

FOR OFFICIAL USE

--	--	--	--	--	--

F

(KU) (ES)

Total
Mark

--	--

1540/27/01

NATIONAL QUALIFICATIONS 2012
FRIDAY, 25 MAY
9.00 AM – 10.00 AM

HISTORY
STANDARD GRADE
Foundation Level

Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Date of birth

Day Month Year

--	--	--	--	--	--

Scottish candidate number

--	--	--	--	--	--	--	--	--	--

Number of seat

Turn to **Page three** when you are told to do so.

Before leaving the examination room you must give this book to the Invigilator. If you do not, you may lose all the marks for this paper.

Answer **only two** contexts:

one from Unit I

and

one from Unit II.



[BLANK PAGE]

Answer questions from Unit I and Unit II.

Answer the questions on the Contexts you have studied. Your Invigilator will tell you which these are.

You must do ONE Context from Unit I and ONE Context from Unit II.

Tick your Contexts below.

UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

Tick ONE of the following boxes:

Context A: 1750s–1850s Pages 5–10

OR

Context B: 1830s–1930s Pages 11–16

OR

Context C: 1880s–Present Day..... Pages 17–22

UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

Context A: 1890s–1920s Pages 24–31

OR

Context B: 1930s–1960s Pages 32–39

Write your answers in the spaces provided.

Go to your Context in Unit I.

[Turn over

[BLANK PAGE]

**Remember to do ONE Context from Unit I and
ONE Context from Unit II.**

UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

CONTEXT C: 1880s–Present Day

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

Try to answer *all* the questions in this Context.

Source A explains why some Scots moved from one part of Scotland to another after 1880.

Source A

Moving from the countryside caused the rapid growth of towns. In the Highlands and the Borders, people were being forced off their farms. They had to move to the towns or cities to find somewhere to stay. Cities like Glasgow offered plenty of jobs in shipbuilding or in factories.

- 1.** Why did many of Scotland’s people move from the countryside to the towns after 1880? Give **three** reasons.

1: _____

2: _____

3: _____

3

[Turn over

[Turn over for Unit IIA on *Page twenty-four*

Source C was written by historian Craig Mair in his book “Britain at War 1914–1919”, published in 1982.

Source C

Tanks had huge caterpillar tracks. One soldier said the tanks looked like giant toads. Many tanks carried “fascines” or huge rolls of tightly bundled brushwood to help cross the trenches. They easily crushed the barbed wire. Tanks had machine guns to shoot down the enemy.

3. Why is **Source C** useful as evidence of how the tank was used during the First World War?

Decide which **two** of the following statements are correct.

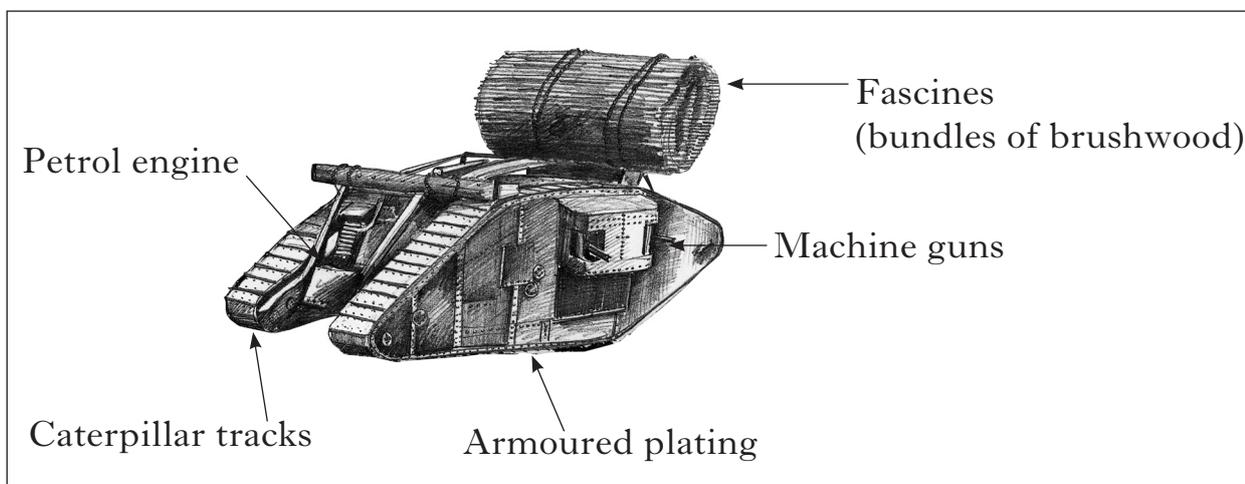
- A It is a primary source
- B It tells us that the tank could sink in the mud
- C It tells us that the tank could crush the barbed wire
- D It was written to show that tanks were very useful weapons
- E It was written to show that tanks were not useful weapons

Write the **two** correct letters in the boxes.

2

Source D is a picture of a tank in the First World War.

Source D



4. **Source C** agrees with **Source D** about tanks in the First World War. Give **three** ways that they **agree**.

1. **Source C** says: _____

and also **Source D** shows: _____

2. **Source C** says: _____

and also **Source D** shows: _____

3. **Source C** says: _____

and also **Source D** shows: _____

3

Marks

KU	ES
----	----

Source G is about German attitudes towards the Treaty of Versailles.

Source G

The Germans described the Treaty as a “Diktat”—a dictated peace which was very unfair. They hated the war guilt clause. Germany blamed France and Russia for starting the war. They believed having to pay for the cost of the war was a disgrace.

7. How can you tell that the Germans were unhappy with the Treaty of Versailles? Give **three** pieces of evidence.

1: _____

2: _____

3: _____

3

--	--

--	--

Remember to do ONE Context from Unit II and
ONE Context from Unit I.

Marks

KU	ES

UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

CONTEXT B: 1930s–1960s

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

Try to answer *all* the questions in this Context.

Source A “The Streets of Clydebank are Bombed” is from the Daily Record, March 15, 1941.

Source A



1. Why is **Source A** useful as evidence of the effects of the Clydebank Blitz?

Decide which **two** of the following statements are correct.

- A** It was taken to show the damage done
- B** It was taken to show that no damage was done
- C** It is a secondary source
- D** It shows us people were bombed out of their homes
- E** It shows us people were back in their homes

Write the **two** correct letters in the boxes.

2

Source B is about the effects of the Clydebank Blitz.

Source B

On the nights of 13 and 14 March 1941, German bombers attacked the munitions factories and shipyards of Clydebank. Whole streets of houses were destroyed. Rubble from collapsed buildings was everywhere. 528 civilians were killed. 48,000 civilians were made homeless. But the Clydebank Blitz had not broken the people's spirit.

2. **Source A** agrees with **Source B** about the effects of the Clydebank Blitz. Give **three** ways that they **agree**.

1. **Source A** shows: _____

and also **Source B** says: _____

2. **Source A** shows: _____

and also **Source B** says: _____

3. **Source A** shows: _____

and also **Source B** says: _____

3

[Turn over

Marks

KU ES

Source E is a British Government poster from the Second World War.

Source E



5. Why is **Source E** useful as evidence of Government wartime propaganda?

Decide which **two** of the following statements are correct.

- A It tells us that the Government wants men to join the army
- B It is a primary source
- C It is a secondary source
- D It was published to encourage people to grow their own food
- E It was published to encourage people to buy more vegetables

Write the **two** correct letters in the boxes.

2

FOR OFFICIAL USE

Markers please complete this grid.

Unit I		
	KU	ES
1		
2		
3		
4		
5		
6		
Total		

Unit II A		
	KU	ES
1		
2		
3		
4		
5		
6		
7		
8		
Total		

Unit II B		
	KU	ES
1		
2		
3		
4		
5		
6		
7		
8		
Total		

ACKNOWLEDGEMENTS

Unit II Context A Source F—Poster, “Who’s Absent? Is it You?” produced during the First World War by the British Government. Reproduced by permission of the Imperial War Museum.

Unit II Context B Source E—Poster “Dig on for Victory” produced during the Second World War by the British Government. Permission is being sought from the Imperial War Museum