

1540/402

NATIONAL QUALIFICATIONS 2011
FRIDAY, 20 MAY
10.20 AM – 11.50 AM

HISTORY
STANDARD GRADE
General 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

Use the information in the sources, and your own knowledge, to answer the questions.

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

Study the information in the sources. You must also use your own knowledge in your answers.

Source A is about living conditions in Scottish towns and cities between 1750 and 1850.

Source A

It was difficult for workers in towns like Glasgow to live healthy lives. The water they drank was probably infected while much of their food contained poisonous chemicals. They worked long hours in stuffy, overcrowded factories. Even outside work, the air they breathed was polluted with fumes and smoke. It's no wonder they tended to live shorter lives than those who lived in the countryside.

1. Why did unhealthy living conditions lead to a high death rate in Scottish towns and cities between 1750 and 1850?

4

Source B is about population change in Scotland between 1750 and 1850.

Source B

After 1750 not only was Scotland's population growing, it was also redistributing. This means where people lived changed. Many people were leaving country areas. In 1750 most Scots lived north of the rivers Tay and Clyde. By 1850 almost half of Scotland's population lived in towns or cities.

2. Describe the changes in the distribution of Scotland's population between 1750 and 1850.

3

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

Working conditions for people on farms had improved by 1850.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C is from the New Statistical Account for Auchtertool in Fife, published in 1846.

Source C

The most obvious cause of the population increase is agricultural improvement. The demand for farm labourers means their work is rewarded with good wages. Although farm labourers' wages do occasionally rise and fall they are more steady than those of factory workers. Previously, females were seldom employed in agricultural work. The improvements mean that the demand for female labour has increased greatly. For this, the female workers are well paid.

3. How useful is **Source C** for investigating working conditions for farm labourers before 1850? 3

Source D describes the changes in working conditions on Scottish farms by 1850.

Source D

By the 1850s farming was changing. New steam-powered machinery was appearing. The use of such machinery led to fewer jobs on the land. Wages for farm labourers stayed low or even fell. More and more men left the countryside to look for work in the cities. Even city slums seemed better than working 12 to 14 hours a day. Factory work seemed preferable to the hardship of working outside in all weathers.

4. What evidence is there in **Source C** that supports the view that working conditions for people on farms improved by 1850?

What evidence is there in **Source D** that supports the view that working conditions for people on farms did **not** improve by 1850? 5

5. How far do you agree that working conditions for people on farms improved by 1850?

You must use evidence **from the sources** and **your own knowledge** to come to a conclusion. 4

[END OF CONTEXT IA]

Now turn to the Context you have chosen in Unit II.

UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

CONTEXT B: 1830s–1930s

SECTION A: KNOWLEDGE AND UNDERSTANDING

Study the information in the sources. You must also use your own knowledge in your answers.

Source A is about poor housing in Glasgow in 1849.

Source A

The houses in this area of Glasgow are of a very poor character. They are excessively overcrowded. They generally consist of one room. They seldom contain fewer than four people but often up to twelve people. Beds are rare. People sleep on the floor, often still in their work clothes. The supply of water is very poor. A single pipe provides water for one or more closes.

1. Why did unhealthy living conditions lead to a high death rate in Scottish towns and cities between 1830 and 1930?

4

Source B is about population change in Scotland between 1830 and 1930.

Source B

Not only was Scotland's population growing, it was redistributing. This means where people lived changed. Many people were leaving the country areas. Village life slowly faded away. By the start of the twentieth century, the majority of Scots lived in a narrow, crowded strip of land across central Scotland.

2. Describe the changes in the distribution of Scotland's population between 1830 and 1930.

3

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

Working conditions for people in coal mines had improved by 1930.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C is a report from a mining engineer, presented in 1896.

Source C

The annual reports of the Mines Inspectors show that there has been progressive improvement in the safety of the mines. There is no doubt that the health of the miners has also improved. Lung disease has long been a problem in the mines. This has been caused by poor ventilation. However, it is clear to the ordinary man that the number of miners who suffer from the “Black Spit” is fewer than twenty years ago.

3. How useful is **Source C** for investigating working conditions in coal mines before 1930?

3

Source D describes the changes in working conditions in coal mines by 1930.

Source D

As mines got deeper and larger, so the risks increased. Technological advances meant more coal could be produced. Yet, in some ways, the new technology caused even more risks. The early equipment and machines were often dangerous and unreliable. Fatal accidents were not uncommon. In 1909 ten men were killed in Ayrshire when old mine workings collapsed in on them.

4. What evidence is there in **Source C** that supports the view that working conditions for people in coal mines improved by 1930?

What evidence is there in **Source D** that supports the view that working conditions for people in coal mines did **not** improve by 1930?

5

5. How far do you agree that working conditions for people in coal mines had improved by 1930?

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

4

[END OF CONTEXT IB]

Now turn to the Context you have chosen in Unit II.

UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

CONTEXT C: 1880s–Present Day

SECTION A: KNOWLEDGE AND UNDERSTANDING

Study the information in the sources. You must also use your own knowledge in your answers.

Source A is about poor housing in Scotland in the 1920s.

Source A

Disease was associated with bad living conditions. Bathing was a problem; less than half of Scotland's population had a fixed bath. Noise and a lack of privacy was another feature of the cramped living conditions. Poor sanitation, particularly the widespread use of chamber pots, encouraged disease. The Medical Officer for Edinburgh reported that people living in overcrowded one room tenements were three times more likely to die of tuberculosis.

1. Why did unhealthy living conditions lead to a high death rate in Scottish towns and cities after 1880?

4

Source B is about population change in Scotland between 1880 and 1980.

Source B

Not only was Scotland's population growing, it was redistributing. This means where people lived changed. Many people were leaving the country areas and village life slowly faded away. By the end of the twentieth century, the majority of Scots lived in a narrow crowded strip of land across central Scotland.

2. Describe the changes in the distribution of Scotland's population between 1880 and 1980.

3

SECTION B: ENQUIRY SKILLS

The issue for investigating is:

Women's employment had improved by the end of the First World War.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C is by a British politician writing in 1918.

Source C

The war has brought changes, none more remarkable than the development of women's activities. They have not been confined to nursing but have taken the place of men in the factories too. Women have become postmen and policemen. Women have come into the office and they have done so well it has surprised and delighted the whole nation.

3. How useful is **Source C** for investigating employment for women by the end of the First World War?

3

Source D describes the changes in working conditions for women by the end of the First World War.

Source D

Many women had to work during the war as their husbands' army pay was not enough for a family to live on. Many women in the factories did not receive as much as men, even for doing the same job. They certainly could not expect promotion above a man. When the war finished many married women were sacked and those still in a job had their wages cut.

4. What evidence is there in **Source C** that supports the view that employment for women had improved by the end of the First World War?

What evidence is there in **Source D** that supports the view that employment for women had **not** improved by the end of the First World War?

5

5. How far do you **agree** that employment for women had improved by the end of the First World War?

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

4

[END OF CONTEXT IC]

Now turn to the Context you have chosen in Unit II.

UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

CONTEXT A: 1890s–1920s

SECTION A: KNOWLEDGE AND UNDERSTANDING

Study the information in the sources. You must also use your own knowledge in your answers.

Source A is a British recruitment poster issued during the First World War.

Source A



Posters like this were issued by the British government soon after the outbreak of war in 1914. The government realised that they would need a great deal of extra soldiers to fight in the war. They used various methods to encourage young men to volunteer. Posters like this one appealed to the consciences of young men. Some posters appealed to their sense of adventure; others appealed to their sense of duty.

1. How important were recruitment posters in encouraging men to join up in 1914? 4

Source B is about the treatment of conscientious objectors during the First World War.

Source B

Some men refused to be conscripted into the armed forces. They were called conscientious objectors but people nicknamed them 'conchies' and called them cowards. They had a miserable time. Many were sent to be stretcher bearers, where they faced the same risks as regular soldiers.

2. Describe how conscientious objectors were treated during the First World War. 3

SECTION B: ENQUIRY SKILLS

The following sources are about changing attitudes towards the First World War.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

In **Source C** a soldier remembers the feelings at the outbreak of war in 1914.

Source C

The newspapers predicted a very short war – over by Christmas at the latest. It seems strange to remember it now. I guess I was caught up in the excitement of it all – it felt like the beginning of a great adventure. Everyone was so happy and desperate to get to the Front and take on the Germans.

3. How useful is **Source C** as evidence of attitudes towards the outbreak of war in 1914?

3

Source D is an extract from the diary of a soldier on the Western Front written in 1916.

Source D

We all hate it here. The trenches are hell on earth – always wet and muddy and usually cold. The war drags on and on and none of us can see an end to it. Today the Germans shelled us for three hours during the afternoon but we kept our heads down. I want out of this madness. I want to go home – we all do.

4. To what extent do **Sources C** and **D** disagree in their attitudes towards the war?

4

Source E is about the conditions that soldiers faced in the trenches.

Source E

Diseases were very common in the trenches, where men were crowded together in unhygienic, muddy conditions. Soldiers had to have a medical check every day as a consequence. The constant strain of living under shellfire, with shrapnel whizzing past and the din of explosions and gunfire ringing in their ears, led to some men developing a condition known as 'shellshock'.

5. How fully does **Source E** describe the conditions that soldiers had to endure in the trenches?

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

4

[END OF CONTEXT IIA]

Now turn to the Context you have chosen in Unit III.

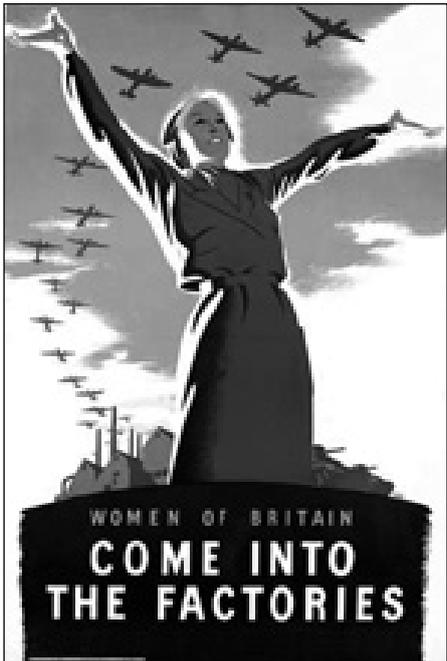
UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

CONTEXT B: 1930s–1960s

SECTION A: KNOWLEDGE AND UNDERSTANDING

Study the information in the sources. You must also use your own knowledge in your answers.

Source A is a British propaganda poster from the Second World War.

Source A


Government propaganda constantly urged the British people to support the war effort. Older men were encouraged to volunteer as air raid wardens. Young women especially were asked to take the place of men in vital war work like farming. Many women answered the call.

1. How important were propaganda posters in encouraging people to support the war effort?

4

Source B is about the effects of the Berlin Blockade in 1949.

Source B

The blockade of Berlin began in late 1948. By January 1949, Berlin was down to between two and three weeks' supply of food. The Russians tried to tempt hungry Berliners to come to the east with promises of food but only 2% of the population were desperate enough to go. However, in May 1949 Stalin called off the blockade.

2. Describe how the Berlin Blockade affected the people of Berlin.

3

SECTION B: ENQUIRY SKILLS

The following sources are about attitudes towards the use of new technology in the Second World War.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C was written by a member of US President Truman's government in 1945.

Source C

Using the atomic bomb was a mistake. Conventional bombing was increasingly effective. Using this barbarous weapon on Hiroshima and Nagasaki was of no real help in our war against Japan. The Japanese were already defeated and ready to surrender. The effectiveness of our sea blockade had brought them to their knees. It was all a dreadful waste of life.

3. How useful is **Source C** as evidence of attitudes towards the atomic bombing of Japan? 3

Source D was written by an Allied prisoner of the Japanese after the Second World War.

Source D

There is no doubt in my mind or the other prisoners' that using the atomic bomb was justified. The bomb saved the lives of thousands of prisoners as well as the Allied servicemen who would have had to invade Japan. Make no mistake, the Japanese government had decided to fight on to the last man. Listen to the emperor's speeches if you don't believe me. I have no doubt Hiroshima and Nagasaki made them surrender sooner.

4. To what extent do **Sources C** and **D** disagree about the use of the atomic bomb on Japan? 4

Source E is about the use of new technology in the Second World War.

Source E

One of the most important weapons of the Second World War was the tank. The Germans were experts in tank warfare. This led other countries to develop effective weapons to use against the tank such as the anti-tank gun. The most powerful weapon of all was developed by America with British help. The atomic bomb killed hundreds of thousands at Hiroshima and Nagasaki.

5. How fully does **Source E** describe the use of new technology in the Second World War?

You must use evidence **from the sources** and **from your own knowledge** and give reasons for your answer. 4

[END OF CONTEXT IIB]

Now turn to the Context you have chosen in Unit III.

UNIT III—PEOPLE AND POWER

CONTEXT A: USA 1850–1880

SECTION A: KNOWLEDGE AND UNDERSTANDING

Study the information in the sources. You must also use your own knowledge in your answers.

Source A describes the reasons why white settlers went West.

Source A

There were many reasons why white settlers moved west. They were not simply looking for new and fertile farmland. By 1890 the frontier was closed. This began the final wave of migration. The journey was very hard but they thought it would be worth it. They believed that civilisation would be brought to the wilderness.

1. Explain why white settlers moved West.

3

Source B is about events at Fort Sumter in April, 1861.

Source B

Lincoln sent a naval expedition to supply Fort Sumter with food. Unwilling to permit this, the Confederates opened fire on the fort on April 12th, before the ships arrived. After holding out for 34 hours, Major Robert Anderson and his men surrendered. The attack started an outburst of patriotic fever in the North. America's civil war had begun.

2. How important were events at Fort Sumter in causing the outbreak of the Civil War in 1861?

3

SECTION B: ENQUIRY SKILLS

The following sources are about the Black Codes.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

In **Source C** Maldwyn Jones discusses the Black Codes.

Source C

There were good and bad features of the Black Codes. The black Americans were given the right to own property and also to sue in court. It was great that they were allowed to go to school and enter into legal marriage. But it was terrible that they were prohibited from voting. They were not allowed to bear arms and they were given heavier penalties for law breaking than Whites, which was not fair. In South Carolina they were restricted to agriculture and domestic service work.

3. What does the author of **Source C** think about the Black Codes?

3

Source D describes some of the features of the Black Codes.

Source D

The Codes were established to keep former slaves 'under control'. The Codes varied from state to state. Black Americans did have the power to sue in court and also to own property. They were able to legally marry. But they were prohibited from bearing arms. Black Americans were stopped from working in various jobs other than farming or manual labour, or leaving their jobs without permission.

4. How far do **Sources C** and **D** agree about the Black Codes?

4

[END OF CONTEXT IIIA]

UNIT III—PEOPLE AND POWER

CONTEXT B: INDIA 1917–1947

SECTION A: KNOWLEDGE AND UNDERSTANDING

Study the information in the sources. You must also use your own knowledge in your answers.

Source A is about the violence between Hindus and Muslims in Calcutta.

Source A

On August 16, the Muslim League declared a 'Direct Action Day'. Muslim mobs savagely beat any Hindus in their path, while Hindus slaughtered Muslims. These killings convinced the British that governing India was impossible. Unless an independent Muslim state was granted, India would be destroyed in a civil war.

1. How important was Muslim Direct Action in bringing about independence?

3

Source B describes the effects of Partition on refugees.

Source B

As Muslim and Hindu refugees streamed between India and Pakistan, there were angry scenes and full-scale massacres. Hindu and Muslim communities in India were divided by their beliefs and practices. Hindus, who felt trapped in the new Muslim state, panicked and reacted violently. Leaders of the Muslim League would fight a civil war rather than accept the transfer of power to the Hindu majority. The Muslim minority believed it had to fight for its very existence.

2. Explain why Partition led to violence.

3

SECTION B: ENQUIRY SKILLS

The following sources are about the caste system in India.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

In **Source C** an Indian author gives his opinion on the caste system before 1947.

Source C

You have asked me what I think about the caste system. It is unfair that Hindus are born into a caste society. Sadly the caste system divides Indian society. Until it is totally destroyed all Indians will never be equal and the country will not be united.

3. What does the author of **Source C** think about the caste system?

3

Source D describes the caste system in India.

Source D

Hindus are born into the caste system which divides them into 4 castes. No one can leave the caste they are born into, high or low. Muslims, on the other hand, believe that everyone is born equal. All these divisions add to tensions in India and prevent Indians from being equal. Until this system is destroyed, Hindus and Muslims will never take united action towards independence.

4. How far do **Sources C** and **D** agree about the caste system?

4

[END OF CONTEXT IIIB]

UNIT III—PEOPLE AND POWER

CONTEXT C: RUSSIA 1914–1941

SECTION A: KNOWLEDGE AND UNDERSTANDING

Study the information in the sources. You must also use your own knowledge in your answers.

Source A describes the powers of the Tsar.

Source A

The Tsar's system of government in Russia was the perfect example of autocracy — rule by one man. Russia's population had grown rapidly and more people meant smaller farms and less food. The Tsar controlled elections to the Duma, the assembly which discussed these matters.

1. Explain why the Tsar was so powerful.

3

Source B is about the effects of the First World War on Russian civilians.

Source B

During the war, Russian factories had to adapt in order to supply the needs of the military. Inevitably, the supply of goods for the civilian market fell. By 1916, there was little a peasant could buy even if he had a mind to. The more the state tried to keep millions of conscript soldiers well-equipped and adequately fed, the more the civilian population suffered.

2. How important was the First World War in causing suffering for Russian civilians?

3

SECTION B: ENQUIRY SKILLS

The following sources are about the treatment of the peasants during Collectivisation.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C is an eyewitness account of the enforced Collectivisation of a small village.

Source C

I arrived to find a commotion. A large crowd was gathered outside the buildings. I was shocked to see women weeping hysterically and calling the names of husbands or fathers. Guarded by soldiers, about twenty peasants stood looking resigned and helpless. I felt sorry for them. This was 'liquidation of the Kulaks'! Simple peasants being torn away from their farms and shipped off to some distant labour camp. I could not support this pointless suffering.

3. What did the author of **Source C** think about the treatment of the Kulaks during Collectivisation?

3

Source D describes the treatment of the peasants during Collectivisation.

Source D

The Kulaks were not to be admitted to the new collective farms. Stalin announced in December 1929 that the Kulaks must be 'liquidated as a class'. This meant that local Communist officials, often with soldiers, went into the villages and rounded up the richer or unpopular peasants. These 'kulaks' were driven from their homes and their property was confiscated. Women wailed and were insulted by the collectivisers. These actions produced immediate outrage and chaos in the countryside.

4. How far do **Sources C** and **D** agree about the treatment of the Kulaks during Collectivisation?

4

[END OF CONTEXT IIIC]

UNIT III—PEOPLE AND POWER

CONTEXT D: GERMANY 1918–1939

SECTION A: KNOWLEDGE AND UNDERSTANDING

Study the information in the sources. You must also use your own knowledge in your answers.

Source A describes the effects of hyperinflation on Germany.

Source A

Hyperinflation affects the population in different ways. The shocking decline in health applies to the whole of Germany, but is particularly severe in towns. In country areas, where farmers can feed themselves, conditions seem to be better. Especially hard hit are the middle class and pensioners whose modest incomes cannot afford today's prices.

1. How important was hyperinflation in causing hardship for the German people? **3**

Source B describes the Hitler Youth Organisation in Nazi Germany.

Source B

I think most other boys joined the Hitler Youth for the same reasons as I did. They were looking for somewhere they could get together with other boys to go camping and hiking. We did march in parades where we enjoyed ourselves and felt important.

2. Explain why the Hitler Youth was popular with youngsters in Nazi Germany. **3**

SECTION B: ENQUIRY SKILLS

The following sources are about the events of Kristallnacht.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C is an eyewitness account of Kristallnacht, published in the Daily Telegraph newspaper in 1938.

Source C

Mob law ruled in Berlin and gangs of Nazi hooligans took part in terrifying attacks on Jews. The streets were covered with the wreckage of Jewish shops. Synagogues were gutted by flames. I have seen several anti-Jewish attacks during the last few years but nothing as sickening as this. Incredibly, no attempt was made by the police to stop the rioters.

3. What does the author of **Source C** think about the treatment of the Jews during Kristallnacht?

3

Source D describes the events of Kristallnacht.

Source D

In every part of Germany, Jewish shops were smashed. Individual Jews were arrested or chased by gangs of young Nazis through the streets. The widespread destruction did not begin seriously until this afternoon. During the entire day, hardly a policeman was to be seen in the streets. It is impossible to say how many synagogues may have been burned in Germany during the past 24 hours.

4. How far do **Sources C** and **D** agree about the treatment of Jews during Kristallnacht?

4

[END OF CONTEXT IIID]

[END OF QUESTION PAPER]

ACKNOWLEDGEMENTS

General Level Unit II Context A Source A—Lithograph, *Daddy, what did YOU do in the Great War?* by Saville Lumley. © Hood Museum of Art, Dartmouth College, Hanover, New Hampshire; gift of Willis S. Fitch, Class of 1917; gift of Edward Tuck, Class of 1862.

General Level Unit II Context B Source A—Lithograph, *Women of Britain come into the factories* by Donald Zec. © Victoria and Albert Museum, London.