

X044/701

NATIONAL
QUALIFICATIONS
2007

FRIDAY, 18 MAY
9.00 AM – 12.00 NOON

HISTORY
ADVANCED HIGHER

Candidates should answer **two** questions from **Part 1** and **all** the questions in **Part 2** of their chosen field of study.

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(1) Northern Britain from the Romans to AD 1000

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. How far does the range of evidence allow firm conclusions to be drawn on the nature of Iron Age society in North Britain?
2. To what extent has the success of the Flavian invasion of North Britain been exaggerated?
3. Did conversion to Christianity make a profound difference to North Britain?
4. "The Picts have retained their aura of mystery mostly on account of their symbol stones." How valid is this view?
5. Was the Viking impact on North Britain wholly destructive?
6. To what extent was North Britain still inhabited by a number of separate peoples by 1000 AD?

(2) Scottish Independence (1286–1329)

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. How accurate is the view that the Guardians of Scotland failed to govern the kingdom successfully between 1286 and 1291?
2. How far were the Scots themselves responsible for the outbreak of war between England and Scotland in 1296?
3. To what extent was Edwards I's failure to subdue Scotland between 1298 and 1307 due to his own mistakes?
4. What factors best explain King Robert I's defeat of his Scottish enemies by 1309?
5. Does King Robert I's government of Scotland between 1314 and 1329 deserve the praise that it has been given?
6. How far was Scottish society changed by the Wars of Independence?

(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 a part did commercial activity play in the development of the Florentine Renaissance in the first half of the fifteenth century?
2. How justified is the view that artists working in the early sixteenth century enjoyed much greater status and artistic independence than had been the case in 1400?
3. "Princely government masked by a façade of Republican institutions." How far do you agree with this view of Medicean rule in fifteenth century Florence?
4. How distinctive was the contribution made by the princely courts in Mantua and Urbino to the development and dissemination of Renaissance culture?
5. How distinctive was the Venetian Renaissance?
6. To what extent can the High Renaissance in Rome be attributed to papal patronage?

(4) France in the Age of Louis XIV

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. How valid is the view that, in assessing Louis XIV's effective control over his kingdom, "the limitations rather than the strengths of monarchical power" are apparent?
2. How successful was Louis XIV's policy of promoting religious unity in his kingdom?
3. Were Louis XIV's wars "necessary for the defence of the French kingdom"?
4. Which groups within French society benefited most under Louis XIV's regime?
5. Was the promotion of culture by Louis XIV's government "mere propaganda"?
6. "The old idea that royal policies were mostly responsible must be rejected once and for all." How valid is this analysis of France's economic and financial difficulties in the later years of Louis XIV's reign?

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

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. “Scotland suffered in the short term but benefited in the long term.” How accurate is this assessment of the impact of the Union on trade?
2. Were the divisions in the Kirk caused mainly by disagreements about patronage or by disputes about doctrine?
3. Why were there such great regional variations in the extent to which Scottish farmers benefited from the ideas of the “improvers”?
4. “The turning point for the Jacobites was not the decision to retreat from Derby but the earlier decision to march into England.” Assess this verdict on the failure of the 1745 Jacobite rebellion.
5. To what extent was Scotland’s industrialisation during the later decades of the eighteenth century caused by the actions of the government?
6. To what extent were Scotland’s achievements in literature in the eighteenth century due to the nature of the education system?

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

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. Have the economic differences between the North and the South in the ante-bellum period been exaggerated?
2. Why did the issue of territorial expansion cause so much tension between the North and the South between 1850 and 1858?
3. How similar were the motives that encouraged soldiers from both North and South to fight?
4. How successful were the foreign policies of the North and the South in achieving their aims by the end of 1863?
5. Assess the economic and social impact of the war on the North.
6. How important was Grant’s leadership in securing Union victory in the Civil War?

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

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. How prepared for change was Japanese society in 1850?
2. How significant were the educational reforms in the Meiji era?
3. To what extent was the role of the emperor more symbolic than real?
4. How important a role did Korea play in shaping Japan's foreign policy?
5. How crucial was state intervention to Japan's economic growth?
6. How far would you agree that by 1920 living and working conditions for most Japanese were better than they had been seventy years earlier?

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

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. How valid is the view that the Weimar Constitution was a bold but fundamentally flawed experiment in democracy?
2. “A trauma whose influence affected the behaviour of Germans of all classes long afterwards.” Discuss this view of the hyperinflation of 1923.
3. How effective was the Chancellorship of Heinrich Brüning?
4. How secure was Hitler’s grip on power by the end of 1934?
5. Assess the impact of Nazi economic policies, 1933–1939.
6. “Whilst active resistance to Nazism was only a minority affair, dissent and non-conformity towards the regime was widespread.” How accurate is this assessment of the nature of opposition in Germany, 1933–1939?

(9) South Africa (1910–1984)

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. How justified is the claim that the poor-white problem was “the most pressing social issue in Afrikaner politics” between 1910 and 1939?
2. “A decade of renewal and radicalisation.” How accurately does this describe African resistance in the 1940s?
3. How important a part did the recommendations of the Sauer Report play in the National Party victory in the 1948 election?
4. How significant was the ANC/PAC split that took place in 1959?
5. Did white South Africans contribute anything worthwhile to the struggle against apartheid?
6. How significant a part did the Cold War play in determining the response of Western powers to apartheid in South Africa?

(10) Soviet Russia (1917–1953)

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. Why were so few Russians prepared to defend Tsarism in February 1917?
2. What were the most significant factors which led to the emergence of a one-party dictatorship between 1917 and 1921?
3. How successful was Lenin's foreign policy 1917–1924?
4. How important were policy issues in Stalin's rise to power?
5. How successful were the Five Year Plans, 1928–1941?
6. What were the main issues which influenced Soviet foreign policy in the post-war period 1945–1953?

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

Part 1

Answer TWO questions.

Each question is worth 25 marks.

1. How effective were Azaña's attempts to reform the army between 1931 and 1933?
2. To what extent was Gil Robles the main reason for the success of the Popular Front in 1936?
3. Was the United Kingdom neutral or pro-Nationalist during the Spanish Civil War?
4. Was Franco's emergence as leader of the Nationalist forces mainly due to good fortune?
5. "Largo Caballero, the Prime Minister, left Madrid (in November 1936) convinced that it would fall to the enemy within a week." What factors best explain why the Nationalists failed to take Madrid until 1939?
6. What were the most significant social and political consequences of Franco's victory?

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

Part 1

Answer TWO questions.

Each question is worth 25 marks.

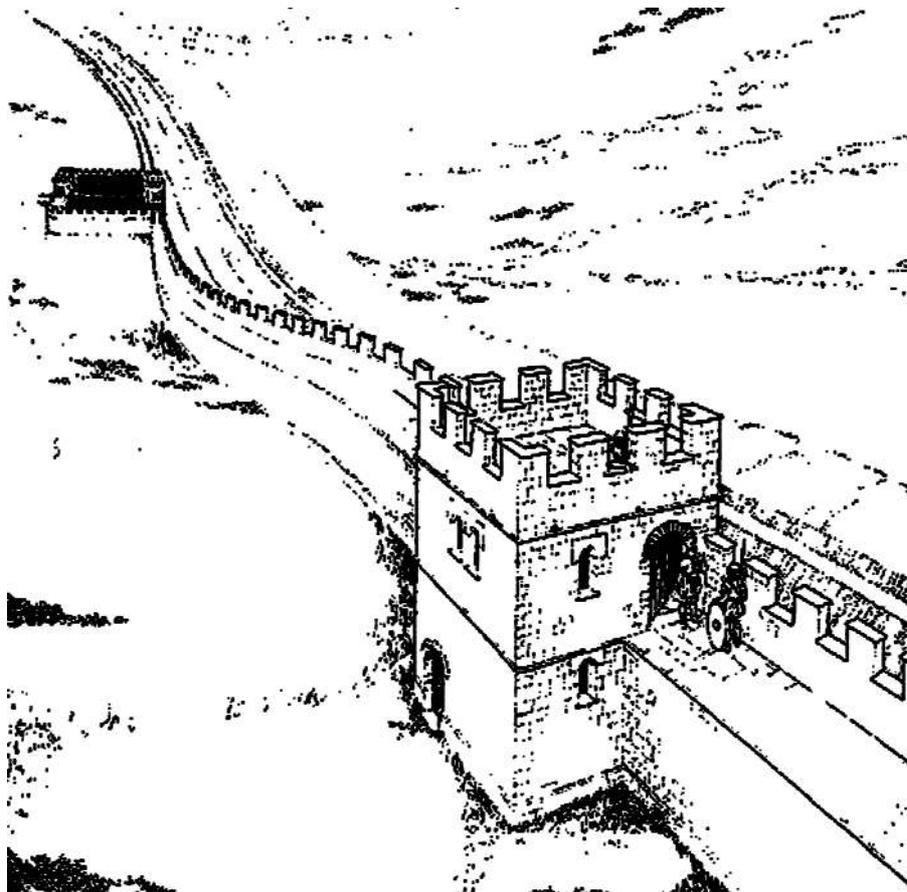
1. How important was the North-South divide in explaining social and economic inequality in Britain by 1939?
2. How important was the role of the British army in Allied victory in the Second World War?
3. Assess the impact of the war on British agriculture and industry by 1945.
4. “It was not Churchill who lost the 1945 election, it was the ghost of Neville Chamberlain.” (Harold Macmillan). How accurate is this view of the causes of Conservative electoral defeat in the 1945 election?
5. To what extent did the domestic policies of the Labour governments (1945–1951) fulfil the hopes of their supporters?
6. Was the process of decolonisation between 1945 and 1951 an inevitable result of the Second World War?

(1) Northern Britain from the Romans to AD 1000

Part 2

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

SOURCE A a reconstruction of Hadrian's Wall from *Northern Frontiers* by David Breeze (1982)



SOURCE B from Herodian III, 14, 1–2 (3rd century AD)

Severus was becoming disturbed by the lifestyle of his sons and their unseemly enthusiasm for public spectacles, when the Governor of Britain sent word to him that the barbarians were in revolt and that they were overrunning the country, looting it and causing widespread havoc. He therefore requested additional forces to protect the place or a visitation by the Emperor. Severus was pleased to hear this, for besides being a natural lover of glory, he wanted to raise some victory-trophies at the expense of the Britons to add to the victories won in the east and north.

SOURCE C from *The Picts and the Scots at War* by Nick Aitchison (2003)

The territory of Dal Riata was severely restricted, both in terms of its limited area and the poor quality of its land. That the kingdom of Dal Riata thrived to become so powerful is testament to its vigour and its extensive connections with Ireland. The Scots exerted a considerable influence on Pictland from an early date and this is detectable in the growing links that originated from the intermarriage of the Pictish and Scottish royal kin groups, as well as linguistically. But there were also periods of warfare between the Picts and Scots, including occasions when either the Picts or the Scots held the upper hand. By the ninth century, Scottish kings were jointly ruling both Dal Riata and Pictland. From this it was only a step to the two kingdoms combining under a single kingship and this occurred during the reign of Cinead mac Ailpin (Kenneth MacAlpin). Traditionally interpreted as the “Scottish” conquest of the Picts and dated to 843, this is now viewed as the culmination of a long and largely peaceful process of cultural interaction and political assimilation.

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

It is very probable that the impact of the Norse raids had a devastating impact on the Scottish kingdom of Dal Riata, which had been a political force in Argyll and the Inner Hebrides since the sixth century. The dramatic events that can be perceived dimly unfolding in the ninth century are usually understood to have been motivated by the political upheavals resulting from the Norse raids and settlement of the islands. For a start, the “long commune” between Ulster and Argyll was disrupted, and the general overall result must have been a weakening of the political strength of the Dal Riata ruling family, which allowed Pictish influence from Eastern Scotland to increase. But in the end it was not the Eastern Pictish kingdom which finally emerged as the dominant partner of a unified Picto-Scottish kingdom, rather it was the king of Dal Riata, Kenneth MacAlpin, who laid the foundation of the “Kingdom of the Scots”. If his emergence really can be linked to Norse activity, then we may attribute to the Vikings a decisive role in the creation of the Scottish kingdom.

Marks

- | | |
|---|-------------|
| 1. How fully does Source A explain the purposes for which Hadrian’s Wall was built? | 12 |
| 2. How useful is Source B as evidence of the purposes of the Severan campaigns in North Britain? | 12 |
| 3. How much do Sources C and D reveal about differing views on the reasons why Dal Riata and Pictland combined under a single kingship in 843 AD? | 16 |
| | (40) |

(2) Scottish Independence (1286–1329)

Part 2

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

SOURCE A from the *Appeal of the Seven Earls*, written sometime between 1290 and 1291

(William Fraser, bishop of St Andrews, and John Comyn are addressed.) Though we, Robert Bruce, lord of Annandale, as the legitimate and true heir-designate to the rule of the realm of Scotland, have put forward (our) claim, you, along with others of the realm of Scotland who support you, intend and propose to make John Balliol king in the kingdom of Scotland to our prejudice and the hindrance of our right and of the right and liberty of the seven earls of Scotland. Therefore, we appeal by this document to the assistance of the Lord Edward for pursuing and obtaining our right.

SOURCE B from *Kingship and Unity* by G. W. S. Barrow (1981)

Tragically, Murray had been mortally wounded at Stirling Bridge in September 1297. Wallace, the hero of the hour, whose victory had electrified Western Europe, was made Guardian, still in the name of King John but also of the Community of the Realm. An earl girded Wallace with the belt of knighthood, a promotion not only fitting but necessary for he was now “captain of the Scottish people against King Edward of England”, to use a contemporary description. He issued commands to earls and barons, appointed new bishops – most importantly his friend William Lamberton to succeed William Fraser as bishop of St Andrews – and planned the defence of Scotland against the onslaught which King Edward was sure to launch.

SOURCE C from *William Wallace* by Andrew Fisher (1986)

To rid his country of the English and to see it sovereign, with its own king, these were the twin ambitions of Wallace’s life. He achieved neither. At the time of Wallace’s death, Edward I was master of Scotland and about to promulgate [announce], in the forthcoming parliament at Westminster, that Ordinance, whereby Scotland no longer conceded its status as a “realm” but described merely as a “land”, was to be governed. John Balliol, for whom Wallace had fought to the death, had not been restored to the throne which he had lost nine years previously . . . We do well to remember, if we are to understand Wallace, that had he escaped Edward and lived to witness an independent Scotland, it would have been as an opponent of Bruce, if not as a proclaimed traitor to him. Balliol’s man, Wallace would not have changed his allegiance.

SOURCE D from Bishop Lamberton’s confession to King Edward’s representatives about his relationship with Robert the Bruce (1306)

Again when asked whether, after Robert Bruce had killed John Comyn and had himself proclaimed king of Scotland, the bishop had celebrated mass for him and had recognised him as king of Scotland, he agreed willingly and in good faith and openly that he had communicated with him, and celebrated mass for him on Palm Sunday 1306, that is the third day after his coronation, and had offered fealty to him for his bishopric, and had sworn the oath of fealty on the Holy Gospels of God.

Marks

1. How useful is **Source A** for understanding the claims of Robert Bruce and John Balliol to the throne of Scotland during the “Great Cause”? **12**
 2. How much do **Sources B** and **C** reveal about differing views on the career of William Wallace? **16**
 3. How fully does **Source D** illustrate the importance of the Scottish Church during the reign of Robert the Bruce (1306–1329)? **12**
- (40)**

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

Part 2

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

SOURCE A from *Lives of the Artists* by Giorgio Vasari (1568)

The appearance of a man of outstanding talent is very often accompanied by that of another great artist at the same time and in the same part of the world so that the two can inspire . . . each other . . . How true this is we can see from the fact that in the same period Florence produced Filippo Brunelleschi, Donatello, Lorenzo Ghiberti . . . and Masaccio, each of whom was an outstanding artist and through whose efforts the crude and clumsy style which had persevered up to that time was finally discarded. Moreover, their beautiful work so forcefully stimulated and inspired their successors that the techniques of art were brought to the greatness and perfection that we know today . . . To Masaccio especially we are indebted for the good style of modern painting; for it was Masaccio who perceived that the best painters follow nature as closely as possible.

SOURCE B from *Italian Humanism: Philosophy and Civic Life in the Renaissance* by Eugenio Garin (1965)

The essence of humanism is most clearly defined by its attitudes to the civilisation of the past . . . It was humanism which placed Virgil back into his historical context; and which tried to explain Aristotle in terms of the problems and the sciences of the Athens of the fourth century before Christ. For this reason one should never seek to distinguish between the humanistic discovery of antiquity and the humanist discovery of man – for they amount to exactly the same thing. For the discovery of antiquity implied that one had learned to make a comparison between antiquity and oneself, to take a detached view of antiquity and to determine one's relation to it. And all this implied further, the concept of time and memory and a sense of human creation, of human work in this world and of human responsibility. It was . . . no accident that the majority of humanists were statesmen and men of action, accustomed to participate freely in the public life of their age.

SOURCE C from *The "Baron Thesis"* by James Hankins (1995)

Baron's researches [claimed that] the civic humanism of fifteenth century Florence was not a natural outgrowth of fourteenth century humanism but a new departure to be explained in terms of new political conditions around the year 1402 . . . In the crisis of the Milanese wars, when Florence's very existence seemed threatened, private scholarship of the Petrarchan variety seemed selfish and trivial. Classical learning, to retain its relevance, would have to subordinate itself to the ideological and educational needs of the state. Leonardo Bruni . . . quickly outgrew his youthful attraction to pure classicism – symbolised by Niccolo Niccoli – and forged a new kind of classicism whose aim was to nurture and celebrate the traditions of Florentine republicanism inherited from the communal age.

SOURCE D from *On the Family* by Leon Battista Alberti (around 1432)

Men are more suited to struggle with arms and with cunning against the misfortunes which affect country, religion and one's own children. The character of men is stronger than women and can bear the attacks of enemies better, can stand strain longer, is more constant under stress. Therefore men have freedom to travel with honour in foreign lands, acquiring and gathering the goods of fortune. Women, on the other hand, are almost all timid by nature, soft, slow and therefore more useful when they sit still and watch over our things. It is as though nature thus provided for our well-being, arranging for men to bring things home and for women to guard them. The woman, as she remains locked up at home, should watch over things by staying at her post, by diligent care and watchfulness.

- | | <i>Marks</i> |
|--|--------------|
| 1. How useful is Source A for understanding the nature of the changes in Florentine art and architecture between 1400 and 1450? | 12 |
| 2. How much do Sources B and C reveal about differing views of the significance of the work of humanists in the first half of the fifteenth century? | 16 |
| 3. How fully does Source D illustrate the role and status of women in Renaissance Italy? | 12 |
| | (40) |

(4) France in the Age of Louis XIV

Part 2

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

SOURCE A from *Politics Drawn from the True Words of Holy Scripture* by J. B. Bossuet, (written about 1670, published 1709)

Serving God and honouring kings are things united. St Peter groups these two duties together: "Fear God; Honour the king". Kings should use their power with fear and restraint as something which has come to them from God, and for which God will demand an account. God gave His power to kings only to guarantee the public welfare and uphold the people's interests. Only God may judge over their judgements and their persons. The prince may correct himself when he knows he has done evil, but there is no remedy against the prince's authority other than his own authority. What is there that a wise prince cannot achieve? Under him wars are successful, peace is established, justice reigns, religion flourishes, trade makes the realm rich, and the earth itself seems to bring forth fruit more readily.

SOURCE B from *An Introduction to Seventeenth Century France* by John Lough (1954)

Colbert did obtain some results, even though they proved to be much more modest than those he had dreamed of. He succeeded in increasing very considerably the industrial production of France, and if there were some setbacks during the years of Louis XIV, he had built for the future, since many of his dreams of a greater French industry were to be realised in the eighteenth century.

Yet in many ways Colbert was too far in advance of his time for his policy to be successful in the prevailing social and economic conditions. The middle classes were not prepared to support a bold policy of commercial expansion. The period in which he tried to apply his programme of economic expansion was one in which France's chief industry, agriculture, was far from prosperous. Colbert never had things all his own way as minister. Quite apart from the difficulty of winning the King's approval for his policies, he was faced with rivalry and often open hostility from other ministers.

SOURCE C from *Louis XIV* by David J. Sturdy (1998)

Colbert's ideas were drawn from the common stock of contemporary economic thought. Modern historians have discarded the thesis that Colbert was a visionary, a proto-capitalist ahead of his time, who offered Louis XIV a concept of the state based on peace abroad, the modernisation of society and economy through commerce, industry and "liberal" social reform. Colbert was a man of his time who regarded his economic policies as weapons with which to advance the interests of the state. He was selective as to where he would concentrate his attention: he left agriculture largely to its own devices, and never attempted to bring the whole of French commerce and industry under regulation. He accepted that it was neither desirable nor possible to control the whole of economic activity in France; he targeted only those commercial and industrial spheres which he adjudged directly relevant to state power.

SOURCE D is from a letter from Mme de Sévigné to her daughter Mme de Grignan, 29 July 1676

I went with the Villars to Versailles on Saturday. At three o'clock the magnificent royal suite is thrown open and the King and Queen, the princes and princesses, indeed the entire French Court, assemble there. The apartments are sumptuously furnished, and the guests move from room to room. A game of *reversi* sets the tone for the evening; a thousand *louis* are flung on the table. I bowed to the King, who bowed back as if I were young and lovely. The King is always ready to listen to any music being played. He discourses with the ladies who are specially chosen as recipients for this honour. At six o'clock the company move off and are shown to their carriages. The Queen rides with the princesses, followed by a crowd manoeuvring for places as best they can. The guests are rowed in gondolas on the canal to the strains of music, returning about ten, when a play is staged, and at the stroke of midnight *medianoche** is served; thus Saturday draws to its close.

* midnight supper

	<i>Marks</i>
1. How useful is Source A for understanding the religious basis of Louis XIV's absolutism?	12
2. How much do Sources B and C reveal about differing views on Colbert's economic policies?	16
3. How fully does Source D explain how Louis XIV used court life to enhance royal authority?	12
	(40)

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

Part 2

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

SOURCE A from *The Battle of Sheriffmuir* by Bill Inglis (2005)

There is no doubt that the Earl of Mar had the advantage early in October 1715. His army was three times the size of Argyll's, with reinforcements expected daily. He knew that a rising had taken place on the Borders, though he did not know its actual strength. If he could manage to get a sizeable force across the Forth to reinforce the Jacobites in the Borders, he would be in a strong position to surround Argyll at Stirling. This he appeared to set about with considerable energy. The Master of Sinclair was sent into Fife to collect enough boats for 2000 Highlanders under Mackintosh of Borlum to cross the Forth. A feint was organised to draw off the ships of the Royal Navy.

SOURCE B from The Heritable Jurisdictions Act (1747)

For remedying the inconveniences that have arisen and may arise from the multiplicity and extent of heritable jurisdictions in that part of Great Britain called Scotland, for restoring to the crown the powers of jurisdiction originally belonging thereto, and for extending the protection of the King's laws and courts of justice to all his Majesty's subjects and for rendering the Union more complete, be it enacted that all heritable jurisdictions and heritable sheriffships and deputy sheriffships belonging to or claimed by any subject are wholly taken away, and totally dissolved and extinguished.

SOURCE C from *Capital of the Mind: How Edinburgh Changed the World* by James Buchan (2003)

Scotland was one great big pocket-borough, in which fewer than four thousand voters represented a population of over one million. The pocket was that of Henry Dundas, who became Home Secretary of the United Kingdom in 1791 and delivered to Pitt the Younger's government political and social control unprecedented even by eighteenth century standards. To a long overdue movement to reform the Edinburgh Town Council and the other burghs, Dundas's retort was: "The fact is that the abuses are merely imaginary, and the Scottish Nation does not feel them to exist." At its peak, in the Parliament of 1796–1801, the Dundas "interest" controlled thirty-six out of forty-five Scottish Members of Parliament.

SOURCE D from Bruce Lenman's *From the Union of 1707 to the Franchise Reform of 1832* (2001)

Dundas was treasurer of the navy and after the outbreak of war with revolutionary France he came to be the dominant figure in the British military effort . . . When East India Company, naval and military patronage is added to [his] general government patronage, his relentlessly expanding grip on the Scottish constituencies becomes wholly comprehensible.

Normally his power grew by mutual agreement. It was no despotism. Rather it was an enlightened manipulation of the existing system to facilitate Scottish participation in the advantages of the Union, while still upholding that distinct Scottish identity which nobody denied that the first two Viscounts Melville always showed. They even rolled back English control of Scottish life in minor ways by breaking the old rule that Commanders-in-Chief of North Britain were English.

- | | <i>Marks</i> |
|---|--------------|
| 1. How fully does Source A explain the advantages held by the Jacobites in October 1715? | 12 |
| 2. How useful is Source B for understanding why the Highlands changed so much after the Forty-Five? | 12 |
| 3. How much do Sources C and D reveal about differing views on the methods used by Henry Dundas to control Scottish politics? | 16 |
| | (40) |

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

Part 2

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

SOURCE A from part of the instructions by President Lincoln to his agent concerning Fort Sumter, 6th April 1861

You will proceed directly to Charleston, South Carolina; and if, on your arrival there, the flag of the United States shall be flying over Fort Sumter, and that the Fort shall not have been attacked, you will procure an interview with Governor Pickens and read to him as follows:

“I am directed by the President of the United States to notify you to expect an attempt will be made to supply Fort Sumter with provisions only; and that, if such attempt be not resisted, no effort to throw in men, arms or ammunition will be made, without further notice, [unless there is] an attack upon the Fort.”

SOURCE B from *The Crisis at Fort Sumter in 1861 Reconsidered* by Brian Holden Reid, (1992)

Mishaps, miscalculations and misfortunes characterise the manoeuvres that prefaced the Civil War in 1861 just as they dominated the conduct of military operations that followed the first shots at Fort Sumter.

By taking the risk of sailing into Charleston harbour while the Confederate works were weaker than they would be four months later, the *Star of the West* incident committed the dual sins of provoking the Confederates while not attaining the aim of re-supplying Sumter. The most important decisions which decided the fate of the garrison had already been taken, and all of these had led to a reduction in Lincoln’s freedom of manoeuvre. The cause of the war was an unprovoked attack upon the fort itself, and *not*, as during the *Star of the West* incident, an attempt to repulse forces seeking to relieve the beleaguered garrison.

SOURCE C from General McClellan’s letter to President Lincoln, 7th July 1862

This rebellion has assumed the character of a war; as such it should be regarded; and it should be conducted upon the highest principles known to Christian civilisation. It should not be a war looking to the subjugation of the people of any state, in any event. It should not be, at all, a war upon population; but against armed forces and political organisations. Neither confiscation of property, political executions of persons, territorial organisation of states or forcible abolition of slavery should be contemplated for a moment. Military arrests should not be tolerated, except in places where active hostilities exist; and oaths not required by enactments – constitutionally made – should be neither demanded nor received. Military government should be confined to the preservation of public order and the protection of political rights.

SOURCE D a photograph taken by Matthew Brady in the summer of 1864 showing Confederate defences around Petersburg



Marks

1. How much do **Sources A** and **B** reveal about differing views on the crisis that developed at Fort Sumter in 1861? **16**
 2. How useful is **Source C** in explaining the tensions between Lincoln and his generals up until mid-summer 1862? **12**
 3. How fully does **Source D** show the reasons for the high casualty rates experienced by both sides during the Civil War? **12**
- (40)**

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

Part 2

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

SOURCE A from *Inventing Japan: from Empire to Economic Miracle* by I. Buruma (2003)

It was one of the most extraordinary confrontations in modern history. There was Perry with his four “black ships of evil” thundering an ominous salute at the Japanese coast by firing his cannon. And there were the Japanese, lined up on shore, armed with swords and old fashioned muskets. Commodore Perry insisted on dealing only with the highest representatives of the Japanese government, without really knowing who they were. The distinction in his mind between the emperor, a grand but still powerless figure, and the shogun was fuzzy.

SOURCE B Emperor Meiji’s Letter to President Grant in 1871

We have thought fit to select our trusted and honoured minister Iwakura . . . The period for revising the treaties now existing between ourselves and the United States is less than one year distant. We expect and intend to reform and improve the same so as to stand upon a similar footing with the most enlightened nations, and to attain the full development of public rights and interests. The civilisation and institutions of Japan are so different from those of other countries that we cannot expect to reach the declared end at once. It is our purpose to select from all the various institutions prevailing among enlightened nations such as are the best suited to our present conditions, and adapt them in gradual reforms and improvements of our policy so as to be upon an equality with them.

SOURCE C from *Modern Japanese Society* by A. Waswo (1996)

Although Japan had won the Sino-Japanese War of 1894–5 fairly easily, its resources were strained to the limit by the Russo-Japanese War a decade later. Only the ability to muster all the material and spiritual strength of the nation, it was asserted, had permitted victory. Convinced that a czarist [Russian] war of revenge was inevitable, officials argued that there would be no respite. In addition to increased spending on the army and navy, it was essential that the people be kept united and their patriotic willingness to pay higher taxes sustained.

SOURCE D from *A History of Modern Japan* by R. Storry (1960)

There was certainly an epic quality about the Russo-Japanese War that stands out the more clearly by contrast with all the horrors that have happened since. For one thing this struggle, like the Sino-Japanese War ten years earlier, was relatively short. It lasted for less than eighteen months. The victories on land and sea were dramatic and clear-cut. Both sides fought with remarkable courage, and with some chivalry . . . Two men on the Japanese side captured the imagination of the world – among the soldiers, Nogi; among the sailors, Togo. In the eyes of the public in Britain and in America the issue was excitingly clear. “Gallant Japan was standing up to the Russian Bear, for whom perhaps only the French felt much affection.”

	<i>Marks</i>
1. How fully does Source A explain the events of July 1853 in Japan?	12
2. How useful is Source B as evidence of the role of the Iwakura mission in shaping and developing Japanese government and society during the Meiji era?	12
3. How much do Sources C and D reveal about differing interpretations on the reasons for Japan's victory in the Russo-Japanese war of 1905?	16
	(40)

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

Part 2

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

SOURCE A from *The Wilhelmshaven Revolt: A Chapter of the Revolutionary Movement of the German Navy 1918–1919* by “Icarus” [Ernst Schneider], (1944)

Early in January 1919, the situation in general was fully understood by the class-conscious seamen of Wilhelmshaven, who were mostly quartered in the Thousand Man Barracks, on the submarine training ship *Deutschland*, and in smaller vessels such as destroyers and torpedo boats.

The revolutionary seamen of the North Sea Station were determined to fight, to win or die, for the cause. They swore that the old class-society should be ended, never to arise again, that there should be no more slavery, no more capitalist war . . . To describe in words, the spirit of these seamen, is impossible. In their minds they saw a new world-wide society of workers . . . a society based on worker-democracy developing into a single unit of mankind.

SOURCE B from *The Coming of the Third Reich* by Richard J. Evans (2003)

Instead of revolution, Ebert wanted parliamentary democracy. In collaboration with the Centre Party and the left-wing liberals . . . Ebert and his associates in the Council of People’s Delegates organised nationwide elections to a Constituent Assembly in early 1919, against the opposition of more radical elements who looked to the workers’ and soldiers’ councils to form the basis of some kind of Soviet-style administration. Many ordinary electors, whatever their private political views, saw voting for the three democratic parties as the best way to prevent the creation of a German Soviet and ward off the threat of a Bolshevik revolution.

SOURCE C from *1933: the Legality of Hitler’s Assumption of Power* by H. W. Koch (1985)

Germany only fully became a victim of the Depression towards the end of 1930. If the election returns [of 1930] are analysed it is immediately clear that the votes gained by the NSDAP did not come from primarily industrial regions, but in the main from agrarian regions and areas where cottage industries predominated.

The Reich organisation leader of the NSDAP, Gregor Strasser, had already devised a new election strategy. Up to 1928 the NSDAP had concentrated equally on all constituencies . . . Strasser changed all that, placing the *Schwerpunkt*, the main weight of the NSDAP’s election effort, in constituencies where the outcome was finely balanced.

SOURCE D from the minutes of a meeting on the “Jewish question” called by Göring, 12 November 1938.

Göring: Gentlemen, we have not come together merely to talk again, but to make decisions, and I implore the competent agencies to take all measures for the elimination of the Jew from the German economy and to submit them to me ...

Goebbels: In almost all German cities synagogues are burned . . . I am of the opinion that this is our chance to dissolve the synagogues. All those not completely intact shall be razed by the Jews . . . We shall build car parks in their place or new buildings . . . Furthermore, I advocate that Jews be eliminated from all positions in public life in which they prove to be provocative. It is still possible today that a Jew shares a compartment in a sleeping car with a German . . . We need a decree stating that separate compartments for Jews shall be available – in cases where compartments are filled up, Jews cannot claim a seat.

Marks

1. How much do **Sources A** and **B** reveal about differing views on the nature of the German Revolution of 1918–1919? **16**
 2. How fully does **Source C** explain the Nazis’ emergence as a major political force? **12**
 3. How useful is **Source D** as evidence of the implementation of Nazi racial policies? **12**
- (40)**

(9) South Africa (1910–1984)

Part 2

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

SOURCE A from the evidence of The Chamber of Mines to the Native Mine Wage Commission, 1944

It is clearly to the advantage of the mines that native labourers should be encouraged to return to their homes after the completion of the ordinary period of service. The maintenance of the system under which the mines are able to obtain unskilled labour at a rate less than ordinarily paid to industry depends upon this. Otherwise the subsidiary means of subsistence would disappear and the labourer would tend to become a permanent resident upon the Witwatersrand, with increased requirements.

SOURCE B from *Twentieth Century South Africa*, by William Beinart (2001)

One of the great ironies of early twentieth century South Africa was that both the country's major industry and many rural communities favoured a system of labour mobilisation in which male migrants worked for a limited period and then returned with their wages to their homes. What became a highly exploitative pattern of employment appeared initially to many Africans to be less disadvantageous than a move to town. Both parties also came to share an interest in maintaining reserved areas with inalienable or communal land tenure where Africans would be free of the threat of further dispossession. For the mining industry, this was perceived to guarantee migrant labour in the longer term, as further land alienation would drive more rural families to town. For rural Africans and their chiefs, this underwrote a last haven in which they could protect some of their old culture and identity.

SOURCE C from a speech by Nelson Mandela in 1953

In June 1952 the African National Congress and the South African Indian Congress, bearing in mind their responsibility as the representatives of the downtrodden and oppressed people of South Africa, took the plunge and launched the Campaign for the Defiance of Unjust Laws . . . Defiance was a step of great political significance. It released strong social forces which affected thousands of our countrymen. It was an effective way of getting the masses to function politically; a powerful method of voicing our indignation against the reactionary policies of the government. It was one of the best ways of exerting pressure on the government and extremely dangerous to the stability and security of the state. It inspired and aroused our people from a servile community of yes-men to a militant and uncompromising band of comrades in arms.

SOURCE D from *The Making of Modern South Africa* by Nigel Worden (2000)

The 1959 Promotion of Bantu Self-Government Act set up eight distinct “Bantu Homelands” out of the existing reserves, each with a degree of self-government. Not only did this greatly extend the powers of [local] chiefs, but it established the principle of ethnicity as the basis for the homelands . . .

Clearly the political significance of separate development was more important than the economic motives of earlier segregationist policies. Economic self-sufficiency was never a viable or a desired option. Verwoerd refused to permit industries to be developed within the reserves which would risk the emergence of a stable and politically dangerous proletariat. Instead he encouraged them to set up on the borders of the homelands where they were removed from the urban centres of South Africa but had access to cheap labour. The focus of separate development was “political independence with economic interdependence”.

Marks

1. How much do **Sources A** and **B** reveal about differing views on labour migrancy in South Africa, c 1910–1948? **16**
 2. How useful is **Source C** as evidence of the impact of the Defiance Campaign? **12**
 3. How fully does **Source D** explain the reasons why the National Party implemented the policy of separate development after 1959? **12**
- (40)**

(10) Soviet Russia (1917–1953)

Part 2

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

SOURCE A from *Russia and History's Turning Point*, the memoirs of Alexander Kerensky (1965)

The Winter Palace was cut off, and even telephone contact was broken. After a long meeting that had lasted into the early hours of the morning, most of the members of the government had gone home to get some rest. Left alone together, Kononov and I walked over to the district military staff, which was a stone's throw away on the Palace Square. Another minister, Kishkin, one of Moscow's most popular Liberals, accompanied us. After a brief discussion it was decided that I should drive out at once to meet the troops. We were all quite sure that the paralysis of will that had seized democratic Petrograd would pass as soon as it was recognised that Lenin's plot was by no means a "misunderstanding", but a perfidious blow that left Russia entirely at the mercy of the Germans.

SOURCE B from a *Report to Admiral Kolchak* on the Civil War, in September 1919, by General Gajda, the commander of the Czech Legion.

One of the reasons for the collapse of the [White] Army was the policy and propaganda of its staff, in spreading an anti-democratic spirit and inflaming racial hatreds . . . At the same time as difficulties were occurring on the front, internal complications are not diminishing but continue without cessation . . . in many cases the motivation for rising can be shown to have nothing whatever to do with the Bolsheviks. It is not felt that a democratic course is being followed, and the declaration of the [White] government about land is full of obscurities. Behind all these defects is hidden the general and real blemish of the government's course. It is occupied almost entirely with town questions. The country, which is suffering more severely from the effects of arbitrary acts, does not feel that the authorities are troubling about it . . . No authority can carry out its task unless the peasantry considers it as "its" authority.

SOURCE C from *Stalin, A Biography* by Robert Service (2004)

Stalin's own activity was still ambiguous. In 1936 he oversaw the elaboration of the new USSR Constitution. He involved many leading figures in politics and culture in the work; even Bukharin . . . Ultimate authority, however, stayed with Stalin and the Politburo. In practice this meant Stalin. And Stalin, the relentless persecutor of ex-oppositionists and the so-called "former people", sanctioned the granting of full civic rights under the Constitution to all Soviet citizens regardless of their social, religious or political backgrounds. Universal equality of treatment was proclaimed . . . No other constitution in the world was so expansive in the benefits it proffered . . . The Constitution was so comprehensively benign in most of its clauses that some thought he was engaged in subterfuge.

SOURCE D from *Everyday Stalinism* by Sheila Fitzpatrick (1999)

Despite its promises of future abundance and the massive propaganda that surrounded its current achievements, the Stalinist regime did little to improve the life of its people in the 1930s. Judging by the NKVD's sounding of public opinion, the Stalinist regime was relatively unpopular in Russian towns. (In Russian villages, especially in the first half of the 1930s, its unpopularity was much greater.) Overall, as the NKVD regularly reported, the ordinary "little man" in Soviet towns, who thought only of his own and his family's welfare, was "dissatisfied with Soviet Power", though in a somewhat fatalistic and passive manner. The post-NEP situation was compared unfavourably with NEP, and Stalin, despite the officially fostered Stalin cult – was compared unfavourably to Lenin, sometimes because he was more repressive but often because he let people go hungry.

Marks

1. How useful is **Source A** for understanding events surrounding the October Revolution? **12**
 2. How fully does **Source B** explain the outcome of the Civil War? **12**
 3. How much do **Sources C** and **D** reveal about differing views on the nature of the Stalinist State? **16**
- (40)**

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

Part 2

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

SOURCE A from *The Spanish Civil War* by Hugh Thomas (1961)

The church in Spain in the 1930s included about 20 000 monks, 60 000 nuns, and 35 000 priests. There were nearly 5 000 religious communities, of which about 1 000 were male, the rest were female. Two thirds of the Spaniards in the 1930s were, however, non-practicing Catholics – that is, though they might use churches for baptisms, weddings, and funerals, they never confessed or went to mass. According to Father Francisco Peiro, only 5 percent of the rural population of New Castile carried out their Easter duties in 1931. In some villages of Andalusia, only 1 per cent of men attended Church. In some villages the priest said mass alone. In the rich parish of San Ramón, in Madrid’s suburb of Vallecas, 90 per cent of those educated in religious schools did not confess or attend mass after leaving school. Though figures in the country were very different, those quoted give statistical support to the unwise remark of Manuel Azaña that Spain had “ceased to be Catholic”.

SOURCE B from *The Spanish Civil War, 1936–39* by Paul Preston (1986)

. . . the establishment of the Republic meant for the first time that political power had passed from the oligarchy to the moderate left . . . Together, they hoped . . . to create a new Spain by destroying the reactionary influence of the Church and the army, by sweeping away the structure of the latifundia estates. Ultimately the Spanish Civil War was to grow out of the efforts of the progressive leaders of the Republic to carry out reform against the wishes of the most powerful sectors of society...

The Republican-Socialist coalition’s attitude to the Church was based on the belief that, if a new Spain was to be built, the stranglehold of the Church on many aspects of society must be broken. Religion was not attacked as such but the constitution was to put an end to the government’s endorsement of the Church’s privileged position.

SOURCE C from an article by Peter Anderson in *History Today* Issue 48 (2004)

The army received the active support of almost the entire right, which grouped around the Church in its opposition to the principle of liberal democracy and in its intransigence on the main, and moderate, reforms of the Republic towards the Church, the regions, the land and the army. The rejection by the right of the Republic and its reform process persuaded many on the left that fascism could only be defeated and genuine reform achieved by crushing the military rising. Consequently, in the short lifetime of the Republic the opportunity to co-operate in solving Spain’s long term problems was lost and instead polarisation occurred and the historic difficulties of Spain became the focus for civil war . . .

SOURCE D from remarks made by Largo Caballero at a meeting attended by the Soviet Ambassador and the Spanish Foreign Minister in January 1937

Out you go! Go out! You must learn, Señor Ambassador, that we Spaniards may be poor and in need of aid from abroad, but we are sufficiently proud not to accept that a foreign ambassador should try to impose his will on the Head of the Spanish Government. And as for you, Vayo, you ought to remember that you are a Spaniard and Minister of Foreign Affairs of the Republic, instead of arranging to agree with a foreign diplomat to exert pressure on your own Prime Minister!

Marks

1. How much do **Sources A** and **B** reveal about differing views on the motives behind Azaña's reforms of the Church between 1931 and 1933? **16**
 2. How fully does **Source C** explain the reasons for the military rising in July 1936? **12**
 3. How useful is **Source D** for understanding the influence of the Communist Party on the Republic during the Spanish Civil War? **12**
- (40)**

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

Part 2

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

SOURCE A from *The Test of War* by Robert Mackay (1999)

Looked at together, the various measures for civil defence taken by the government in the last year of peace amounted to a creditable effort and an efficient use of resources, considering the size of the problem and the simultaneous demands on resources being made by the rearmament programme. If fault is to be found, it is in the thinking behind the government's foreign and defence policy that produced this situation of a Great Power entering what might turn out to be a major war in a state of partial readiness. For embedded in that thinking was the belief that war was avoidable and therefore need not be properly prepared for. The realisation that this might not be [the case] came too late for the best chance of stopping the aggressor to be taken and inevitably made the attempt to make up for lost time something of a hasty improvisation.

SOURCE B from the autobiography of Albert Speer, Hitler's Minister of Armaments and War Production (1970)

The bombings and the hardships that resulted from them [did not] weaken the morale of the population. On the contrary . . . I carried away the impression of growing toughness. It may well be that the estimated loss of 9% of our production was amply balanced out by increased effort. Our heaviest expense was in fact the elaborate defensive measures . . . The barrels of 10 000 anti-aircraft guns pointed towards the sky. The same guns could have been well-employed elsewhere in Russia . . . The anti-aircraft force tied down hundreds of thousands of young soldiers . . . About half of the electronics industry was engaged in producing radar and communications networks for defence against bombing.

SOURCE C from Pat Parker, a Land Girl in 1942. Taken from *What Did You Do in the War Mummy?* Edited by M. Nicholson

Our war was the best of times, and it was also the worst of times. I mean, people were being physically hurt, being hurt by losing someone, being hurt emotionally. Children were losing their parents and parents were losing their children. But the spirit of the country was terrific. I know people say it's jingoism, but we were going to win this war. We weren't going to let it get us down. I wish I could have bottled this spirit so I could now say, "Look, this is what it was like".

SOURCE D from a memorandum from the Home Secretary to the Prime Minister in December 1940

There have been many cases of looting which, though not of the gravest kind, must be regarded seriously. Damage to premises, including the shattering of windows, has led to the exposure of a great deal of valuable property, and the police are finding much difficulty in providing adequate means of protection, particularly during the hours of black-out . . . The temptation to take exposed goods is very great and unless drastic penalties are imposed there is substantial danger that the practice may become still more widespread. Representations have been made to me from various quarters as to the need for doing everything possible to protect those who have been injured by enemy action from suffering still further injury owing to the looting of their possessions.

Marks

1. How fully does **Source A** explain the reasons for Britain's lack of preparedness for war in 1939? **12**
 2. How useful is **Source B** as evidence of the success of the Allied bombing campaign against Germany during the Second World War? **12**
 3. How much do **Sources C** and **D** reveal about differing views on whether the war was a unifying experience for the British people? **16**
- (40)**

[END OF QUESTION PAPER]

ACKNOWLEDGEMENTS

Part 2 Field of Study 1 Source A – A reconstruction of Hadrian’s wall (Drawn by M Moore) is taken from Page 85 of *The Northern Frontiers of Roman Britain* by David J Breeze ISBN 0 7134 0345 4. Published by Batsford Academic and Educational. Reproduced by kind permission of David J Breeze.

Part 2 Field of Study 6 Source D – Photograph, “*Confederate defences around Petersburg*” by Matthew Brady (1964), is taken from Page 185 of “*The Illustrated History of the Civil War*” by William C Davis ISBN 1 85833 714 3. Published by Bramley Books. Permission sought.