1.1 1848: THE YEAR OF REVOLUTIONS

INFORMATION

Study pages 6 and 7.

1 Where and when did the first revolution break out in 1848?

Paris, 23 February

2 Which of the factors listed below is not a cause of the 1848 revolutions? Cross out that factor and explain why you made this choice in the space below.

- rising population
- bad harvests
- rise in food prices
- people wanting peaceful change
- a king agreeing to a new constitution

A king agreeing to a new constitution would be making a change for the better.

3 Study Source A.

Describe the people you can see at places a, b, c and d in the print. What sort of clothes are they wearing and what are they doing? Can you make any conclusions about these people?

a) The two armed men are wearing clothes that suggest they are working class. One has a red cap of liberty.

b) All the men are armed. One man is in some type of military uniform; the others’ clothes suggest they are likely to be working class.

c) The men are armed. One wears a top hat and their clothes suggest they are middle class.

d) The man’s clothes suggest he is working class, and the women and child show the support of families and that this was not just a male affair.

e) What is happening in section e of the print?

The man with the pile of stones, perhaps cobbles from a street, is either building a second barricade inside the first or moving the stones to the further barricade.

f) What is shown at f in the print?

A barricade has been erected.

4 Does Source A show the scene inside or outside the barricade made by the rebels to keep the soldiers out? Give reasons for your answer.

inside – the barricade is at point f and the people on our side of the barricade are wearing ordinary clothes, not uniform

5 a) What are the dates of the events in Sources A and B?

25 June and 8 October 1848

b) Does Source B show the scene inside or outside the barricade? Give reasons for your answer.

Level One: Assertions 1 mark

Level Two: Comprehension of source 3–5 marks

e.g. It is the outside the barricade, because we can see the people who are attacking it.

Level Three: Analysis of source 6–8 marks

Reason given why people on the outside/inside should be identified as troops or rebels.

Level Four: Attempts to resolve the problems in the source 9–10 marks

At this level, students note that both the attackers and the defenders seem to be in uniform and they find an explanation to deal with this.

6 What were the main changes in the constitution of the Netherlands for each of the following?

a) the King lost some of his powers – had to work with Prime Minister and Cabinet, could suggest laws not make them.

b) the Cabinet now responsible to the States General not to the King.

c) the States General got the power to make new laws, Cabinet responsible to them.

d) the Provincial States chose the First Chamber of the States General.

CAUSATION

7 Look back at the list of possible causes of the 1848 revolutions in Question 2. Explain how some of these causes were linked together – for example one making another one worse.

1 mark for each connection between the factors, properly explained, up to a maximum of 2 marks. e.g. The bad harvest meant there was less food available. Some people were willing to pay more to make sure they could buy food and so prices went up.

8 There was no revolution in the Netherlands. Does this mean that rising population, bad harvests and rising prices did not affect the Netherlands in the late 1840s? In pairs, think of three points to make for arguments for and against this in a debate.

Level One: Assertions 1 mark

Level Two: Logic without much history 4–5 marks

Answers accept that these general factors would have affected the Netherlands and either implicitly or explicitly say there must have been other factors.

Level Three: Other factors suggested 6–8 marks

e.g. It did not matter that these things happened in the Netherlands, because of other factors.

Because the king said he would accept a new constitution and put Thorbecke in charge of making it, people did not need to revolt. The very best answers may make the general point that causation in history does not work in the way implied in the question.
1.2 The Power of Ideas

Empathy

Study pages 8 and 9.

1. What would you expect the people in the cartoon to say if they saw the news headline in each placard?

a) Our Country Declares War

b) New Rights for Middle Class Women

c) Government Starts Old Age Pension

2. How do you think Van Gogh feels about the subject of his painting? Explain why you think this.

Answers can range from sympathetic to alienated.

Good answers have a reason that explains the clues in the painting which lead to this conclusion.

3. If nationalism became an idea that most people in a country believed in, would there be any benefits for the country?

a greater sense of unity

a sense of confidence

new respect for culture

4. If nationalism became an idea that most people in a country believed in, would there be any problems for the country?

can turn into aggression in international relations and the persecution of ethnic or cultural differences within the state

5. Choose one idea from the box on social and political ideas on page 8 of the Student Book. Research the idea and write three paragraphs on:

• what it means
• an effect it had on the Netherlands in the late nineteenth and early twentieth century
• if that effect was positive or negative.

Analysis

6. Pick another of the social and political ideas from the box on page 8 of the Student Book.

a) Write a definition of it.

Give 2 marks for a correct definition.

b) Does it still play a part in our world today? If possible give examples to explain your answer.

Give 3 marks for a clear link between the idea and our world today, e.g. Most women and many men today are feminists and believe men and women should have equal rights.

Answers should show that not all people would react to these events in the same way.

Good answers will build on the event and how people in each group would react to it.

There should be different views for each of the placards. There should be a connection between the views of each person to the different events.
1.3 ASOLITION OF SLAVERY

INFORMATION

Study pages 10 and 11.

1. Give four facts that show that, between 1807 and 1820, the British wanted to stop the slave trade in other countries as well as their own.

From 1808, the West Africa squadron patrolled the coast to stop slave ships.

After 1819, the squadron was increased in size.

The squadron stopped ships of other nations.

2. Why might the USA have refused to let the British navy stop American ships trading in slaves?

The British would release the slaves and levy a fine.

3. What punishments did the British West Africa Squadron impose if it captured a slave ship?

Confiscation of the ship

Fines of up to £100 per slave found

4. List two societies in Britain that campaigned to abolish slavery as well as the slave trade and give at least two differences between them.

Wilberforce’s Anti-Slavery Society; Elizabeth Heydrick’s anti-slavery movement for women.

Wilberforce wanted the GRADUAL abolition of slavery, Heydrick wanted the IMMEDIATE abolition; women’s anti-slavery groups were for women only.

5. a) When was slavery abolished in the British Empire and what happened to slave owners?

1833

Slave owners were given compensation for their freed slaves.

b) How much did the Bishop of Exeter get for each slave? (In English money at the time, there were 20 shillings in each £1.)

Approximately £19 and 2 shillings

6. Give one reason why some countries were quick to abolish slavery and one reason why other countries were slow to abolish slavery.

Quick – either strong feelings against slavery in the population, or had no slaves

Slow – slavery an important part of the economy – usually because of colonies

7. Did the Dutch government have a good way of dealing with slavery in the nineteenth century? Explain your answer.

Level One: Yes – passed laws to improve the conditions of slaves 1 mark

Level Two: No – did not abolish slavery until 1863 3 marks

Level Three: Mixed – sees both good and bad things 4–5 marks

EVIDENCE

8. What can we learn about the abolition of slavery from Source A? Explain your answer.

Level One: Simple interpretation 1 mark

e.g. It shows that there were people against slavery.

Level Two: Argues from the market for the source 3–5 marks

e.g. This shows that there were plenty of people who were against slavery, enough to make it worth making these seals, because they knew there would be people to buy them.

Level Three: Detailed interpretation of the source 5–7 marks

9. a) Can Source B be used to support the statement that the British West Africa Squadron was a success? Explain your answer.

Capturing the ship and freeing the slaves suggests success.

b) Can Source B be used to support the statement that the British West Africa Squadron was a failure?

The photo dated 1882 suggests that it may not have been successful, because there were still slaving ships to be captured 76 years after the squadron was set up.

10. Do you think the British West Africa Squadron was a success? Give reasons for your answer.

Level One: Generalisations 1–2 marks

Level Two: One-sided supported answers, using just Source B 3–5 marks

Level Three: Balanced supported answers, using just Source B 5–7 marks

Answers consider evidence for and against their answer.

Level Four: One-sided supported answers, using more than Source B 7–8 marks

Answers use some of the facts they are given in the text to widen the evidence they use to support their answer.

Level Five: Balanced supported answers, using more than Source B 8–10 marks

e.g. It was still capturing slaves as late as 1882 and had going since 1808 and there were still slaves BUT it must have been doing good or they would not have kept it.
1.4 IMPERIALISM IN JAVA

INFORMATION

Study pages 12 and 13.

Are the following statements true or false? If the statement is false, write a correct version on the line below.
If the statement is true, say what makes you think it is true.

a) The Cultivation System made the local Javanese into slaves.
False – The Cultivation System forced the Javanese to work on Dutch plantations for 60 days a year or to use 20% of their land to grow crops for the Dutch.

b) The Cultivation System changed the crops the local Javanese grew.
True – moved from subsistence farming to cash crops like coffee, sugar and pepper.

c) At first, the Dutch did not rule Java directly; they used important Javanese families.
True – these families supplied the officials who were paid by the Dutch.

d) There was no reason for local officials to push for more crops to be grown.
False – Javanese officials were paid extra if their area produced more.

e) Max Havelaar was written by a Dutch official who had always lived and worked in The Hague.
False – Dekker had lived and worked in Java.

f) Thorbecke’s government did three important things to end the cultivation system.
True – abolished the Cultivation System except for coffee, people were paid wages cut down the amount of sugar and indigo grown direct Dutch government and tax collection.

g) The 1870 Agriculture Law made no difference to the Javanese.
False – The Europeans could rent land and they then employed Javanese workers.

h) The 1901 Ethical Policy improved life for the Javanese.
True – it provided free education and medical care and helped improve farming techniques.

EVIDENCE

Describe what you can see in Source B.

Low level technology – oxen used to grind corn, thatched hut

Do you think Source B shows work on a private farm or on one of the Company’s plantations as part of the Cultivation System? Give reasons for your answer.

Answers can choose either. Good answers have a reason that explains the clues in the photograph which lead to this conclusion.

2

3 What problems with the Cultivation System are shown in Source B?

Level One: Assertions 1–2 marks

Level Two: Says the question cannot be answered 3–4 marks

Level Three: Argues from detail in the photograph 5–6 marks

e.g. There is only one man working so this must be a private farm.

Level Four: Argues from the existence of the source 7–8 marks

Answers argue from the fact that the photo exists. e.g. I think this must be one of the Company plantations because a Javanese farmer would have a camera.

Level Five: As Levels Three and Four, but expressed hypothetically 8–10 marks

e.g. I think this is probably one of the Company plantations because...

4 Give three quotations from Source A that show what the author thinks of the behaviour of the Dutch.

Any from:

(They) ordered him to spend part of his time and effort growing crops that would give a higher profit in the markets of EUROPE.

Famine is often the result, but the flags flutter happily on the ships being loaded with cargoes that make Holland rich.

The Governor General of Java had to give orders that in future the production of European market products was not to be pushed to the point of causing famine.

And so the Dutch Assistant Residents let this happen, despite the fact that they took an oath ‘to protect the native population against exploitation and extortion.’

5 Does Source A prove that mothers ate their children? Give reasons for your answer.

No – there is no evidence of this

6 ‘Max Havelaar is a novel. This means historians will not find it a useful source.’ Do you agree with the above statement? Give reasons for your answer.

Level One: Yes – contemporary 1–3 marks

Answers assume everything that comes from the time must be useful.

Level Two: No – made up, so not reliable 3–4 marks

Level Three: No – it is biased 4–6 marks

Level Four: Depends on what it is based on 6–8 marks

Here the implication is that if it is based on reliable sources, it will be useful – this is a version of ‘useful if true’.

Level Five: Useful for what? 8–10 marks

Answers see that the question does not give a context and that Max Havelaar could be useful for some questions. Better answers will show what it could be useful for. e.g. Historians will be able to use Max Havelaar, even though it is fiction. They could use it for a history of what people wrote and what people thought about what happened in the colonies.