

# 1540/31/01

NATIONAL TUESDAY, 14 MAY  
 QUALIFICATIONS 1.00 PM – 2.45 PM  
 2013

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. Your Invigilator will tell you which Contexts these are.

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 Bonnymuir Rising was part of the widespread disturbances in Scotland in 1820.

1. Describe the events of the Bonnymuir Rising in April 1820.

4

Many people left the Highlands resulting in depopulation and decay.

2. Explain why emigration from the Highlands took place up to the 1850s.

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** is from “British Society 1815–1851” by John Patrick, published in 1981.

**Source A**

New large mills attracted visitors who found much to admire in them. At Deanston Cotton Mill the machinery was well fenced and safe. The workers’ changing rooms had piped water laid on. As a result the workers were healthy and happy. Many smaller, older mills were very different. Breathing in tiny particles of cotton led to workers becoming hoarse and developing a persistent cough. Workers had to stand for hours without a break. Some workers’ legs were so swollen they could hardly walk.

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

4

**Source B** is from a Factory Report on the Buchanan's Mill at Catrine, published in 1833.

**Source B**

I had great pleasure walking through the many apartments of the mill. Windows open from the top meaning the rooms are well ventilated. Every room has a clock. Cleanliness and neatness mean there is no unpleasant smell in any parts of the mill. The mill has between 800 and 900 workers. There are plenty of extractor fans in the preparing rooms but the dust is not removed as thoroughly as it is in Deanston. The temperature required in the weaving mill is 80 to 90 degrees making conditions unbearably hot.

**Source C** is from a Factory Commission Report published in 1833.

**Source C**

In the mill there is only one girl as young as thirteen, one boy of nine and one of eleven. No other worker is under fourteen. The total workforce in the mill is 107. All workers appear to be in good health. There have been no accidents from machinery in the previous twelve months. Only four workers have died due to accidents in the last sixteen years. The overseer has worked here for sixteen years. He declares that during that time no worker became deformed from their work.

**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]

**Now turn to the Context you have studied in Unit II.**

## UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

## CONTEXT B: 1830s–1930s

## SECTION A: KNOWLEDGE AND UNDERSTANDING

The government found it increasingly difficult to deal with the Suffragettes.

1. Describe the militant tactics of the Suffragettes.

4

At the peak there were a thousand immigrants a week arriving from Ireland.

2. Explain why Irish immigration to Scotland took place up to the 1930s.

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** is from “Coal Mining in Scotland” by E. D. Hyde, published in 1987.

**Source A**

The great coal fields of Lanarkshire and Ayrshire rapidly grew to national prominence. Growth was only made possible by a growing mastery over new technology. As a result mines were sunk ever deeper. Electric lights replaced the dim candles of earlier generations. However, for all its technical advances, mining remained an industry with an appalling record of death and disease. In late Victorian times there were 800 deaths and serious injuries in the mines every year. It was justly remarked that there was “blood on every ton”.

3. How useful is **Source A** for investigating the impact of new technology on working conditions in coal mines?

4

**Source B** is from a description of a visit to Arniston Colliery in 1868.

**Source B**

Firstly we inspected the above-ground workings of the colliery. There was a large engine room containing the winding engines. The drums of these engines were fitted with powerful brakes which ensures the greatest safety when workers are raised and lowered in the shaft. The cages are attached to thick steel wire rather than rope. Close by is the pumping engine which works constantly to keep the pit clear of water. Once down the pit there is an endless warren of passageways which lead to the coal seams. Once at the coal seam we can see that some are so low that the miner must lie on his side and if there is any water it pours down on him continuously.

**Source C** is from “Bothwellhaugh—A Lanarkshire Mining Community, 1884–1965” by Robert Duncan, published in 1986.

**Source C**

From the early 1870s, the rich coal seams around Hamilton and Bothwell began to be exploited. In the pre–1914 period, however, mechanical cutters were only used on a small scale. In many parts of the mines, ventilation systems remained grossly inadequate. Miners used their safety lamps to test for gas. Where there was firedamp about it was difficult to keep the lamp lit. When the lamp went out miners were plunged into terrible darkness. Many ex-miners suffered eyesight problems from the bad and flickering light down the pit.

**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 in coal mines by the 1930s?

What evidence is there in the sources to support the view that new technology **did not improve** working conditions in coal mines by the 1930s?

6

5. How far do you agree that new technology improved working conditions in Scottish coal mines by the 1930s?

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

5

[END OF CONTEXT IB]

**Now turn to the Context you have studied in Unit II.**

## UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

## CONTEXT C: 1880s–Present Day

## SECTION A: KNOWLEDGE AND UNDERSTANDING

The government found it increasingly difficult to deal with the Suffragettes.

1. Describe the militant tactics of the Suffragettes.

4

Since the 1880s Scotland has attracted many new citizens from other lands.

2. Explain why immigration to Scotland took place since the 1880s.

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 is from “Glasgow’s Women” by Elspeth King, published in 1993.

Source A

The war brought employment opportunities which otherwise would not have been available to women. Wartime recruitment among Glasgow tramways staff meant that there were few men left to run the system. Glasgow was the first city in Britain to employ women tram drivers and conductresses. They were a familiar sight in their green uniforms and long green tartan skirts. Women took over a variety of jobs such as postwomen. One particular factory in Bridgeton employed only war widows. However, women lasted only the length of the war in men’s jobs.

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

4

**Source B** is from an interview with Margaret Morrison, a female shell worker in 1915.

**Source B**

Until the war gave me the chance of a better job I worked as a laundry maid on a big estate. When I started most of the girls had never worked on a machine before. We were given a week's instruction by one of the foremen. After a while they said we did as well as any skilled workman. Of course we didn't get the same pay. Working with explosives could be dangerous. We worked 12-hour shifts but the pay was good, double my old wages.

**Source C** is from "The Great War" by Ian Beckett, published in 2007.

**Source C**

With the outbreak of war there was a steady expansion in the female workforce as men enlisted. However, many employers preferred to employ unemployed men first. War work often meant long hours and hard manual labour. Some women, however, became supervisors but only of other women in the factories. Overall, women's average wages rose. At the end of the war the number of women employed declined rapidly. The attitudes of the press to women workers became hostile.

**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 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]

**Now turn to the Context you have studied in Unit II.**

## UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

## CONTEXT A: 1890s–1920s

## SECTION A: KNOWLEDGE AND UNDERSTANDING

Total war meant that British and German civilians experienced increased hardships and restrictions during the First World War.

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

1. How important were food shortages in affecting the everyday lives of civilians during the First World War in:

**EITHER**

(a) Britain?

8

**OR**

(b) Germany?

8

## SECTION B: ENQUIRY SKILLS

The following sources are about the Treaty of Versailles.

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

**Source A** is part of an interview with the US President, Woodrow Wilson, in December 1918.

**Source A**

Apparently, some are determined to get everything out of Germany that they can, now that she is helpless. They are planning to take what they can get, regardless of what is right. We are absolutely opposed to any such plan. I once said that this should be “a peace without victory”. I believe this holds as strongly today as it ever did. It must be a peace of justice to the defeated nations, or it will be fatal to all nations in the end.

2. How useful is **Source A** as evidence of the aims of the Allied peacemakers at Versailles?

4

**Source B** describes some of the attitudes towards the Treaty of Versailles.

**Source B**

Versailles was a controversial treaty. Britain and France were holding out for a peace which would make Germany pay huge reparations. Public opinion in Britain would not have allowed Lloyd George to be fair and just. Families who had lost loved ones wanted victory to mean the Germans would suffer. Only the Germans seemed to care about what was right as much as Wilson. The French believed that Europe would only avoid another war by crippling Germany. There were clear differences of opinion.

3. To what extent do **Sources A** and **B** disagree on attitudes towards the Treaty of Versailles?

4

[END OF CONTEXT IIA]

**Now turn to the Context you have studied in Unit III.**

## UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

## CONTEXT B: 1930s–1960s

## SECTION A: KNOWLEDGE AND UNDERSTANDING

Total war meant that British and German civilians experienced increased hardships and restrictions during the Second World War.

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

1. How important were food shortages in affecting the everyday lives of civilians during the Second World War in:

**EITHER**

(a) Britain?

8

**OR**

(b) Germany?

8

## SECTION B: ENQUIRY SKILLS

The following sources are about the Berlin Blockade.

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

**Source A** is part of an official statement issued by the Soviet Union, in May 1949.

**Source A**

We, the Soviet Union, were forced to tighten control of the movement of people and goods between the Eastern and Western zones. This crisis was planned in Washington, behind a smokescreen of anti-Soviet propaganda. The Western airlift risked war if we shot down their aircraft. This self-blockade of the Western Powers badly hit the West Berlin population. In winter the people were freezing and starving. By May 1949 the USA was forced to yield, their war plans came to nothing because of the Soviet Union.

2. How useful is **Source A** as evidence of the effects of the Berlin Blockade?

4

**Source B** describes the Berlin Blockade.

**Source B**

Stalin, the Soviet leader, closed all land routes into Berlin. The Western Powers decided to overcome the Soviet blockade which restricted the movement of people and goods by supplying West Berlin by air. When winter came the West had successfully airlifted in food and fuel. The Soviet forces did not shoot down any planes. If they had, it would have been an act of war. In May 1949 the Soviets called off the blockade. They had failed to stop the Western Powers supplying their part of Berlin.

3. To what extent do **Sources A** and **B** disagree about the Berlin Blockade?

4

[END OF CONTEXT IIB]

**Now turn to the Context you have studied in Unit III.**

## UNIT III—PEOPLE AND POWER

## CONTEXT A: USA 1850–1880

## SECTION A: KNOWLEDGE AND UNDERSTANDING

Westward expansion had a big impact on the lives of Native Americans.

1. Describe the problems faced by Native Americans as a result of westward expansion. 4

Civil war broke out in America and life in the Southern States changed forever.

2. Explain why the American Civil War broke out. 4

## SECTION B: ENQUIRY SKILLS

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

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

**Source A** is from a speech by Horace Greeley in 1871.

**Source A**

The thieving Carpetbaggers are fellows who crawled down South in the track of our armies. Some of them got elected Senators, some judges and so on. There they stand, in the public eye, stealing and plundering. Many of them pretend to help the black Americans, while cunningly seeing if they can make money out of them. What the Southern people see of us are these thieves who represent the North and, they disgrace it. They are the greatest obstacle to the triumph of Republican principles and as such I denounce them.

3. Discuss the attitude of the author of **Source A** towards Carpetbaggers. 4

**Source B** is about the activities of the Carpetbaggers.

**Source B**

Carpetbaggers were seen as sinister Northern newcomers with questionable motives. Buying up plantations at rock bottom prices. Using their strange Northern ways to take advantage of poor Southerners. The term Carpetbagger was also used to describe the white Northern Republican politicians who came South. They arrived with their travel carpet bags and meddled in local politics. Southerners considered them ready to loot and plunder the defeated South. Little wonder that Republican policies were not trusted.

4. To what extent do **Sources A** and **B** agree about the activities of the Carpetbaggers?

5

**Source C** is about problems faced by black Americans after 1865.

**Source C**

White Southerners set about implementing President Johnson's terms. The new Southern governments then searched for means of keeping the freedmen under control. No state gave black Americans the vote. All introduced 'black codes' designed to ensure that black Americans remained second-class citizens. Most states required black Americans to possess contracts which provided evidence of employment. Those who were unemployed or who broke the contracts could be forcibly set to work. The codes also prevented black Americans from buying land.

5. How fully does **Source C** describe the problems faced by black Americans in the South during Reconstruction?

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

4

[END OF CONTEXT IIIA]

## UNIT III—PEOPLE AND POWER

## CONTEXT B: INDIA 1917–1947

## SECTION A: KNOWLEDGE AND UNDERSTANDING

Indian society was complex and varied.

1. Describe the religious and social divisions amongst Indians.

4

In 1927 Sir John Simon was sent out to India but his mission failed.

2. Explain why the Simon Commission failed to achieve the support of the Indian people.

4

## SECTION B: ENQUIRY SKILLS

The following sources are about Indian independence and Partition.

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

**Source A** is from a speech by Gandhi in 1940.

**Source A**

As a man of peace I cannot forcibly resist the proposed partition if the Muslims insist on it. But I can never agree to partition. My whole soul rebels against the idea that Hinduism and Islam cannot live together. I am so sad about this conflict. This is my belief, I cannot thrust it down the throats of Muslims who think they are a different nation. But Congress will not accept a two-nation solution.

3. Discuss the attitude of the author of **Source A** towards independence for India.

4

**Source B** is about Indian independence.

**Source B**

Gandhi's views were shared by most of Congress. They couldn't accept the two-nation solution. Congress could not be a willing party to the division of India. But if Muslims really insisted on Pakistan they could have it. This caused distress to Congress members. They couldn't force Muslims to give up their demand for a separate state.

4. To what extent do **Sources A** and **B** agree about Indian independence?

5

**Source C** is about the problems caused by Partition.

**Source C**

The separate state of Pakistan did not bring joy to all Muslims living in India. Many living in the south could not travel to Pakistan. Bengali, Hindi-speaking, Muslims had problems too. They were alarmed when the Pakistan government announced that Urdu would be the official language of Pakistan. Muslims who did go to Pakistan tended to be better educated and richer than local Punjabis and they filled most of the responsible jobs in the new government. This caused considerable friction. Many were attacked and had their properties burned and looted.

5. How fully does **Source C** describe the problems caused by Partition?

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

4

[END OF CONTEXT IIIB]

## UNIT III—PEOPLE AND POWER

## CONTEXT C: RUSSIA 1914–1941

## SECTION A: KNOWLEDGE AND UNDERSTANDING

The First World War caused many problems for Russian civilians.

1. Describe the problems faced by Russian civilians during the First World War. 4

The Five Year Plans were successful but their success came at a great cost.

2. Explain why Stalin's Five Year Plans were successful. 4

## SECTION B: ENQUIRY SKILLS

The following sources are about the Civil War in Russia.

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

**Source A** is from an eyewitness account by a woman visitor to Petrograd in 1920.

**Source A**

Petrograd was almost in ruins, as if a hurricane had swept over it. It depressed me to see the streets dirty and deserted with all life gone from them. I was appalled to see people walking about like living corpses. The shortages of food and fuel were slowly draining the city; which made me feel anxious. Thin, starving men, women and children searching for a piece of bread or a stick of wood, it was truly pitiful.

3. Discuss the attitude of the author of **Source A** towards the suffering caused by the Civil War in Russia. 4

**Source B** is about the Civil War in Russia.

**Source B**

The workers of the cities and some of the villages choke with hunger due to the war. The streets are full of refuse instead of people. Houses are crumbling. This is why we must defeat the Whites. Epidemics spread death everywhere; many people are barely alive. Our industry is ruined. There are shortages of everything—there has been little bread for days. No one can light a decent fire. We must end this misery.

4. To what extent do **Sources A** and **B** agree about the impact of the Civil War in Russia?

5

**Source C** is about why the Reds won the Civil War in Russia.

**Source C**

The Reds won the Civil War for many reasons. Lenin was able to use the presence of foreign armies on Russian soil to stir up patriotic feelings among Russians. Although all the countries that intervened disliked communism, they could not decide which faction of the Whites to support. This only helped the Bolsheviks. It was easier for them to conscript more people into the Red Army. By the end of 1919, the Red soldiers outnumbered the Whites by ten to one.

5. How fully does **Source C** explain why the Reds won the Civil War?  
You must use evidence **from the source** and from **your own knowledge** and give reasons for your answer.

4

[END OF CONTEXT IIC]

## UNIT III—PEOPLE AND POWER

### CONTEXT D: GERMANY 1918–1939

#### *SECTION A: KNOWLEDGE AND UNDERSTANDING*

The task of writing the new constitution began in Weimar in January 1919.

1. Describe the rights gained by the German people under the Weimar Constitution. 4

In 1923, Germany was hit by hyperinflation, which made life difficult for many.

2. Explain why hyperinflation made life difficult for many German people. 4

#### *SECTION B: ENQUIRY SKILLS*

The following sources are about the youth movements and education in Nazi Germany.

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

**Source A** is from the memoirs of Marianne Gartner who joined the Hitler Youth at the age of 12 in 1938.

#### **Source A**

One day, fittingly enough on his birthday, I took my oath of loyalty to Hitler. Joining the Hitler Youth, we were told, was an honourable service to the German people. However, I wasn't really concerned with serving the Führer when I raised my hand. Rather, I thought of attractive outdoor activities which would get me away from school and home. A uniform, a badge and a salute, I signed up without thinking. Although, it was not long before our leaders taught us marching drill which I hated along with lectures on National Socialist ideas.

3. Discuss the attitude of the author of **Source A** towards the Hitler Youth. 4

**Source B** is about the activities of the Hitler Youth.

**Source B**

Those of us who joined the Hitler Youth were not necessarily dedicated National Socialists. Many entered because they felt attracted by the range of leisure activities which membership offered. In comparison, “ideological schooling” was far less significant a motive in most girls’ minds. Many were also attracted by the chance to do things which previously only boys could do, such as marching. It was also an opportunity to have more independence from parents, go on trips and take part in group activities. Interest in the Hitler Youth flagged among many girls after a certain amount of time spent in the ranks.

4. To what extent do **Sources A** and **B** agree about the Hitler Youth?

5

**Source C** is about education in Nazi Germany.

**Source C**

There were many changes at school. Some were barely noticed, others were introduced as though with a great fanfare of trumpets. None of my school mates questioned the new Nazi textbooks. In line with National Socialist education policies, the number of P.E. periods was increased at the expense of religious education. When competitive field games were added to the curriculum our teacher spelled it out to us, “It is what the Führer wants for you”. At the start of class we had to raise our arms in the “Heil Hitler!” salute.

5. How fully does **Source C** describe the changes to education in Nazi Germany?

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

4

[END OF CONTEXT IIID]

[END OF QUESTION PAPER]

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