

X259/701

NATIONAL
QUALIFICATIONS
2010

WEDNESDAY, 26 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. To what extent did religion, ritual and superstition shape Iron Age society up to 300 AD?
2. How far is it true to say that Roman failure to conquer Northern Britain was due to the opposition of the native tribes?
3. To what extent was St Columba's contribution to early Christianity one of reinforcement rather than conversion?
4. How far does the evidence support the view that the Viking invaders overwhelmed the Picts?
5. How far had the social and cultural distinctions between the peoples of Northern Britain disappeared by 1000 AD?

(2) Scottish Independence (1286–1329)

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. “King Alexander III’s success in consolidating the power of the Scottish monarchy has been greatly exaggerated.” How valid is this view?
2. How important are William Wallace’s social origins as a factor in explaining the ultimate failure of his resistance to the English?
3. To what extent had King Edward I achieved his military and political aims in Scotland by 1305?
4. “A well judged policy of moderation and leniency.” How accurate is this description of King Robert’s tactics in dealing with his Scottish opponents between 1306 and 1320?
5. How important was the role of King Robert’s “loyal lieutenants” in governing Scotland between 1320 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 important was the part played by the guilds in promoting the arts in Florence in the fifteenth century?
2. Which factors best explain the striking impact that the work of Brunelleschi, Masaccio and Donatello had on their contemporaries?
3. How strong was opposition to the Medici regime in Florence from 1434 to 1498?
4. To what extent did the Venetian Republic live up to its reputation for prosperity and political stability?
5. “Weak governments and city-state rivalry.” Are these the best explanations of the ease with which Charles VIII of France invaded Italy in 1494?

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

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. “The Union was relevant but not, in itself, decisive.” How accurate is this judgement on the impact of the Treaty of Union on Scotland’s economic development?
2. How important was the government’s command of the sea to the failure of the 1745 Jacobite rebellion?
3. To what extent were the clan chiefs responsible for the changes that took place in the Highlands in the last three decades of the eighteenth century?
4. To what extent did Scotland benefit from the “Dundas Despotism”?
5. How valuable are the works of Robert Burns as evidence of the nature of Scottish society and the lives of its people?

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

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. How important was the Kansas–Nebraska Act in heightening tensions between North and South in the 1850s?
2. To what extent could Lincoln himself be held responsible for the outbreak of the American Civil War?
3. How important was the Battle of Antietam in the course of the American Civil War?
4. How great an impact did the American Civil War have on civilians in both the North and the South?
5. How significant was the issue of the States’ Rights in the defeat of the Confederacy?

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

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. How important were the Daimyo in the Tokugawa's governing of Japan?
2. How much of a threat to the Tokugawa regime were the actions of the nationalist thinkers, such as those in the Sonno Joi movement?
3. How significant an impact did the Emperor Meiji make upon politics and society after the Restoration of 1868?
4. How important was the Tripartite Intervention of 1895 in bringing about war between Japan and Russia?
5. What factors best explain the economic development that occurred in Japan between 1868 and 1920?

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

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. To what extent was it military defeat rather than the actions of the revolutionaries that brought about the creation of the Weimar Republic, 1918–1919?
2. What factors best explain why the Weimar Republic was able to survive political attacks from the Left and the Right between 1919 and 1923?
3. “An economic miracle.” How justified is the view that Nazi economic policies steered Germany towards economic recovery between 1933 and 1939?
4. How important were anti-Semitic policies in the Nazis’ attempt to set up a *volksgemeinschaft*, 1933–1939?
5. To what extent can the limited opposition to the Nazis after 1933 be explained by divisions within the opposition itself?

(8) South Africa (1910–1984)

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. How accurate is the view that African resistance to the policies of successive South African governments failed to achieve anything of lasting significance between 1910 and 1950?
2. How important a factor was South Africa's participation in the Second World War in explaining the NP victory in 1948?
3. How valid is the claim that apartheid policies entered a "second phase" in the 1960s?
4. How important was the part played by organised black labour in the revival of African resistance in the 1970s?
5. What factors best explain the limited achievements of international opposition to apartheid before 1984?

(9) Soviet Union (1917–1953)

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. To what extent was October a “proletarian revolution” rather than a “coup d’état”?
2. How far was the outcome of the Civil War determined by the actions of the Allies rather than the policies of the Bolsheviks?
3. Was the NEP anything more than a desperate response to desperate economic and political circumstances?
4. How valid is the view that Stalin emerged as the leader of Russia mainly because he was able to present himself as the true heir of Lenin?
5. What factors best explain why the Soviet Union’s wartime alliance with UK and the USA developed into the hostility of the Cold War after 1945?

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

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. How justified is it to view the Asturias rising as “The first battle of the Spanish Civil War”?
2. What factors best explain why the coup of 1936 developed into a full-blown civil war?
3. “They seemed to have no common goal other than the overthrow of Azaña’s administration.” How far is this an accurate description of the motives of those who fought for the Nationalists between 1936 and 1939?
4. “The Spanish people knew they were not fighting alone.” Was the boost to morale the main contribution of the International Brigades during the Spanish Civil War?
5. How far can it be argued that the Civil War left Spain a divided and ruined land?

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

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. What factors best explain Britain's victory in the Battle of the Atlantic?
2. "History will judge us kindly." (Churchill) How justified are criticisms of Churchill's wartime leadership?
3. "The surprising thing about the war is how little it changed women's lives." How valid is this view?
4. How accurate is the view that the outcome of the 1945 election was due to the Conservatives' complacency?
5. To what extent did a political consensus exist between the main political parties by 1951?

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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 detail from *Aberlemno II*, Pictish symbol stone, circa 800 AD



SOURCE B from *Story of a Nation, Scotland, A Concise History*, by P. Hume Brown (1908)

It was in the year AD 80 . . . that Agricola, at the head of his army, entered North Britain to subdue it . . . the North Britons were not nearly a match for the Romans at fighting. In the first place, the Romans were far better armed . . . But what made Agricola's task easiest was that the Britons did not all unite and make one great army under one general. These tribes were often at war with each other so that instead of having to fight all the Britons at once, Agricola fought with one tribe after another, and was able to gain easier victories. After two years of warfare, he conquered all the tribes to the Forth and Clyde . . . At last, in the fourth year after he had come to North Britain, he led his army into Caledonia . . . the Caledonians, though they fought as bravely as men can fight, at last gave way and fled to the neighbouring forests. This was the last great battle that Agricola fought in Northern Britain, for he was now called back to Rome, from which he never returned.

SOURCE C from the *Chronicle of the Kings of Alba*, written early 11th century, compiled in the 13th century

And so Kenneth, the son of Alpín, the foremost of the Scots, ruled Pictavia successfully for 16 years. However Pictavia was named after the Picts; whom, as we said, Kenneth destroyed. For God, to punish them for the fault of their malice, deigned to make them estranged and indifferent to their heritage: because they not only scorned the Lord's mass and injunctions; but also were unwilling to be reckoned equal to others in the law of impartiality. Indeed, two years before he came to Pictavia, he took over the kingdom of Dál Riata. In the seventh year of his rule, he transferred the remains of Saint Columba to the church which he built, and he attacked Saxonia six times; and he burnt down Dunbar and captured Melrose. However the Britons burnt down Dunblane, and the Danes laid waste to Pictavia, as far as Clunie and Dunkeld. He finally died of a tumour, before the Ides of February on the third day of the week in the palace of Forteviot.

SOURCE D from *Warlords and Holy Men, Scotland 80–1000 AD* by Alfred Smyth (1984)

Kenneth mac Alpin's conquest or annexation of southern Pictland in the years between 840 and his death in 858 is no longer viewed as a revolutionary development in medieval Scottish history. He was not the first king of Dal Riata origin to rule both Picts and Scots. No less than three of his predecessors had ruled both peoples. . . . What then was so unique about Kenneth mac Alpin? The answer seems to lie in the fact that he founded a new dynasty at a most critical period in the evolution of the Scottish nation, whose sustained success over many centuries gave added posthumous glory to Kenneth. He most probably fought his way to power at the expense of both the Picts and the house of Fergus, son of Eochaid of Dal Riata, and like many Dark Age warlords, his own origins were quite obscure.

- | | <i>Marks</i> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1. How useful is Source A as evidence of the Picts' warrior values? | 12 |
| 2. How fully does Source B reflect the realities of Agricola's campaign against the North Britons? | 12 |
| 3. How much do Sources C and D reveal about differing interpretations on the role played by Kenneth mac Alpin in ninth century North Britain? | 16 |
| | (40) |

(2) Scottish Independence (1286–1329)

Part 2

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

SOURCE A from the *Chronicle of John of Fordoun*, written some time after 1350

Macduff managed to get John, king of Scotland, summoned to the English king's parliament held in London. John accordingly appeared in person, and in spite of the English king and his supporters he decided, after consulting with his council, that he would answer through a representative. When, therefore, the king was called and the representative appeared, the king of England, sitting in the judgement seat, would not in any way listen to the representative until the king of Scotland, who was sitting next to the king of England should rise from his place and standing in court in front of him convey his answers to his representative with his own lips. John fulfilled these commands and having experienced innumerable insults and slights from all, contrary to his kingly rank and dignity, he eventually conveyed his answers to his representative; and after taking his leave, returned home greatly downcast.

SOURCE B from *Scotland: The Later Middle Ages* by Ranald Nicholson (1974)

Comyn and Bruce had a last meeting in the Greyfriars Kirk at Dumfries on 10 February 1306; as they stood near the high altar Bruce lost his temper and stabbed the Red Comyn . . . In hot blood Bruce had murdered a rival, committed sacrilege, confirmed suspicions of treason. There was no escape from the consequences save by immediately putting into action whatever plans had been made for a revolution in Scotland.

The eventual success of Bruce's bid for the throne cannot disguise the fact that it was, at the time, rash, self-willed and premature, and occurred in dismal circumstances.

SOURCE C from *Robert Bruce and the Community of the Realm of Scotland* by GWS Barrow (2005)

Bruce was set upon taking the throne long before Comyn's murder. Perhaps the decision dated from 1304, when Bruce and Lamberton had made their secret pact. Certainly Lamberton was ready when the time came. At the crucial moment of Comyn's murder, and for some weeks afterwards, he was at Berwick . . . Shortly before Bruce was made king, the bishop slipped away from Berwick under cover of darkness, crossed the Forth and hurried to Scone to be present at the ceremony. We are not told of how Lamberton had wind of Bruce's movements. It is clear that the English at Berwick knew that speedy enthronement was Bruce's objective, and there even seems to have been some communication between Bruce and the English. At this eleventh hour, Bruce made a formal demand to be recognised as king.

SOURCE D from the *Lanercost Chronicle*, written in 1322

Robert the Bruce invaded England by way of Carlisle and burnt the bishop's manor at Rose, and Allerdale, and plundered the monastery of Holm Cultran, and thence proceeded to waste and plunder Copeland, and so on beyond the sands of Duddon to Furness. But the Abbott of Furness went to meet him, and paid ransom for the district of Furness that it should not be again burnt or plundered. Despite this, the Scots set fire to various places and looted them. And so they crossed the river Kent, as far as Lancaster, which they burnt, except the Priory of the Black Monks and the house of preaching friars. The Earl of Moray and Sir James Douglas joined them there with another strong force, and so they marched together some twenty miles to the south, burning everything and taking away prisoners and cattle as far as the town of Preston.

Marks

1. How useful is **Source A** for understanding the problems which faced King John during his reign? **12**
 2. How much do **Sources B** and **C** reveal about differing interpretations of King Robert's seizure of the throne in 1306? **16**
 3. How fully does **Source D** explain King Robert's military strategy and tactics in the war against the English in the years after the Battle of Bannockburn? **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 *Humanism and the Lure of Antiquity* by Carol Everhard Quillen (2004)

More and more patricians accepted the argument that a grounding in classical languages and literature offered the best preparation for the life of a citizen. Gradually humanism became the dominant culture in the city. Even after 1434, when the Medici assumed unofficial control of Florence's government, their support for writers, artists, book collectors, and architects sustained the . . . relationship between humanism and civic life, although during these decades different aspects of the classical past, particularly Platonic philosophy, became increasingly prominent. The ideals of Florentine humanism attracted many talented private citizens who found in them an attractive alternative to traditional Christian condemnation of worldliness.

SOURCE B from *The Renaissance in Europe* by Margaret King (2003)

In the fifteenth century, for the first time, a few pioneers recognised that women could be educated, as did Leonardo Bruni and Lauro Quirini. Women too began to demand a fuller participation in Renaissance society. They were capable of education, they claimed, and therefore of reasoning—and reasoning, following Cicero and other ancients, was perceived as the key trait distinguishing the human from the animal kingdom. Indeed, women authors would soon claim that they were intrinsically as worthy as men—perhaps worthier. With those claims, the assumptions that supported and justified the assignment of social roles described here began to weaken. Why, then, should a woman marry? Remain subordinate to her husband? Or mother children who were legally his, and not hers? The age of feminism dawned before the age of the Renaissance closed.

SOURCE C from *On Marriage* by Francesco Barbaro (1415)

There are three things that, if they are diligently observed by a wife, will make a marriage praise-worthy and admirable: love for her husband, modesty of life, and diligent and complete care in domestic matters. We shall discuss the first of these, but before this I want to say something about the faculty of obedience, which is her master and companion, because nothing more important, nothing greater can be demanded of a wife than this . . . Therefore, if any woman wants to govern her children and servants, she should make sure that she is, first of all, at peace with her husband. Otherwise, it will seem that she wants to imitate the very things that she wants to correct in them. In order that a wife does her duty and brings peace and harmony to her household, she must agree to the first principle that she does not disagree with her husband on any point.

SOURCE D Portrait of Federigo da Montefeltro, Duke of Urbino, and his son Guidobaldo c.1475 by either the Dutch painter Justus of Ghent or the Spanish painter Pedro Berruguete



- | | <i>Marks</i> |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1. How fully does Source A illustrate the values of Renaissance humanists? | 12 |
| 2. How much do Sources B and C reveal about differing interpretations of the role of women during the Italian Renaissance? | 16 |
| 3. How useful is Source D as evidence of the power and prestige of the princely courts during 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 letter sent by Glasgow Town Council to the government of George I on August 26 1715

The City of Glasgow, being deeply affected with the certain evidences of a designed invasion from abroad in favour of a Popish Pretender, and of the preparations of a restless Papist and Jacobite faction at home, we, the magistrates of the said city, for ourselves and in the name of our burgesses and inhabitants, humbly present to offer to your majesty a regiment to consist of five hundred sentinels, with ten captains and other subalterns needful for such a regiment, to be paid by us for sixty days for the defence of this city and country. Written in assurance of our loyalty to His Majesty and to true religion.

SOURCE B from *Education in Ayrshire through Seven Centuries* by William Boyd (1961)

In the schools of Irvine and Ayr a silent revolution was taking place in the course of the century. The majority of children only learned enough to qualify them for church membership. The clever boys got the Latinity that would take them to the university, where Latin was still the language of the lecture room. It prepared them for a small range of occupations like the ministry and the law, but only incidentally for everyday work. It was the practical men of the seaport towns who began a broadening change in the schools. Book keeping was being taught in the grammar school of Ayr in 1721 and about the same time steps were taken to strengthen the mathematical instruction that was basic in the business of navigation. By 1735 geography had become an accepted part of the school course. The need for better teaching of English was coming to be realised. In 1746 Ayr Council set itself to plan a new kind of school for the training up of youth in the knowledge of literature, and preparing them for business.

SOURCE C from *Letters 1799–1812* by Ramsay of Ochertyre

The notions of the gentlemen were often crude and fanciful, borrowed from books, or from a superficial view of better countries. On the other hand the tenants were doubtless obstinate and unjust in thinking whims and blunders part of the husbandry of the English. But by degrees the prejudices of both sides became less. The gentlemen improver in the important matter of times of ploughing and sowing, found it prudent to follow the practice of their country neighbours, which was founded upon nature and experience. In process of time, tenants came to copy some of their masters' novelties on farming. If, prior to 1760 our tenants did not make so much progress as they might have done, a number of them were at least disposed to learn, which was a great matter.

SOURCE D from *Easter Ross 1750–1850* by Ian R. M. Mowat (1981)

The effect of high rents on small farmers was to deprive them of the minimal surplus they were able to produce after feeding themselves, their families and their servants, preventing them from attempting any capital accumulation and keeping the general level of life little above that of basic subsistence. In many cases the trouble started even before the rent was paid, as too many became farmers without the necessary capital to stock their farm. The increasing burden of rent, on top of accumulated debts, forced many farmers to give up after years of labour in conditions where it was said that the common servants were often better off than their masters. In such a situation it is not surprising that the agriculture practised was generally of a very primitive nature. Insecurity of tenure made the effort of improvement too much for the great majority.

- | | <i>Marks</i> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1. How useful is Source A as evidence for the state of opinion in Scotland on the eve of the Jacobite rebellion of 1715? | 12 |
| 2. How fully does Source B explain the changes that took place in schools in Scotland in the eighteenth century? | 12 |
| 3. How much do Sources C and D reveal about differing interpretations on why Scottish agriculture developed so slowly until the last quarter of the eighteenth century? | 16 |
| | (40) |

(5) "The House Divided": USA (1850–1865)

Part 2

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

SOURCE A is from an interview in the 1930s with Mrs Lula Bowers II, a former slave

The slaves had bread and hominy (corn porridge), and what little meat they could get hold of now and then. Most of the slaves were doctored by their owners. Dr. Nathan A. Johnston was the first doctor I knew anything about. They'd rake soot off the back of the chimney and make a tea out of it for the colic. Called it soot-tea. I've seen my grandmother do it many a time! The slaves didn't have any education in that day. They'd have Sunday Schools for the white people and for the slaves. The old people would write down what the children had to say. They had no books then, and paper was so scarce they sometimes had to use paste-board. When the slaves wanted to go off on a visit they were given tickets, and allowed to go for just so many hours.

SOURCE B from *Black Glory: The African-American role in Union victory* by Joseph T. Glatthaar (1991)

Nearly 180,000 blacks joined the Union army, and adding the estimated 10,000 in the navy, close to 190,000 servicemen were black. They made good soldiers and sailors, on the whole no better nor worse than whites. They came in large numbers when the Union needed them most, in the final two years of the war. In addition to their military service, and their important work as labourers for the North, they helped destabilise the southern home front through their disloyalty to the Confederate cause. Thus blacks played a major role in its defeat.

The steady loss of slaves to the Federals caused supply shortages, various hardships, and escalating inflation, all of which took a terrible toll on the Confederate fighting men and civilians. Then, by converting blacks into soldiers, the Union not only deprived the Confederacy of a great resource, but employed it against the foe.

SOURCE C from *American Victory, American Defeat* by James McPherson (1991)

. . . a broad consensus exists that Lincoln was more eloquent than Davis in expressing war aims, more successful in communicating with the people, more skilful as a political leader in keeping factions working together for the war effort, better able to endure criticism and work with his critics to achieve a common goal. Lincoln was flexible, pragmatic, with a sense of humour to smooth relationships and help him survive the stress of his job; Davis was austere, rigid, humourless, with the type of personality that readily made enemies . . . Lincoln picked good administrative subordinates (with some exceptions) and knew how to delegate authority to them; Davis went through five secretaries of war in four years; he spent a great deal of time and energy on petty administrative details that he should have left to subordinates . . . Davis's well-known feuds with two of the Confederacy's premier generals, Beauregard and Joseph E. Johnston, undoubtedly hurt the South's war effort.

SOURCE D from *The Origins of the American Civil War* by Alan Farmer (2002)

However, Davis did and does have his defenders. In general the South called its best to lead its quest for independence and perhaps Davis *was* one of its best. In 1861 he had a national reputation, and (unlike Lincoln) came to the presidency with useful military and administrative experience. Strong-willed, honourable and honest, he had from the outset a more realistic view of the situation than most Southerners. He never underestimated the Yankees and expected a long, bloody struggle. Robert E. Lee, the Confederacy's great war hero, praised Davis and said he could think of no one who could have done a better job. The fact that Davis appointed Lee says much for his military good sense. Given his military background, Davis felt competent to intrude into strategic matters and from start to finish showed an excellent overall appreciation of the war. Despite later accusations, he did not over-command his forces. To generals he trusted, like Lee, he gave help and considerable freedom.

Marks

1. How useful is **Source A** as evidence of the treatment of slaves in the ante-bellum period? **12**
 2. How fully does **Source B** explain the extent of the African–American contribution during the American Civil War? **12**
 3. How much do **Sources C** and **D** reveal about differing interpretations of Davis as a wartime leader? **16**
- (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 Millard Fillmore's letter to His Imperial Majesty the Emperor of Japan, 13 November 1852.

The United States of America reach from ocean to ocean, and our territory of Oregon and State of California lie directly opposite to the domains of your imperial majesty. Our steamships can go from California to Japan in eighteen days.

Our great State of California produces about sixty millions of dollars in gold every year . . . and many other valuable articles. Japan is also a rich and fertile country, and produces many valuable articles . . . I am desirous that our two countries should trade with each other, for the benefit both of Japan and the United States.

We know that the ancient laws of your imperial majesty's government do not allow of foreign trade, except with the Chinese and the Dutch; but as the state of the world changes and new governments are formed, it seems wise, from time to time, to make new laws.

SOURCE B from *Modern Japan* by Elise Tipton (2008)

As demand for workers increased during the 1880s, mill recruiters turned to poor farm families, promising free room and board, frequent days off and classes to teach their daughters skills which would enhance their marriage prospects when they returned home at the end of their contracts. The payment in advance in fact proved to be a loan that bound their daughters to the mill until it was paid off. There they found themselves confined to prison-like dormitories, and found the hours long (twelve to fourteen hour shifts), the treatment harsh and their bodies too tired at the end of their shift to get much benefit from the classes. Distressingly high numbers contracted tuberculosis or other illnesses and were sent home to die. Many ran away . . . Others resorted to suicide. While no statistics exist, suicides were sufficiently common for silk workers around Lake Suwa to claim that water levels changed because of frequent suicides.

SOURCE C from a pamphlet, "A Summons to the Workers", widely distributed in Tokyo in 1897, written by Katayama and Nishikawa, members of the Trade Union Movement.

In this day and age our country is still not enlightened. In the olden days, when there were no machines, your wives and children stayed at home and worked and helped to earn a living. But with the rise of factories and mills your wives, who should be looking after the home, take themselves off to work in the factories. And since even innocent children work at the machines, the life of the home is thrown into confusion.

It is evident that when wives who should be caring for the home and children who should be at school are working in the factories, an extremely unnatural state of affairs exists. If we seek the reason for this, we find that because of the cheapness of labour a man with only one pair of hands cannot support a wife and children. This is truly a deplorable situation.

SOURCE D from *The New Generation in Meiji Japan* by Kenneth B. Pyle (1969)

From the beginning, successful revision of the treaties implied the need to borrow extensively from the west. Members of the Iwakura Mission concluded that the elimination of extraterritoriality depended above all on legal reforms. After the mission's return, the government plunged beyond the modest reforms already begun, and committees were appointed to compile penal and civil codes.

Government policy sought to modify traditional morality in order to avoid the criticism and moral disapproval of foreigners. Ordinances that forbade public nakedness and mixed bathing in public bathhouses explained that although "this is the general custom and is not so despised among ourselves, in foreign countries this is looked on with great contempt".

Government efforts to win foreigners' approval also included methods of artful persuasion. In 1883 the Rokumeikan, a gaudy Victorian hall, was opened in Tokyo for the purpose of entertaining foreign residents with cards, billiards, Western music and lavish balls.

- | | <i>Marks</i> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1. How useful is Source A as evidence of the developing relationship between Japan and the outside world in the 1850s? | 12 |
| 2. How much do Sources B and C reveal about differing interpretations of the impact of Meiji modernisation on living and working conditions? | 16 |
| 3. How fully does Source D explain how Japan changed as a result of its desire to rid itself of the Unequal Treaties? | 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 an article by Gustav Stresemann in the magazine *Zeit*, December 1924

The reconstruction of Germany must, in the first resort, proceed not from material but from spiritual resources. If the Dawes Plan was ultimately accepted by the Reichstag, this was not least due to the fact that it brought relief from spiritual tension for the German people, and the hope of progress under settled conditions. This acceptance was also inspired by the thought that it represented the starting point of a new political situation for the world, and a pacified Europe. The time of national isolation is over. It is reasonable to hope that the policy of other nations towards Germany will now wear a somewhat different aspect, and the idea that the burdens undertaken with the Dawes Plan will lead at least to a freedom secured by Treaty, has influenced the agreement of many who were well aware of the difficulties laid upon us by the fulfilment of the Dawes Plan.

SOURCE B from *Why Hitler Came into Power* by the sociologist Theodore Abel (1938)

Various events simultaneously threatened the personal and social values of many individuals, resulting in discontent and attempts to find methods of collective action. The solution offered by Hitler's group appealed to many because the flexible ideology of that group embodied a large number of popular views. Finally, the energy and resourcefulness of the party organisation, buttressed by popular trust in Hitler's charismatic leadership, led large numbers of people to enroll as National Socialists . . . The growth and success of the Nazi Party cannot be accounted for in terms of a single factor. Thus, it would be futile to see the Hitler movement merely as the result of the dissatisfaction of a class, or of economic hardship, or of the Treaty of Versailles.

SOURCE C from an account of the meeting of the Reich Cabinet of 3 July 1934 reported in the *Volkischer Beobachter*

The Chancellor began by giving a detailed account of the origin and suppression of the high treason SA plot. He stressed that lightning action had been necessary, otherwise many thousands of people would have been in danger of being wiped out. Defence Minister General von Blomberg thanked the Fuhrer in the name of the Cabinet and the army for his determined and courageous action, by which he had saved the German people from civil war. The Fuhrer had shown greatness as a statesman and a soldier. This had aroused in the hearts of the members of the Cabinet and the whole German people a vow of service, devotion and loyalty in this grave hour. The Cabinet then approved a law on measures for the self-defence of the State. Its single paragraph reads: "The measures taken on 30 June and 1 and 2 July to suppress the acts of high treason are legal, being necessary for the defence of the State".

Reich Minister of Justice Dr Gurtner commented that measures of self-defence taken before the imminent occurrence of a treasonable action should be considered not only legal but also the duty of a statesman.

SOURCE D from *Nazi Germany* by Tim Kirk (2007)

Matters came to a head in the early summer of 1934 . . . Hitler felt under increasing pressure to curb Rohm’s ambitions and the activity of the stormtroopers, especially in view of the weakness of the economy and Germany’s international position. Conservative criticism of the stormtroopers was increasingly outspoken and the SS, finding its own ambitions thwarted, encouraged the antagonism and spread rumours of an SA conspiracy to stage a coup . . . Although the killings of 30 June were clearly illegal on any reading of the law, approval of Hitler’s actions was almost universal. The army expressed its support for the purge through the Defence Minister Werner von Blomberg . . . In a speech of 13 July Hitler characterised his actions as those of Germany’s supreme judge taking decisive measures in the national interest, an argument echoed by Carl Schmitt [the leading German professor of law], who argued that Hitler *protected* the law from the gravest abuse by acting in times of danger and, as Fuhrer, making law directly.

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| 1. How useful is Source A in explaining the advantages and disadvantages of the Dawes Plan for Germany’s economic and political recovery after 1924? | 12 |
| 2. How fully does Source B explain the reasons why people became members of the Nazi Party, 1925–1933? | 12 |
| 3. How well do Sources C and D illustrate differing interpretations of the significance of the “Night of the Long Knives” in the Nazi consolidation of power after 1933? | 16 |
| | (40) |

(8) South Africa (1910–1984)

Part 2

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

SOURCE A from *A History of South Africa—Social and Economic*. C. W. de Kiewiet (1941)

The principal guarantees of the Act of Union were for the white population. Had the British government sought to gain really significant guarantees for the native population, or to reserve a place for the home government in the new constitution as the protector of native interests, then the labours of the [constitutional] Convention could hardly have ended in union. “There was no part of the Constitution”, wrote one shrewd critic at the time of Union, “which the Imperial Parliament was bound to scrutinise with more care, or with which it was more certain that it could not interfere, than that relating to natives”. In other words, the Union constitution, in native policy at all events, represented the triumph of the values of the Boers, and into the hands of the Boers was delivered the future of the native peoples. It was the conviction of the Boers that the foundations of society were race and the privileges of race.

SOURCE B from *Whose memory—whose history?* by Bernard Makhoseshwe Magubane (2007)

It is important to understand what was at stake in South Africa when the South Africa Act was passed by the British Parliament. The Social Imperialist movement proposed to meet the threats to Britain’s strategic position and commercial supremacy by a consolidation of the political unity of its white dominions, which, given their resources, would make Britain self-sufficient, in an era in which Britain found itself challenged by new powers. On top of this the discovery of the richest gold mines in the world, which could only be made super-profitable by the super-exploitation of black labour, made the disenfranchisement of blacks imperative.

SOURCE C from a letter written by Eric Louw, to Dr. D. F. Malan, Jan 1933

We must admit the fact that the English section is stronger than the Afrikaner one. In the field of language they are stronger because they have a world language. In the economic field they are much stronger because all the enterprises are in their hands. The average English-speaker is better educated than the average Afrikaans speaker . . . From their connection with Great Britain the local English speakers derive a measure of political and moral strength. And in the final analysis there is the unpleasant fact that so many Afrikaners are admirers of the English and want to curry favour with them . . . An authentic republican party is the only means of reviving a national spirit among Afrikaners.

SOURCE D from a leaflet issued by the Command of Umkhonto we Sizwe, 16 December 1961

It is well known that the main national liberation organisations in this country have consistently followed a policy of non-violence. They have done so because the people prefer peaceful methods of change to achieve their aspirations without the suffering and bitterness of civil war. But the people's patience is not endless.

The time comes in the life of any nation when there remain only two choices: submit or fight. That time has now come to South Africa. We shall not submit and we have no choice but to hit back by all means within our power in defence of our people, our future and our freedom. The government has interpreted the peacefulness of the movement as weakness; the people's non-violent policies have been taken as a green light for government violence. Refusal to resort to force has been interpreted by the government as an invitation to use armed force against the people without any fear of reprisals. The methods of Umkhonto we Sizwe mark a break with that past.

- | | <i>Marks</i> |
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| 1. How much do Sources A and B reveal about differing interpretations of the constitutional settlement which created the Union of South Africa in 1910? | 16 |
| 2. How fully does Source C illustrate the concerns of leading Afrikaners in the 1930s? | 12 |
| 3. How useful is Source D as an explanation of the changing tactics adopted by African opponents of White minority rule in the early 1960s? | 12 |
| | (40) |

(9) Soviet Union (1917–1953)

Part 2

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

SOURCE A from N. N. Sukhanov's *The Russian Revolution 1917: a personal record* (1922)

In this period of the agony of Tsarism, the attention of Russia, or at any rate of Petersburg “society”, and of political circles in the state capital revolved primarily around the State Duma convened on February 14th. Moderate Socialists held that the workers’ street demonstrations under the slogans of “Bread!” and “Down with the Autocracy!” were linked to the convening of the State Duma. Elements further to the Left, including myself, spoke out at various party meetings *against* tying the workers’ activities with the Duma because bourgeois circles there had given proof enough, not only of their inability to join the proletariat even against Rasputin, but also of their mortal fear of utilising the strength of the proletariat in the struggle for a constitutional regime or for “carrying on the war to total victory” . . . Not one party was preparing for the great upheaval. Everyone was dreaming, ruminating, full of foreboding, feeling his way . . .

SOURCE B from Stalin's *Short Course of the History of the All-Russian Communist Party (Bolshevik)* (1938)

Thanks to the Bolshevik's firm policy of developing state farms and collective farms, and likewise to the progress made by Socialist industry in supplying the countryside with tractors and agricultural machinery . . . In 1929 the collective farms and state farms had already produced no less than 400,000,000 poods of grain, of which over 130,000,000 were marketed. This was more than the kulaks had marketed in 1927. And in 1930 the collective farms and the state farms were to produce, and actually did produce, over 400,000,000 poods of grain for the market . . . In view of the growing speed of collectivisation, the Central Committee of the Party considered it necessary to accelerate the construction of plants for production of tractors, harvester combines and tractor-drawn machinery . . . The policy of eliminating the kulaks as a class and of solid collectivisation stimulated a powerful collective farm movement. The peasants of whole villages and districts joined the collective farms sweeping the kulaks from their path and freeing themselves from kulak bondage.

SOURCE C from *The Harvest of Sorrow* by Robert Conquest (1986)

. . . on Stalin's insistence a decree went out which, if enforced, could only lead to the starvation of the Ukrainian peasantry . . . All through the next months it was indeed enforced with the utmost rigour, and local attempts to evade or soften it were sooner or later crushed . . . To enforce the decree on “the protection of socialist property” watchtowers were now erected in the fields . . . The towers were manned by guards armed, as a rule, with shotguns. The first procurements were carried out in August, and in many areas by great efforts norms were met. But this virtually exhausted the countryside. From now on, in twenty thousand villages in the Ukraine their inhabitants awaited an uncertain but even more menacing future . . . On 12 October 1932 . . . at the same time as a second procurement was announced . . . People were already dying.

SOURCE D from *The Rise and Fall of the Soviet Empire* by D. Volkogonov (1999)

Stalin shaped a system founded on an infallible, universal ideology, a party consisting of legions of bureaucrats, a single and almighty leader who was virtually an earthly god, a vast military machine and total political surveillance by “punitive organs”. The anonymous crowd of Russian people was wrapped in a blanket of ideology and used as an obedient tool. As for the Party, it was “a kind of sword bearer within the Soviet state” . . . and with the aid of the levers provided by the trade unions and other organisations, the Party held the masses in its grip. The individual, in other words, was no more than a tiny cog in the machine which executed the dictator’s will. Between the hands holding the reins and the society they guided was the intervening pyramid of the party structure. At every level of this structure the ever alert eye of the all powerful NKVD kept watch on the reliability of the “cogs”. The Stalinist system arose as a kind of pseudo-culture which rendered the state of the individual unimportant and the power of the state overwhelming.

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| 1. How useful is Source A as an explanation of the nature of the February Revolution? | 12 |
| 2. How much do Sources B and C reveal about differing interpretations on the impact of collectivisation? | 16 |
| 3. How fully does Source D explain the development of the totalitarian regime in Stalinist Russia? | 12 |
| | (40) |

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

Part 2

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

SOURCE A from *The Battle for Spain* by Anthony Beevor (2006)

The Spanish Civil War has so often been portrayed as a clash between left and right, but this is a misleading simplification. Two other axes of conflict emerged: state centralism against regional independence and authoritarianism against freedom of the individual. When discussing causes, do you begin with the “suicidal egotism” of the landowners, or with the “revolutionary gymnastics” and rhetoric which inflamed the fears of bolshevism, pushing the middle-class “into the arms of fascism”, as the more moderate socialists warned. Some are strongly tempted to consider that the Spanish Civil War could not have been avoided. It is very hard to imagine how any form of workable compromise could have been achieved after the failed left-wing coup of 1934.

SOURCE B from a statement at a Cabinet meeting on 3rd August 1936 by Sir Samuel Hoare

I should be astonished if either the German or Italian Government contemplates action of this kind when both have agreed to take part in the new Locarno conversations and when Italy seems anxious to resume friendly relations with France and ourselves.

When I speak of neutrality I mean strict neutrality, that is to say a situation in which the Russians neither officially or unofficially give help to the Communists. On no account must we do anything to bolster up Communism in Spain, particularly when it is remembered that Communism in Portugal to which it would probably spread and particularly Lisbon would be a grave danger to the British Empire.

SOURCE C from *The Spanish Civil War, 1936–1939*, by Paul Preston (1986)

An implicit goal of British appeasement was to persuade the Germans that they should look to the east if they wished to expand. Hence the willing sacrifice of Austria and Czechoslovakia; hence the attempts by Chamberlain to extricate Britain from her agreement to go to Poland’s aid in the event of an attack . . . Besides their concern about the overall left-right balance in Europe, the British were inclined by their considerable commercial interests in Spain, with substantial investments in mines, sherry, textiles, olive oil and cork, to be anything but sympathetic to the Republic. The business side inevitably tended toward the Nationalist side since it was believed that the anarchists and other Spanish revolutionaries were liable to seize and collectivise British holdings.

SOURCE D Stalin's advice to Caballero, in a letter sent in December 1936

Attention must be given to the peasants who are of great importance in an agrarian country like Spain. It would be good to issue decrees dealing with the agrarian questions . . . The petty and middle bourgeoisie (middle classes) must be attracted . . . otherwise these groups will follow Fascism . . . The leaders of the Republican Party should not be repulsed; on the contrary they should be drawn in, brought close to the government . . . Above all it is necessary to ensure . . . the support of Azana and his group, doing everything possible to help them overcome their hesitations. This (should be done) in order to prevent the enemies of Spain from presenting it as a Communist Republic and thus avert their open intervention which represents the greatest danger to Republican Spain.

Fraternal greetings,

J. Stalin

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| 1. How fully does Source A explain the reasons for the internal tensions in Spain in the early 1930s? | 12 |
| 2. How much do Sources B and C reveal about differing interpretations on the motives behind British Foreign Policy towards Spain? | 16 |
| 3. How useful is Source D in explaining the reasons for Communist support of the Republic? | 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 Rab Butler's memoirs, *The Art of the Possible* (1971)

But the crucial change that came about as a result of the year's delay was in our preparedness to meet this onslaught. In September 1938 the RAF had only one operational fighter squadron equipped with Spitfires and five in the process of being equipped with Hurricanes; by the summer of 1939, it had twenty six squadrons of modern eight-gun fighters, and a year later forty seven. Our ground defences against air attack were also substantially strengthened in this period. The provision of anti-aircraft guns was increased fourfold . . . and barrage balloon defence was completed in London and extended outside. More important was the fact that by the time war broke out, the chain of radar stations, which during the Munich crisis had been in operation only in the Thames estuary, guarded the whole of Britain from the Orkneys to the Isle of Wight.

SOURCE B from a letter by Peggy Jamison to her parents, September 9th 1940

Last night I went to see James Bendall off to Cambridge at Liverpool St station . . . Just as his train left, off went a siren. I popped straight down to shelter; it turned out to be the disused Bishopsgate Tube shaft. A good thing it was big enough, for about 2,000 people were there before the fun was over. I went in at 8pm and staggered out at 6am today! It was a good thing too that it was deep, for three bombs fell above it, with great crashes like thunder, so that it rocked. But the jolly little cockneys inside just sang a little louder. The morale in London is wonderful. I was thrilled with my fellow men last night and very, very glad of my primary school days, as I was able to join in the fun and appreciate it all. A jovial man brought down a harmonium and played it for 4 hours. There were some very coarse songs, but lots of others that I knew. When the nearest bomb fell there was a momentary lull followed by a louder song. Some kind people brought round water to drink in a watering can, and after about 5 hours we all drank out of the same glass.

SOURCE C from *The Blitz: Sorting the Myth from the Reality* by James Richards (2001)

Our heritage industry has encouraged a "Myth of the Blitz" that differs from the reality of wartime experience. The myth is that we all pulled together, that spirits were up as young and old, upper and lower classes muddled through together with high morale under the onslaught of the Nazis. But the "Myth of the Blitz" is just that. As members of the establishment were able to take refuge in country houses, in comfort and out of the way of the bombs, or in expensive basement clubs in the city, the lower-middle and working classes were forced to stay in the cities and face up to the deadly raids with inadequate provision for shelter, or trek in their thousands to find shelter in caves or hedgerows in the countryside.

It was a time of terror, confusion and anger. Government incompetence—almost criminal in its extent—displayed what was almost a contempt for ordinary people. It was time for the people to help themselves to the shelter they needed. It was a time of class war.

SOURCE D from *The Attlee Governments 1945–1951* by Kevin Jefferys (1992)

By the end of the war, as we have seen, British export trade had been decimated and foreign assets had disappeared. Over the next six years, Attlee's Cabinet provided the circumstances necessary for sustained—if at times erratic—economic growth . . . There was a threefold increase in export volume; industrial output rose by one-third; and gross domestic product rose by 3 per cent after 1947. With the assistance of the American loan and Marshall Aid, the balance of payments showed surpluses in 1948 and 1950, before the Korean War led to a deficit in 1951. And in spite of rising import costs, consumer prices and wage rates were pegged to average rises of less than 5 per cent. All this measured favourably with the record of successive governments before the war . . . Careful planning after 1945 helped to ensure first that demobilisation was carried out without upsetting economic recovery, and secondly that there was no return to high unemployment in pre-war depressed regions of northern and western Britain.

- | | <i>Marks</i> |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1. How useful is Source A as evidence of Britain's preparedness for war in 1939? | 12 |
| 2. How much do Sources B and C reveal about the differing interpretations of the impact of the blitz in Britain during the war? | 16 |
| 3. How fully does Source D explain the effectiveness of the Labour Governments in their management of the economy between 1945–1951? | 12 |
| | (40) |

[*END OF QUESTION PAPER*]

ACKNOWLEDGEMENTS

Part 2 Field of Study (1) Source A—Photograph, *Aberlemno II, Pictish Symbol Stone* by Martin McCarthy. Permission is being sought from Martin McCarthy/Getty Images.

Part 2 Field of Study (3) Source D—Painting, *portrait of Federico da Montefeltro and his son* by Pedro Berruguete. Permission is being sought from Galleria Nazionale delle Marche.