

FOR OFFICIAL USE

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1540/27/01

NATIONAL TUESDAY, 14 MAY
QUALIFICATIONS 9.00 AM – 10.00 AM
2013

HISTORY
STANDARD GRADE
Foundation Level

Fill in these boxes and read what is printed below.

Full name of centre

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Town

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Forename(s)

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Surname

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Date of birth

Day Month Year

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Scottish candidate number

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Number of seat

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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 III.



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Answer questions from Unit I and Unit III.

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 III.

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 III—PEOPLE AND POWER

☐ **Context A: USA: 1850s–1880s Pages 24–31**

OR

☐ **Context B: INDIA: 1917–1947 Pages 32–39**

OR

☐ **Context C: RUSSIA: 1914–1941 Pages 40–47**

OR

☐ **Context D: GERMANY: 1918–1939... Pages 48–55**

Write your answers in the spaces provided.

Go to your Context in Unit I.

[Turn over

[BLANK PAGE]

UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

CONTEXT A: 1750s–1850s

Source A



A group of badly armed Radicals was defeated by government soldiers at Bonnymuir. Afterwards two of the Radical leaders were hanged. Eighteen other Radical prisoners were transported to Australia for life.

1. The Bonnymuir Radicals were treated harshly. Give **two** examples.

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Source B

2. Why did many people leave the Highlands of Scotland? Give **three** reasons.

1: _____

2: _____

3: _____

3

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Source C

3. What evidence is there that improved medical knowledge was important in Scottish people living longer? Give **two** examples.

2

[Turn over

The effects of factory work on Scottish children.

Source D

- A** It was written by an eyewitness to the effects of factory work on Scottish children
- B** It was written by someone who had only read about the effects of factory work on Scottish children
- C** It is a secondary source
- D** It was written to show that working in factories was good for Scottish children
- E** It was written to show that working in factories was harmful for Scottish children

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

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2

Source E describes conditions in a mill in Paisley in 1833.

Source E

The number of workers in this mill is 107. All workers appear to be in good health. James Balderstone, the overseer, declares that he never knew any worker become deformed by the work. There have been no accidents from the machinery in the last twelve months.

5. Look at **Sources D** and **E**. Then complete the table, using **four** pieces of evidence in total.

What does Source D , on <i>Page eight</i> , tell us about how working in factories harmed Scottish children?	What does Source E , on <i>Page nine</i> , tell us about how working in factories did not harm Scottish children?

4

[Turn over

[illegible]

Now write down **two** conclusions you have reached about the effects of factory work on Scottish children.

1: _____

2

Now turn to the ONE Context you have studied and are going to answer in Unit III.

UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

CONTEXT B: 1830s–1930s

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

Source A



In October 1906 eleven Suffragettes, including Sylvia Pankhurst, were causing a disturbance outside the House of Commons. For their part in the disturbance they were given two months in prison. When in prison they refused to eat and so were force fed.

1. The militant Suffragettes were treated harshly. Give **two** examples.

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Source C

3. What evidence is there that improved medical knowledge was important in Scottish people living longer? Give **two** examples.

2

[Turn over

The effects of working in coal mines on Scottish children.

Source D

- A** It was spoken by an eyewitness who worked as a child in a coal mine
- B** It was written by someone who had only read about child labour in coal mines
- C** It is a secondary source
- D** It was written to show the benefits of working in a coal mine for Scottish children
- E** It was written to show that working in coal mines was harmful for Scottish children

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

2

Source E

5. Look at **Sources D** and **E**. Then complete the table, using **four** pieces of evidence in total.

<p>What does Source D, on <i>Page fourteen</i>, tell us about how working in coal mines harmed some Scottish children?</p>	<p>What does Source E, on <i>Page fifteen</i>, tell us about how working in coal mines did not harm all Scottish children?</p>
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4

[Turn over

KU	ES
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- Now write down **two** conclusions you have reached about the effects of working in coal mines on Scottish children.

2

Now turn to the ONE Context you have studied and are going to answer in Unit III.

UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

Source A



2

KU	ES
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Source C

3. What evidence is there that improved medical knowledge was important in Scottish people living longer? Give **two** examples.

2

[Turn over

The effects of World War I on Scottish women.

Source D

I saw women workers painting aeroplane wings. They said they often worked from eight in the morning till eight at night. They told me it was common for women painters to faint and be carried outside to recover from the paint fumes before going back to work. Some women never recovered their health.

- A** It was written by an eyewitness who had spoken to women war workers
- B** It was written by someone who had only read about women war workers
- C** It is a secondary source
- D** It was written to show the benefits of working in the First World War
- E** It was written to show how hard women worked in the First World War

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

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2

KU	ES
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Source E

5. Look at **Sources D** and **E**. Then complete the table, using **four** pieces of evidence in total.

What does Source D , on <i>Page twenty</i> , tell us about the bad experiences of women workers during the First World War?	What does Source E , on <i>Page twenty-one</i> , tell us about the good experiences of women workers during the First World War?
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

4

[Turn over

KU	ES
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- Now write down **two** conclusions you have reached about the effects of World War I on women.

2

Now turn to the ONE Context you have studied and are going to answer in Unit III.

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

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

UNIT III—PEOPLE AND POWER

CONTEXT A: USA 1850s–1880s

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

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

Source A is about problems settlers faced when travelling West.

Source A



There were many problems on the journey. Many of the Native Americans would try to steal cattle and horses. One of the worst things that could happen was that a wagon wheel could break and they could not get another.

1. People faced problems travelling West by wagon train. Describe **two** problems.

1: _____

2: _____

Source B

[Turn over

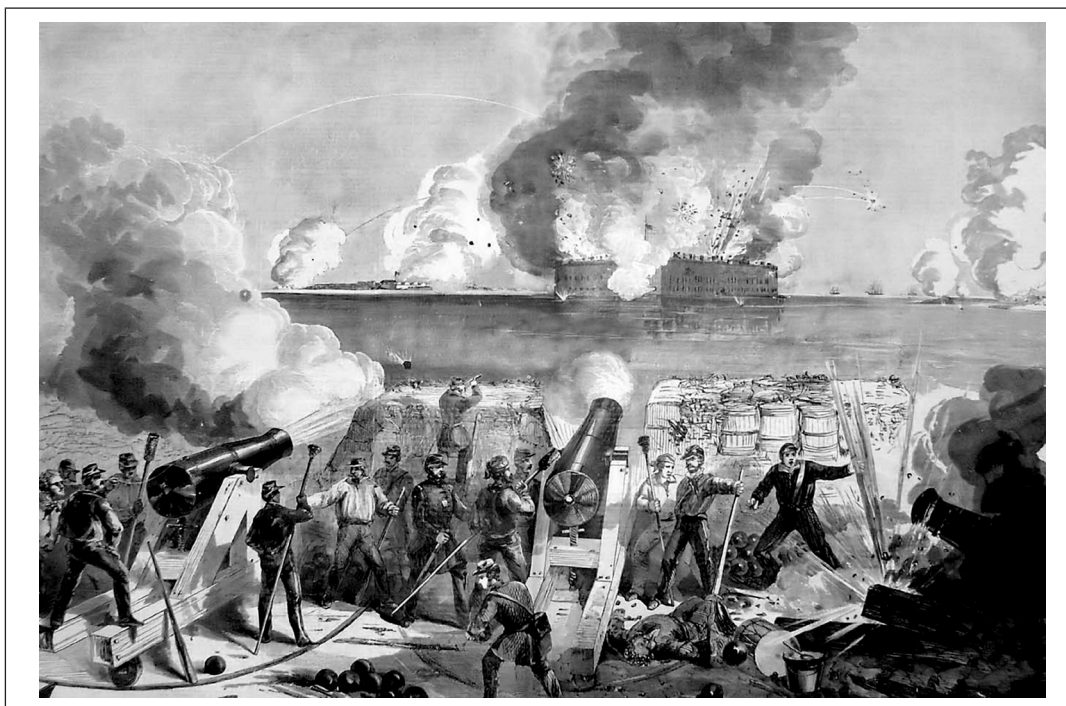
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Source C

2: _____

2

Source D



- A** It is a primary source
- B** It is a secondary source
- C** It was to show that Fort Sumter was attacked by soldiers with big guns
- D** It was to show that Fort Sumter was never attacked
- E** It is a picture of slaves on a plantation

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2

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Source E

5. Life for black Americans improved under Reconstruction. Give **three** reasons for this.

3

Source F

KU	ES
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Source G

7. Why is **Source G** useful as evidence of life on reservations for the Native Americans?

A It was said to encourage Native Americans to move to the reservations

B It says that the Native Americans are unhappy on the reservations

C It says that the Native Americans are happy on the reservations

D It is a primary source

E It is a secondary source

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

2

Source H

8. How can you tell that the Sioux chief did not want to live on the reservation? Give **three** pieces of evidence.

3

Now check you have done ONE Context from Unit I and ONE Context from Unit III.

[Turn over

CONTEXT B: INDIA 1917–1947

Source A

1: _____

2: _____

Source B is about the effects of building railways across India.

Source B

The British developed railways throughout India. Yet for most Indians life went on much as it had done. It was still difficult to transport food to reach areas of India suffering famine. Little was done for Indian industry.

2. **Source A** disagrees with **Source B** about the effects of building railways across India. Give **three** ways that they disagree.

1. **Source A** says: _____

but **Source B** says: _____

2. **Source A** says: _____

but **Source B** says: _____

3. **Source A** says: _____

but **Source B** says: _____

3

[Turn over

Source C

3. The Salt Tax protests were important in showing discontent in India. Give **two** pieces of evidence.

2

KU	ES
----	----

Source D



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

2

[Turn over

Source E



5. Why is **Source E** useful as evidence of how Untouchables were treated?

- A** It was taken to encourage the caste system
- B** It shows the man will not touch the women
- C** It shows the man wants to shake hands with the women
- D** It is a primary source
- E** It is a secondary source

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

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2

Source F

6. How can you tell that Gandhi did not like how Untouchables were treated in India. Give **three** pieces of evidence.

3

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Source G

7. Jinnah found setting up an independent India difficult. Give **three** reasons for this.

3

Source H

8. **Source G** agrees with **Source H** that setting up an independent India was difficult.

Give **three** ways that they **agree**.

3

[END OF CONTEXT IIIB]

Now check you have done ONE Context from Unit I and ONE Context from Unit III.

UNIT III—PEOPLE AND POWER

CONTEXT C: RUSSIA 1914–1941

Source A



2

Source B

Page forty-one

Source C

2

KU	ES
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Source D

4. The Civil War was important in causing suffering for Russian peasants. Give **two** pieces of evidence.

2

[Turn over

KU	ES
----	----

Source E

5. Stalin's Five Year Plans were successful. Give **three** reasons for this.

3

Source F

6. **Source E** disagrees with **Source F** about Stalin's Five Year Plans. Give **three** ways that they disagree.

but **Source F** says: _____

[Turn over

Source G

7. How can you tell that the government official supported Stalin's treatment of the Kulaks? Give **three** pieces of evidence.

3

Marks

KU	ES

Source H is a photograph taken in 1930 of Kulaks being arrested in Russia.

Source H



8. Why is **Source H** useful as evidence of Stalin's treatment of the Kulaks?

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

- A** It was taken to show how well treated the Kulaks were
- B** It shows that Kulaks were arrested and their possessions taken
- C** It shows that Kulaks were helped if they wanted to leave Russia
- D** It is a primary source
- E** It is a secondary source

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

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2

[END OF CONTEXT IIIC]

Now check you have done ONE Context from Unit I and ONE Context from Unit III.

UNIT III—PEOPLE AND POWER

CONTEXT D: GERMANY 1918–1939

Source A

3

Source B

Source C



3. The Munich Beer Hall Putsch, took place on the 9th November, 1923. Describe **two** things that happened.

2

Source D

4. **Source C** disagrees with **Source D** about the events of the Munich Beer Hall Putsch. Give **three** ways that they disagree.

[Turn over

KU	ES
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Source E

5. Hyperinflation had important effects for the German people. Give **two** pieces of evidence.

2

Marks

KU	ES
----	----

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

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

2

[Turn over

Source G

7. How can you tell the girl wanted to join the Hitler Youth? Give **three** pieces of evidence.

3

Marks

KU	ES

Source H is the cover page of a monthly magazine for girls in the Hitler Youth. It was published in 1936.

Source H



'Das Deutsche Mädel' was the monthly magazine for girls in the Hitler Youth Organisation. It clearly showed what was expected of girls. This edition shows girls hiking along a beach.

8. Why is **Source H** useful evidence of what girls did in the Hitler Youth?

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

- A** It was produced to show what girls in Nazi Germany would learn at school
- B** It shows that girls in the Hitler Youth took part in outdoor activities
- C** It shows that girls in the Hitler Youth were taught about motherhood
- D** It is a primary source
- E** It is a secondary source

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

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2

[END OF CONTEXT IIID]

Now check you have done ONE Context from Unit I and ONE Context from Unit III.

[END OF QUESTION PAPER]

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Markers please complete this grid.

Unit I		
	KU	ES
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5		
6		
Total		

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

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

Unit III C		
	KU	ES
1		
2		
3		
4		
5		
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Total		

Unit III D		
	KU	ES
1		
2		
3		
4		
5		
6		
7		
8		
Total		

ACKNOWLEDGEMENTS

Unit I Context B Source A—Photograph of Suffragette in Prison (Ref HGE: 3424522). © Hulton Archive/Getty Images.

Unit I Context C Source C—Photograph of Suffragette in Prison (Ref HGE: 3424522). © Hulton Archive/Getty Images.

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Unit III Context B Source D—Photograph of Salt Tax protesters on the beach at Dandi, April 1930. Unable to trace copyright holder.

Unit III Context B Source E—Photograph of Untouchables receiving their wages. Unable to trace copyright holder.

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