines, and Fort Morgan were planned and carried into execution.

The national thanks are tendered by the President to Major-General William T. Sherman and the gallant officers and soldiers of his command before Atlanta, for the distinguished ability, courage, and perseverance displayed in the campaign in Georgia, which resulted in the capture of the city of Atlanta. The marches, battles, sieges, and other military operations (of) this campaign must render it famous in the annals of war, and have entitled those who have participated therein to the applause and thanks of the nation . . . in upholding the Government of the United States against all the efforts of public enemies and secret foes.

A. Lincoln.

- | | <i>Marks</i> |
|---|--------------|
| 1. How fully does Source A explain the motives that encouraged people to fight for the Confederacy? | 12 |
| 2. How much do Sources B and C reveal about the differing views on Lincoln’s decision to issue the Emancipation Proclamation? | 16 |
| 3. How useful is Source D as an explanation of the importance of military events in the 1864 Presidential election? | 12 |
| | (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 *Young Japan* by John R. Black, a British journalist who lived in Yokohama from 1861 to 1876 (1883)

The samurai were deemed altogether superior to all other classes, and possessed many privileges. The samurai are the masters of the four classes. Agriculturists, artisans and merchants may not behave in a rude manner to samurai. The term for a rude man is “other than expected”: and a samurai is not to be interfered with in cutting down a fellow who has behaved to him in a manner other than is expected. The common people are divided into agriculturists, artisans and merchants; ranking in that order. Below these are actors and beggars; and as lowest of all, not admitted to be named among the people, and living apart as a race separate and proscribed, were the *etas*, or people whose trade or occupation was in any way connected with the handling of skins of beasts.

SOURCE B Constitutional Provisions, taken from *Japan, A Documentary History, the Late Tokugawa Period to the Present*, edited by David J. Lu (1996)

Article IV. The Emperor is the head of the Empire, combining in himself the rights of sovereignty, and exercises them, according to the provisions of the present Constitution.

The sovereign power of reigning over and of governing the state, is inherited by the Emperor from his Ancestors, and by him bequeathed to his posterity. All the different legislative as well as executive powers of state, by means of which he reigns over the country and governs the people, are united in this Most Exalted Personage. His Imperial Majesty has determined a Constitution, and has made it a fundamental law to be observed both by the Sovereign and by the People.

Article V. The Emperor exercises the legislative power with the consent of the Imperial Diet. The legislative power belongs to the sovereign power of the Emperor, but this power shall always be exercised with the consent of the Diet.

SOURCE C from *Japan's Modern Myths* by C. Gluck (1985)

After his gracious bestowal of the constitution, which marked his debut in his new role, the Emperor's relation to politics was maintained in public on a strictly ceremonial level. He opened the Diet, met with his ministers to hear of political matters, and spoke, as it were, in infrequent rescripts that expressed his government's will in lofty imperial terms . . . He was described as believing in the “principles of progress, for only this principle can make the Japanese one of the great peoples of the world”. Nonetheless, he did not decide anything by himself . . . and waited instead for the assistance of his ministers.

SOURCE D from *Modern Japan* by Elise K. Tipton (2008)

The foreign policy successes achieved through diplomacy and war during these decades contributed to the building of the sense of nation . . . As the leading journalist Tokutomi Soho commented during the Sino-Japanese War, “Before we did not know ourselves, and the world did not yet know us. But now that we have tested our strength, we know ourselves and we are known by the world.” Defeat of China and later Russia gave the Japanese a new sense of self as well as self-confidence and self-respect. Moreover, in the international arena not only did Japan gain independence and equality by revising the humiliating unequal treaties, it also achieved foreign recognition and parity with the western powers by acquiring colonies through the two wars. Japan’s new status was symbolized by an alliance formed in 1902 with Britain, then the most powerful nation in the world.

Marks

1. How useful is **Source A** in explaining the nature of Japanese society in the mid-nineteenth century? **12**
 2. How much do **Sources B** and **C** reveal about differing views on the role of the Emperor within the new Meiji Government? **16**
 3. How fully does **Source D** explain the reasons for Japan’s transition from a position of isolation to international recognition? **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 Weimar Republic* by Detlev Peukert (1987)

For Ebert the need for law and order was paramount . . . There were several reasons for this. First and foremost he was conscious of the shattering events in Russia. The awful warning here was not so much the seizure of power by the Bolsheviks . . . but the breakdown, on both the domestic and international fronts, that had gone hand in hand with it . . . A further reason for Ebert's concern for order was that demobilising the army and putting the economy back on a peacetime footing would involve a huge degree of organisational effort by the state. These considerations underlay the agreement which was made on 10 November between Ebert and General Groener, and which formed the basis for the fundamental compromise that conditioned relations between the new republic and the old military.

SOURCE B from *The Reichswehr and the Weimar Republic* by William Mulligan (2009)

Common sense and mutual interest dictated cooperation between the officer corps and the moderate Social Democrats, led by Ebert. On 10 November 1918, Groener, in a telephone conversation with Ebert, promised to support the government as long as it prevented a further lurch to the left. Ebert, alarmed by the development of the Russian Revolution in 1917, was prepared to forge a relationship with the officer corps. It was part of a larger coalition of a broad centre, which would direct the establishment of the Republic. In return for their support the officers would retain their power of command. The SPD feared further risings from the extreme left, they were anxious to demobilise the army as quickly as possible, and they could not afford to alienate the officer corps.

SOURCE C from the "Declaration of the SPD anti-Nazi front to the KPD" in *Vorwärts*, 18 June 1932

A unification of the working classes is more essential than ever before. The Nazi danger demands this unity. The danger of Nazism can only be countered when a genuine common will to unity is present . . .

But you Communists have made it impossible to pursue the necessary united front against Nazism because of your attempts to subvert and destroy strong workers' organisations, your common cause with the Nazis both inside and outside parliament, your attempts to cripple the Trade Union movement through setting up Revolutionary Trade Unions, and your slogans such as "Social Democracy and the SPD: the real enemy". You ridicule the danger of the Nazis and concentrate your whole attention on fighting the Social Democrats as if we were the main enemy when what is needed now is a common front against the Nazis before it is too late.

SOURCE D from a Nazi pamphlet on *Women in the National Socialist State* (1933)

(a) *Marriage:*

Marriage is the lasting, life-long union of two genetically healthy persons of the same race and of different sexes, which has been approved by the national community, and is based on mutual ties of loyalty, love and respect. Its purpose is the maintenance and furtherance of the common good through harmonious cooperation, the procreation of genetically healthy children of the same race, and the education of them to become hard-working comrades.

(b) *The Function of Sex:*

Sexual activity serves the purpose of procreation for the maintenance of the life of the nation and not the enjoyment of the individual . . .

(c) *Motherhood:*

To be a mother means giving life to healthy children . . . and creating a home for them which represents a place where nationalist and racial culture is nurtured. It means realising in the community of the family a part of the ideal national community and giving to the nation, in the form of grown-up children, people who are physically and mentally developed to the fullest extent, who are able to cope with life and face it boldly, who are aware of their responsibility to the nation and the race, and who will lead their nation onwards and upwards.

Marks

- | | |
|---|-------------|
| 1. How much do Sources A and B reveal about differing views of the reasons for the Ebert-Groener telephone pact? | 16 |
| 2. How useful is Source C in explaining the electoral success of the Nazi Party from 1929–1932? | 12 |
| 3. How fully does Source D explain the Nazis' attempts to create a <i>volkgemeinschaft</i> ("racial community") 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 *New History of South Africa* by Hermann Giliomee and Bernard Mbenga (2007)

During the course of 1932 the pressure from the mining industry to devalue the South African pound steadily mounted. A delegation of both National Party (NP) and South African Party (SAP) farmers urged Hertzog to form a coalition to deal with the crisis. The announcement that Tielman Roos, an ex-NP leader of the NP in the Transvaal was re-entering politics threw both parties into disarray and threatened the leadership positions of both Hertzog and Smuts. In the final days of 1932 the Hertzog government announced that the country was leaving the gold standard. Hertzog and Smuts agreed early in the following year to form a coalition government. In the general election of May 1933 the coalition won 136 of the 150 seats. The scene was set for a fusion of the NP and the SAP.

SOURCE B from an interview with Oliver Tambo, in 1983

For decades we did not think violence had a role to play in the ANC's struggle . . .

It was our policy to be consciously, deliberately, non-violent and we persisted with this during the 1950s. But as the years went by the violence used by the government increased. We saw more armed police—with pistols at first—then sten guns. Then the tanks came. Even after that we decided to continue with non-violence.

In 1961 we called a strike in protest against the formation of a Republic in South Africa, because the government had failed to respond to our call for a national convention. But the army was mobilised on a scale not seen since the Second World War—against a peaceful strike. We knew then that we had reached the end of the road of non-violence. Once the army was involved we could not take it any further than that. It was a new situation. We decided to embrace violence as a method of struggle.

SOURCE C from *Mandela: The Authorised Biography*, Anthony Sampson (1999)

Mandela had been discussing abandoning non-violence with his colleagues since early 1960. So long as the Treason Trial was continuing all the accused had to insist publicly that they supported non-violence as a principle, but many of them, including Mandela, had begun to see it as a tactic which might have to be abandoned . . . Across much of the political spectrum there was a clamour for violent action. In Pondoland a peasant movement had taken over whole areas through guerrilla tactics before they were crushed by the government . . . Mandela and the ANC would often be criticised for the rashness of their armed struggle but they felt compelled to move quickly, to catch up with the mood of the people and to forestall the alternative of uncontrollable atrocities.

SOURCE D from *Long Walk to Freedom* by Nelson Mandela, written in the early 1990s

In June 1976 we began to hear vague reports of a great uprising in the country. The whispers were fanciful and improbable. It was only when the first young prisoners began to arrive on Robben Island in August that we learned what truly happened.

On June 16, 1976, fifteen thousand schoolchildren gathered in Soweto to protest at the government's ruling that half of all classes in secondary schools must be taught in Afrikaans. Students did not want to learn and teachers did not want to teach in the language of the oppressor . . . A detachment of police confronted this army of earnest schoolchildren and without warning opened fire, killing thirteen year old Hector Peterson and many others. The children fought with sticks and stones, and mass chaos ensued, with hundreds of children wounded, and two white men stoned to death.

The events of that day reverberated in every town and township in South Africa. The uprising triggered riots and violence across the country . . . ANC organisers joined with students to actively support the protest. Bantu education had come back to haunt its creators.

Marks

1. How fully does **Source A** explain the reasons for Fusion and the formation of the United Party in 1934? **12**
 2. How much do **Sources B** and **C** reveal about differing views of the ANC's decision to resort to violence and armed struggle in the 1960s? **16**
 3. How useful is **Source D** as an explanation of the growing unrest in South Africa which led to the Soweto Uprising? **12**
- (40)**

(9) Soviet Russia (1917–1953)

Part 2

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

SOURCE A is from Order No. 1 of the Petrograd Soviet of Workers' and Soldiers' Deputies, 1 March 1917

To be immediately and fully executed by all men in the guards, army, artillery and navy and to be made known to the Petrograd workers.

The Soviet of Workers' and Soldiers' Deputies has decided:

1. In all companies, battalions, regiments . . . and separate branches of military service of every kind and on warships immediately choose committees from the elected representatives of the soldiers and sailors.
2. All representatives, carrying appropriate identity cards, are to arrive at the building of the State Duma by 10am, March 2, 1917.
3. In all its political actions, military units are answerable to the Soviets.
4. The orders of the military commission of the State Duma are to be fulfilled only in those cases which do not contradict the orders . . . of the Soviet . . .
5. All kinds of weapons . . . shall be placed at the disposal and under the control of the company and committees and should not be issued to officers, not even at their insistence.

SOURCE B from *The Aftermath* by Winston Churchill (1941)

But Denikin's dangers grew with his conquests. He became responsible for a large part of Russia without any of the resources—moral, political or material—needed to restore prosperity and contentment. The population, which welcomed his troops and dreaded the Bolsheviks, was too cowed by the terrible years through which they had passed to make any vigorous rally in his support.

Others urged him to proclaim that the land should be left to the peasants who had seized it. To whom it was replied: "Are we then no better than the Bolsheviks?" But the worst cleavage arose upon the policy towards the countries or provinces that had broken away from Russia. Denikin stood for the integrity of the Russian Fatherland as he saw it.

SOURCE C from "*I Want to Live*", the diary of Nina Lugovskaya, January 1936

Dad's been in prison for several months now. It's strange that none of us worry about it any more, we're not horrified by it, and we talk about it quite calmly like something perfectly ordinary. His trial ended recently, and Mum went to apply for a visit . . . Today we went to the Lubyanka to get the order, and I didn't go to school . . . They gave us a visiting order but only for Mum. It made me feel so upset I could have cried . . . Poor Mum. I feel sorry for her and I hate everyone who's to blame for making her have such a hard life. Mum knows her duty. She'll carry on fulfilling that duty until she has absolutely no strength left, until she dies . . .

SOURCE D from *The Whisperers* by Orlando Figes (2007)

All the major ministries had their own blocks of flats in Moscow, which they allocated to their leading officials. Bolshevik families who had led a relatively austere existence in the 1920s now enjoyed lives of relative luxury, as they were rewarded with new homes, privileged access to food shops, chauffeured cars, dachas, and holidays in special government resorts and health spas. The granting of dachas to the Soviet elite—organised on a large scale from the 1930s on—was particularly important to the encouragement of private family life. At the dacha, safe from watchful eyes and listening ears, relatives could sit and talk in ways that were inconceivable in public places; moreover, the everyday routines of simple country life—swimming, hiking, reading, lounging in the yard—provided families some respite from the constraints of Soviet society.

Marks

1. How useful is **Source A** as evidence of the difficulties faced by the Provisional Government? **12**
 2. How fully does **Source B** explain why the Whites were defeated in the Civil War? **12**
 3. How much do **Sources C** and **D** reveal about differing viewpoints on daily life in the Stalinist State? **16**
- (40)**

(10) The Spanish Civil War (1931–1939)

Part 2

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

SOURCE A from *Arms for Spain* by Gerald Howison (1998)

As disturbances increased, a right-wing government under Alejandro Lerroux, an old radical turned opportunist, was elected in September 1933 to restore order and dismantle the reforms. General Sanjurjo was released and went to live in Portugal. Wage cuts, the introduction of laws to reduce the legal rights of the labour organisations, the admission into the cabinet of the powerful new Catholic-right party the CEDA, which had been created to protect the “persecuted church”, and the creation of the Falange, a Fascist party, provoked an armed uprising by Asturian miners in the north and an attempt at independence by Catalonia.

SOURCE B from *La Pasionaria* by Robert Low (1992)

Only in the Asturias was the revolution an initial success. Socialists, anarchists and communists joined forces in a prototype Popular Front. The uprising began on 5 October and the miners, well stocked with dynamite from their workplaces, were soon largely in control of the region’s main towns, Oviedo and Gijon. The army was dispatched to put down the uprising and after several days of bitter fighting, which included hand-to-hand combat in the streets, managed to subdue it. Among the commanders of the army units was General Francisco Franco, whose Moroccan Army behaved with notable savagery against the miners, but the authorities’ worst atrocities were saved for after their opponents had surrendered. Untold numbers were simply executed without trial. The total death toll of the uprising was later estimated at 4,000.

SOURCE C from a speech by Louis Companys to the Anarchist leaders in Barcelona on 20th July, 1936

First of all, I have to admit to you that the CNT and FAI have never been accorded their proper treatment. You have always been harshly persecuted . . . Today you are masters of the city. If you do not need me or do not wish me to remain as President of Catalonia, tell me now, and I shall become one soldier more in the struggle against fascism. On the other hand, I would only have abandoned my position as a dead man if the fascists had triumphed. So if you believe my party, my name, my prestige, can be of use, then you can count on me and my loyalty as a man who is convinced that a whole past of shame is dead, and who desires passionately that Catalonia should henceforth stand amongst the most progressive countries in the world.

SOURCE D from *Fighting for Franco* by Judith Keene (2007)

One of the enduring myths of the Franco state was that the Nationalist forces that won the Spanish Civil War consisted of patriotic Spaniards, while the Republic was defended by a rag-tag army of foreign “Reds”. During the Civil War, however, many groups on the European right were galvanized by the Nationalist cause. Just as outside Spain, the Republic appealed to the Left, so Franco and the Nationalists were a powerful symbol for pious Catholics, crypto-Nazis, aspiring fascists, old-style conservatives and anti-Semites of every stripe . . . The foreigners who crossed into Western Spain to support Franco knew very little about Spanish politics.

Marks

- | | |
|---|-------------|
| 1. How much do Sources A and B reveal about differing views on the methods of the right in Spain during the Bienio Negro? | 16 |
| 2. How useful is Source C in illustrating the impact of regionalism during the Spanish Civil War? | 12 |
| 3. How fully does Source D explain the motives of those who fought for Franco? | 12 |
| | (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 a letter written by Anthony Eden in 1938 published in his memoir, *The Earl of Avon, The Eden Memoirs* (1965)

Our rearmament programme is clearly inadequate to the dangers that confront us. If we are to live, other than on sufferance, in the next few years a united national effort is called for on a scale comparable to that being put forth by the dictator countries. For this a national leader is called for. Neville Chamberlain has none of the necessary attributes. He is essentially a party man, revels in the party battle, and lacks the imagination and personality for the wider appeal. Under his leadership the National Government will not win the next General Election, and were we confronted with a dangerous domestic or international crisis I fear he would lack the judgement and experience to succeed. For these reasons I believe that it would be wrong to lend support to the Government in its present form.

SOURCE B from *Britain's Domestic Politics* by Paul Adelman (1994)

The Great Coalition, as Churchill often called his new government, was intended to be a political partnership of equals—at least at the top. Whatever its origins, and whatever changes it experienced over the years until the final parting of the ways in May 1945, the Churchill Coalition proved to be one of the most powerful and effective governments in British history. His original War Cabinet was a small one of five members; although it was later enlarged. Most of the members of the Conservative anti-appeasement group did badly in the allocation of offices. For Churchill this was recognition of political necessity. Chamberlain was personally popular with the parliamentary Conservative party; many members had long-standing grievances against the new Prime Minister. Churchill did not wish to create further divisions within his party. His political position in turn was strengthened.

SOURCE C from *Churchill Coalition and Wartime Politics, 1940–1945* by Kevin Jefferys (1991)

It would be a mistake to exaggerate the extent to which the coalition marked a break with the past or represented a sudden shift in political power. The new government was clearly a sign that national unity had at last been achieved in the face of a deepening military crisis, and Churchill was given to boasting that his was the most broadly based administration Britain had ever known. But the hard political reality was that the nation's new leader had no option than to conciliate his enemies. In spite of Chamberlain's fall, orthodox Conservatives still constituted the most dominant political force in parliament, and so could ensure a strong element of continuity. Altogether two-thirds of Chamberlain's government were re-appointed and only twelve senior ministerial posts were allocated to new members coming into office. Labour had not entered as equal partners. For the time being, Labour had to settle for an immense psychological boost: the result, simply of having taken a share in power at the expense of their hated opponent, Neville Chamberlain.

SOURCE D from *From Blitz to Blair* by Jim Tomlinson (1997)

Labour's programme in 1945 committed the party to extensive nationalisation of basic industries, a significant expansion of social reform, full employment and thorough planning of the economy. This programme, driven by the experience of the 1930s reflected the belief that more state regulation could ensure social security. The creation of the NHS and the passing of the two National Insurance Acts created a comprehensive system of social welfare that replaced the patchwork of services under the existing system. Overall the Attlee government, while not achieving a social revolution (which few desired), did establish a society with much less poverty, and a much greater degree of equality, than had previously existed in Britain, without sacrificing the paramount need to restore the economy. It established a basis for the highly successful decades of the 1950s and 1960s, with their low unemployment, limited poverty and generally respectable economic performance.

Marks

1. How useful is **Source A** as an explanation of why Neville Chamberlain had to resign his post as Prime Minister? **12**
 2. How much do **Sources B** and **C** reveal about the differing views on the nature of the coalition government? **16**
 3. How fully does **Source D** illustrate the achievements of Labour's social reforms in the initial post war era? **12**
- (40)**

[END OF QUESTION PAPER]

ACKNOWLEDGEMENTS

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