

1540/403

NATIONAL
QUALIFICATIONS
2009

TUESDAY, 12 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: 1890s–1920s Pages 8–9

Context B: 1930s–1960s Pages 10–11

Unit III— People and Power

Context A: USA 1850–1880 Pages 12–13

Context B: India 1917–1947 Pages 14–15

Context C: Russia 1914–1941 Pages 16–17

Context D: Germany 1918–1939 Pages 18–19

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 main reason for the increase in population was the decline in the death rate after 1750.

1. Explain why Scotland’s death rate fell between 1750 and 1850.

4

Although there were winners from the changes in agriculture, there were also many losers.

2. In what ways did some people suffer as a result of the changes in agriculture?

4

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

The development of factories improved working conditions for textile workers.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source A was written by the historian Christopher Culpin, in “Expansion, Trade and Industry”, published in 1993.

Source A

It must have been difficult for people used to working in their own home to fit into factory life. The powered machines went on hour after hour. Many workers struggled to keep up with them. Owners had very strict rules and workers had to do what they were told to do, or lose their jobs. There was, however, no shortage of workers wanting employment in factories. Wages were usually better than farm work, but only when the factory was working. If business became slow then workers were laid off, with no income at all.

3. How useful is **Source A** for investigating the impact of factories upon the working conditions of textile workers?

4

Source B is by a woman who visited a cotton mill near Bolton in 1844.

Source B

The factory people are better clothed and fed than many other working class people. I found the mill to be a large building and very clean. The working rooms were spacious and well ventilated. There were many windows in each room. This left me wondering if there was a window tax to pay. I observed that great care had been taken to put guards on dangerous machinery. I was told accidents in the factory were very rare and were caused by stupidity or negligence by the worker. However, accidents did occur.

Source C is from “A Social and Economic History of England” by P. W. J. Riley, published in 1980.

Source C

When Robert Owen came to New Lanark the workers objected to what he was doing. Gradually, however, he won them over. He made the mills larger and more airy to work in. Before he arrived, children regularly worked fourteen hours a day. Owen reduced children’s hours of work to ten per day. He enlarged workers’ cottages and built schools for workers’ children. Owen employed no children under ten years of age, at a time when it was common for children in factories to work from the age of five.

Look at Sources A, B and C.

4. What evidence is there in the sources to support the view that factories improved working conditions for textile workers?

What evidence is there in the sources to support the view that factories did **not** improve working conditions for textile workers?

6

5. How far do you agree that the development of factories improved working conditions for textile workers?

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

One reason for the increase in population after 1850 was the fall in the death rate.

1. Explain why Scotland’s death rate fell between 1830 and 1930.

4

Many people welcomed the railways, but some did not.

2. In what ways did some people suffer as a result of the development of railways?

4

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

The introduction of new technology improved working conditions for coal miners.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source A was written by the historian Christopher Culpin, in “Making Modern Britain”, published in 1987.

Source A

To some extent mining was safer. The use of cages was better than sending miners down the shaft dangling on a rope. The Davy Lamp also improved safety. However, coal mining remained a dangerous occupation. The threats of floods, explosions and roof falls were ever present. There was no medical knowledge of the deadly lung diseases which miners developed as a result of spending their working lives breathing in coal dust. Mining also remained an entirely manual occupation: machines did not replace picks and shovels until well into the twentieth century.

3. How useful is **Source A** for investigating the impact of new technology upon the working conditions of coal miners?

4

Source B is from the recollections of David Meek who worked at Hamilton Palace Colliery in Lanarkshire in the 1920s and 1930s.

Source B

Electrically driven coal cutting machines were first used at the Palace Colliery in 1917. For some years to come they were used only on a small scale. When they were first introduced it was a trial and error business with a lot of waste in costs and efficiency. However, machine teams gained experience and the excellent Anderson and Boyes cutter worked without a breakdown for three years. Working on the machine run on the night shift was a particularly nasty job. Machine cutting teams had to contend with high noise levels and thick choking dust. At this time there were no masks issued.

Source C is from Her Majesty's Commissioner's Report in 1881.

Source C

The Commissioners inspected a number of mines, including the one at Blantyre near Glasgow where an explosion had occurred on 22nd October 1877. The safety of mines has been greatly improved during the previous thirty years as a result of increased care exercised by workers as well as changes in winding gear. The Mines Regulation Act of 1872 has decreased the number of accidents but increased the cost of production. One mine inspector reported on the prejudice which existed in Scotland against the use of safety lamps. One witness stated, "there is no necessity for safety lamps in Scotland at all".

Look at Sources A, B and C.

4. What evidence is there in the sources to support the view that new technology improved working conditions for coal miners?

What evidence is there in the sources to support the view that new technology did **not** improve working conditions for coal miners?

6

5. How far do you agree that new technology improved working conditions for coal miners?

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

Throughout the twentieth century the death rate continued to decline and the population grew.

1. Explain why Scotland’s death rate fell after 1880.

4

The growth of road transport has changed all our lives, but not always for the better.

2. In what ways have some people suffered as a result of the development of road transport?

4

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

The First World War improved employment opportunities 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 the historians Richard van Emden and Steve Humphries in “All Quiet on the Home Front”, published in 2003.

Source A

At the beginning of the war thousands of women were made unemployed. However, when it became clear that there was a shortage of labour, many job opportunities opened up for women especially in the new white-collar jobs. The development of new technology had created more secretarial or clerical work. In July 1914 there were 1,500 women working in banks but by 1916 there were 30,000. Domestic service was no longer the largest employer of women as it had been before the war.

3. How useful is **Source A** for investigating the impact of the First World War upon the employment of women?

4

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

Source B

The First World War did not change deep-seated beliefs about women and work. Men were the providers and should be paid more. Women were destined for marriage and to be home makers. Even during the war men resented women workers as sources of cheap labour. Furthermore, trade unions made sure women were paid less. The war did see women flood into factories, engineering jobs and many other occupations once dominated by men. However, at the end of the war many women were sacked, as one trade union official put it, “because women in industry had a bad effect on public morality”.

Source C is from a meeting of Glasgow Corporation about the employment of married women held on September 10th, 1921.

Source C

The corporation has 286 female employees working on the tramways. However, no additional women have been employed since the war ended in November 1918. All Heads of Departments employing large numbers of women including tramways, libraries and education, have been instructed to do away with the services of married women immediately. Suitable male or unmarried females can be employed instead. This should not be difficult as most women who were employed during the war are still only classed as temporary employees.

Look at Sources A, B and C.

4. What evidence is there in the sources to support the view that the First World War improved employment opportunities for women?

What evidence is there in the sources to support the view that the First World War did **not** improve employment opportunities for women?

6

5. How far do you agree that the First World War led to improved employment opportunities 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: 1890s–1920s

SECTION A: KNOWLEDGE AND UNDERSTANDING

By 1914 Europe was firmly divided into two armed camps.

1. Describe the agreements and alliances made by the Great Powers before 1914. 4

When news of the terms of the treaty reached Germany there was outrage, and some of the Allies felt uneasy.

2. Explain why many people in Germany and elsewhere were unhappy with the Treaty of Versailles. 4

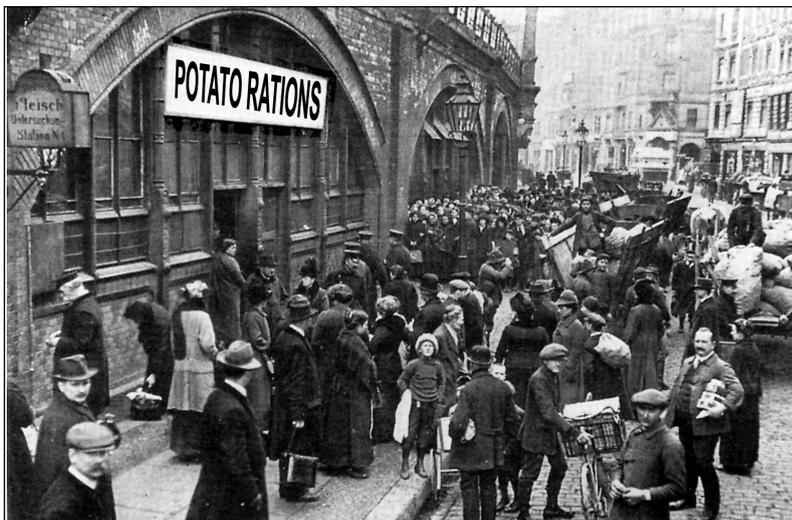
SECTION B: ENQUIRY SKILLS

The following sources are about the effects of the First World War on German civilians.

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

Source A is a photograph of a street in Berlin in 1917, showing people queuing for rationed potatoes. The wording has been translated on the photograph.

Source A



3. How useful is **Source A** as evidence of the effects of the First World War on German civilians? 4

Source B describes the effects of war on German civilians.

Source B

The food situation is unbearable. The promises of the German government have brought us only disappointment. The bread ration was reduced in spring. The potato supply has been insufficient. The army is growing short of the means of waging war. To get food, queuing has become a way of life for most people. There is no disorder, people patiently stand in line. Undernourishment is spreading which is damaging the health of people.

4. How far do **Sources A** and **B** agree about the effects of the First World War on German civilians? 4
5. How fully do **Sources A** and **B** show the effects of the First World War on German civilians? 5

[END OF CONTEXT IIA]

UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

CONTEXT B: 1930s–1960s

SECTION A: KNOWLEDGE AND UNDERSTANDING

In the years before 1939 Hitler built up Germany's military strength.

1. Describe the steps taken by Hitler to strengthen Germany's military position up to the outbreak of war. 4

In 1962 the crisis area between East and West was the island of Cuba in the Caribbean.

2. Explain why the Cuban Missile Crisis of 1962 increased tension between East and West. 4

SECTION B: ENQUIRY SKILLS

The following sources are about the effects of the Second World War on German civilians.

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

Source A is a photograph of Hamburg in autumn 1943 following Allied bombing raids in which 50,000 people were killed.

Source A



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

Source B describes the effect of war on German civilians.

Source B

Berlin is more like the face of the moon. Thousands of tons of bombs and shells have almost erased the city. The spacious avenues, once the pride of the city, are so covered with debris that bulldozers are set to work to clear them. People can only travel by foot across the city. From everywhere there comes the putrid smell to remind the living that thousands of bodies still remain beneath the rubble. There were so many that after a while people gave up trying to clear the buildings.

4. How far do **Sources A** and **B** agree about the effects of the Second World War on German civilians? 4
5. How fully do **Sources A** and **B** show the effects of the Second World War on German civilians? 5

[END OF CONTEXT IIB]

UNIT III—PEOPLE AND POWER

CONTEXT A: USA 1850–1880

SECTION A: KNOWLEDGE AND UNDERSTANDING

By 1861 in America, Civil War had broken out between the North and the South.

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

1. How far was the outbreak of the American Civil War in 1861 due to:

EITHER

(a) attitudes towards slavery?

8

OR

(b) attitudes towards the Union?

8

SECTION B: ENQUIRY SKILLS

The following sources are about attitudes towards Reconstruction after the Civil War.

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

Source A describes how Reconstruction affected black Americans.

Source A

As a race and as citizens, we never have enjoyed political rights and representation in many states. Despite several amendments, it is shameful that our right to vote has been denied and been made difficult and dangerous. The alarming presence of groups who bring violence, secret murders, lynching, intimidation, persecution and arrests deprive us, or threaten to deprive us of work or land. We are so poor, desperate and have no other options available that we must give in to these threats.

2. Discuss the attitude of the author of **Source A** towards Reconstruction and its effects on black Americans.

4

Source B is about life for black Americans during the Reconstruction period.

Source B

By 1868 there were more black voters in the South compared to Whites, a balance that contributed substantially to Republican electoral successes. Reconstruction provided new opportunities and choices to freedmen, with many acquiring land, seeking their own employment and using public accommodation. During the Reconstruction period, eighteen black men became Congressmen and became symbols of black interests. The Ku Klux Klan quickly developed into a violent political movement. They threatened black people, leading to many deaths and the intimidation of thousands.

3. To what extent do **Sources A** and **B** disagree about the effects of Reconstruction on black Americans?

4

[END OF CONTEXT IIIA]

UNIT III—PEOPLE AND POWER

CONTEXT B: INDIA 1917–1947

SECTION A: KNOWLEDGE AND UNDERSTANDING

Before 1947 India was a very discontented country.

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

1. How far was discontent in India before 1947 due to:

EITHER

(a) the effects of British rule?

8

OR

(b) religious and social divisions amongst Indians?

8

SECTION B: ENQUIRY SKILLS

The following sources are about attitudes towards the Partition of India.

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

Source A describes a meeting between Mountbatten and Jinnah.

Source A

Mountbatten and Jinnah did agree on one point at the outset – the need for speed. Mountbatten expressed concern lest partition may produce bloodshed and violence. Mountbatten was from the start open-minded about partition, he was looking for compromise. He felt, however, that a man was not only a Punjabi or Bengali before he was a Hindu or Moslem, he was an Indian before anything else.

2. Discuss Mountbatten's attitude to Partition as shown by the author of **Source A**.

4

Source B is about the planned Partition of India.

Source B

Jinnah agreed that there was a need for speed. India, Jinnah had declared, had gone beyond the stage at which a compromise solution was possible. There was only one solution: speedy “surgical operation”. Otherwise he warned, India would perish. Once his “surgical operation” had taken place, all troubles would cease and India’s two halves would live in harmony and happiness. India had never been a true nation. Jinnah asserted that the only thing that a Moslem had in common with the Hindu was his slavery to the British.

3. To what extent do **Sources A** and **B** disagree about the Partition of India?

4

[END OF CONTEXT IIIB]

UNIT III—PEOPLE AND POWER

CONTEXT C: RUSSIA 1914–1941

SECTION A: KNOWLEDGE AND UNDERSTANDING

In November 1917 the weak Provisional Government faced dangerous opponents in Lenin and the Bolsheviks.

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

1. How far was the October Revolution of 1917 due to:

EITHER

- (a) popular discontent with the weaknesses of the Provisional Government?

8

OR

- (b) the appeal of Lenin and the Bolsheviks?

8

SECTION B: ENQUIRY SKILLS

The following sources are about attitudes to Collectivisation.

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

Source A describes how some Russian peasants reacted to the threat of Collectivisation.

Source A

The peasants desperately hid as much of their grain as they could. A great deal of grain did not reach the town markets. The peasants were determined that the Government would not get their livestock. The men began reluctantly to slaughter their animals. They even slaughtered their best breeding animals. The number of cattle was halved. In every person's eyes, there was an expression of drunken satisfaction. After they had eaten what they had killed, young and old had an expression of satisfaction at resisting the Government.

2. Discuss the attitude of Russian peasants to Collectivisation as shown by the author of **Source A**.

4

Source B is about the effects of Collectivisation.

Source B

Stalin had reorganised Soviet agriculture at a cost of millions of lives. Grain harvests on the collectives improved although only slowly towards the end of the 1930s. The numbers of farm animals had increased rapidly by 1937. This was mainly because the peasants looked after themselves and their livestock first. The number of villagers had been cut down savagely, so fewer people were still producing each ton of food. The Government made sure that it got its hands on more grain, so that the industrial towns and their workers were being fed.

3. To what extent do **Sources A** and **B** disagree about Collectivisation?

4

[END OF CONTEXT IIC]

UNIT III—PEOPLE AND POWER

CONTEXT D: GERMANY 1918–1939

SECTION A: KNOWLEDGE AND UNDERSTANDING

On 30th January 1933 Hitler became Chancellor of Germany.

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

1. How far was the Nazi rise to power in January 1933 due to:

EITHER

(a) discontent with the Weimar Republic?

8

OR

(b) the appeal of Hitler and the Nazis?

8

SECTION B: ENQUIRY SKILLS

The following sources are about attitudes towards the Hitler Youth.

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

Source A describes the experiences of a former member of the Hitler Youth.

Source A

If other people rave about their time in the Hitler Youth, I cannot share their enthusiasm. My memories are that it was very oppressive. In our troop, activities consisted almost entirely of military drill. Even at sport or shooting practice we had to do drill first. Every day was the same monotonous routine. Then there was the endless marching. It was more punishment than fun. The slightest sign of weakness meant more drill! But, there was method in this madness: from childhood onwards we were drilled in toughness and obedience.

2. Discuss the attitude of the writer of **Source A** towards the activities of the Hitler Youth.

4

Source B is about life in the Hitler Youth.

Source B

I was full of enthusiasm when I joined the Hitler Youth at the age of 10. What boy isn't fired up with the ideals of comradeship, honour and loyalty? Then the trips! Is there anything nicer than enjoying the splendour of the homeland in the company of one's comrades? There was always something different to do. We often went on marches on a Sunday. What joy we felt to be able to go on these trips. Playing handball or football on the meadows or bathing in a lake far away from the noisy city was a means of relaxation as well as building us up physically.

3. To what extent do **Sources A** and **B** disagree about the activities of the Hitler Youth? 4

[END OF CONTEXT IIID]

[END OF QUESTION PAPER]

ACKNOWLEDGEMENTS

Unit II Context A Source A—Photograph of people queuing for rationed potatoes is taken from *Hitler and Germany* by B J Elliott. ISBN 0 582 13793 X. Published by Longman. Reproduced by permission of Ullstein Bild.

Unit II Context B Source A—Photograph is taken from *Britain and Europe 1848-1980*. ISBN 0 582 22434 9. Published by Longman. Unable to trace copyright holder.