FOR OFFICIAL USE			

	(KU)	(ES)
Total Mark		

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	Town
Forename(s)	Surname
Date of birth Day Month Year Scottish candidate number	er Number of seat
Day Month Year Scottish candidate numbe	
Turn to Page three when you are told to do so.	
Before leaving the examination room you must give thi you may lose all the marks for this paper.	s book to the Invigilator. If you do not,
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
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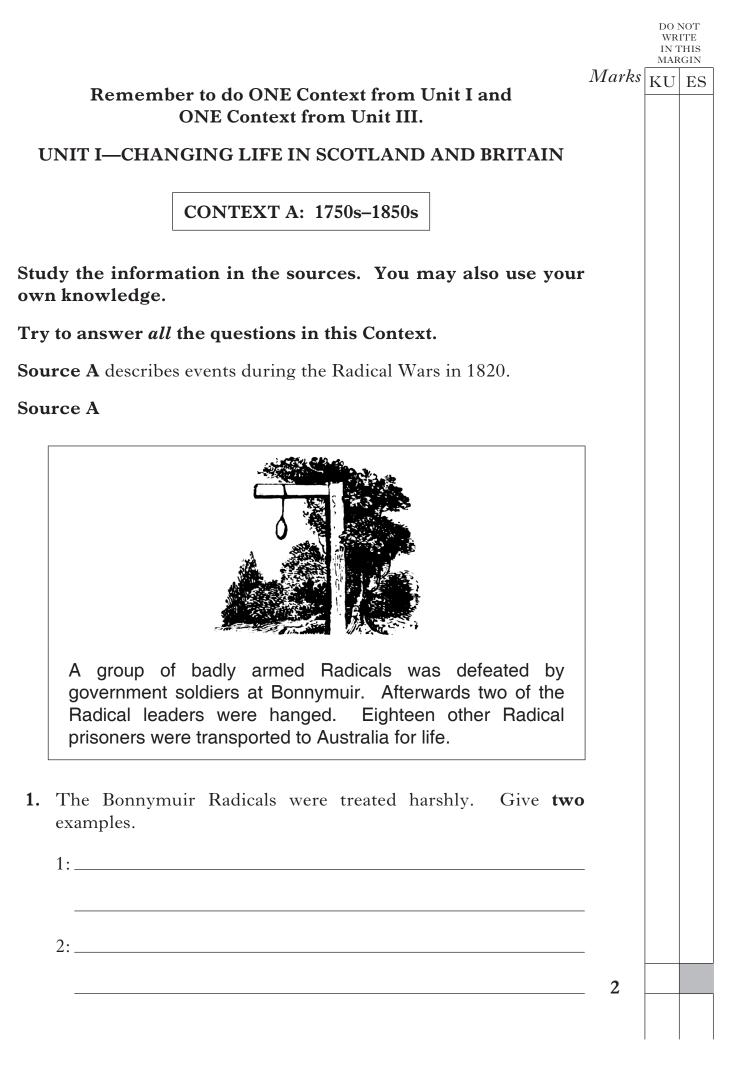
Tick ONE of the following boxes:

Context A:	1750s–1850s	Pages	5–10
OR			
Context B:	1830s–1930s	Pages	11–16
OR			
Context C:	1880s-Present Day	Pages	17–22
U	NIT III—PEOPLE AND PO	OWER	
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]



Source B

2.

By 1850 many of the Highland glens were empty. People had been evicted during the Highland Clearances to make way for sheep, which made more money for the landowners. Many left because they couldn't pay the ever- rising rents. The final blow came with the failure of the potato crop.			
Why did many people leave the Highlands of Scotland? Give three reasons.			
1:			
2:			
3:			
	3		

Source B explains why many people left the Highlands of Scotland.

DO NOT WRITE IN THIS MARGIN

Marks KU ES

			DO N WR IN T MAR	TE HIS	
	rce C describes the ways in which improved medical knowledge bed people in Scotland live longer.	Marks	KU	ES	
Sou	rce C				
	Medical knowledge made important progress by the 1850s. Doctor Simpson produced the first effective anaesthetic for surgery, which helped save many lives. Patients still developed infections and died after surgery. Vaccinating people against smallpox brought the disease under control.				
3.	What evidence is there that improved medical knowledge was important in Scottish people living longer? Give two examples.				
	1:				
	2:	2			
	[Turn over				

WRITE Marks [KU ES In Questions 4, 5 and 6 the topic for investigating is: The effects of factory work on Scottish children. Study the information in the sources, and then answer the questions which follow. **Source D** was written by Dale Owen when he first visited the New Lanark cotton mill in 1808. Source D We found young children exhausted by working fourteen hours a day. Half an hour was allowed for their midday meal. They suffered due to working in very high temperatures. Overseers carried heavy leather clubs and we frequently saw even young children badly beaten. 4. Why is **Source D** useful as evidence for investigating the effects of factory work on Scottish children? Decide which **two** of the following statements are correct. **A** It was written by an eyewitness to the effects of factory work on Scottish children It was written by someone who had only read about the B 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 It was written to show that working in factories was harmful E for Scottish children Write the **two** correct letters in the boxes. 2

[1540/27/01]

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?

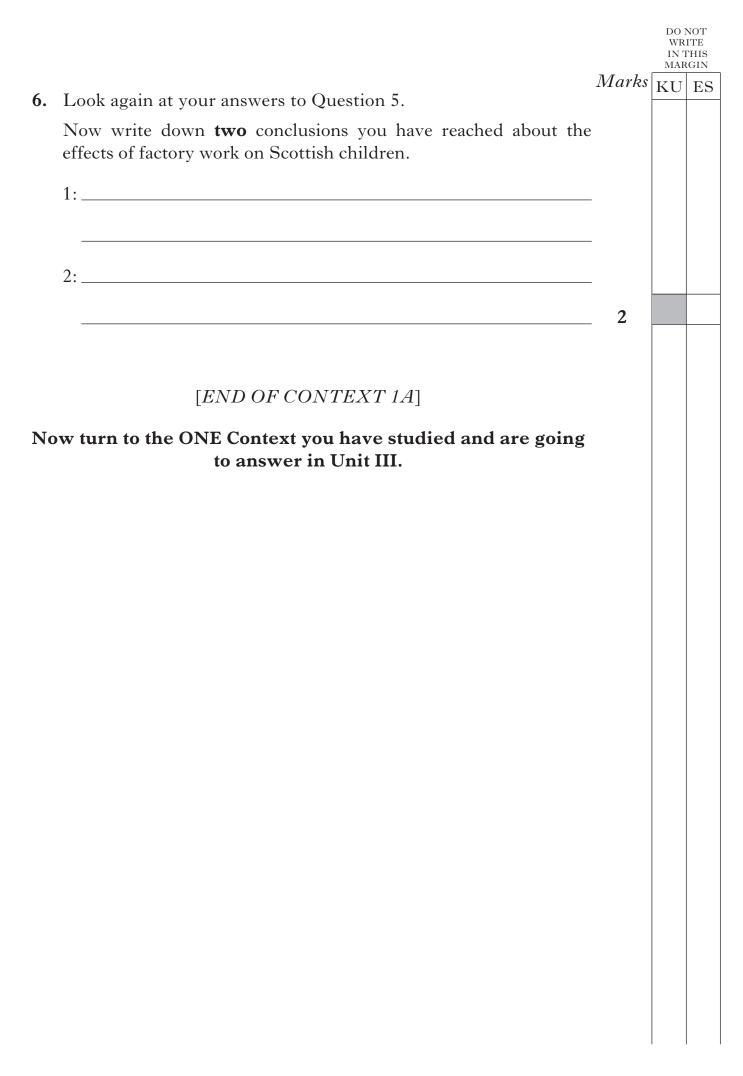
4

DO NOT WRITE IN THIS MARGIN

ES

Marks KU

[Turn over



WRITE IN THIS MARGIN Marks KU Remember to do ONE Context from Unit I and ES **ONE Context from Unit III.** UNIT I-CHANGING LIFE IN SCOTLAND AND BRITAIN CONTEXT B: 1830s-1930s Study the information in the sources. You may also use your own knowledge. Try to answer *all* the questions in this Context. Source A describes how the government dealt with the militant Suffragettes. 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. 1: 2: 2

	Scots who emigrated became sentimental later about 'Bonnie Scotland'. But we should not forget why they left. Poverty drove most of them from Scotland. Countries like the USA or Canada welcomed Scots workers. These countries also had plenty of land.		
2.	Why did many Scots emigrate? Give three reasons.	_	
	2:	-	
	3:	-	
		3	

DO NOT WRITE IN THIS MARGIN

Marks KU ES

Source B explains why many Scots emigrated to other countries.

Source B

Page twelve

			DO N WR IN T MAR	ITE THIS	
	rce C describes the ways in which improved medical knowledge ed people in Scotland live longer.	Marks	KU	ES	
Sou	rce C				
	Medical knowledge made important progress by the 1850s. Doctor Simpson produced the first effective anaesthetic for surgery, which helped save many lives. Patients still developed infections and died after surgery. Vaccinating people against smallpox brought the disease under control.				
3.	What evidence is there that improved medical knowledge was important in Scottish people living longer? Give two examples.				
	1:				
	2:	2			
	[Turn over				

				DO I WR IN T MAR	ITE THIS
In (Que	stions 4, 5 and 6 the topic for investigating is:	Marks	KU	ES
	Т	The effects of working in coal mines on Scottish children.			
	-	the information in the sources, and then answer the ons which follow.			
		D is evidence given by Isabella Read, age 12, to the Royal ssion in 1842.			
Sou	rce	D			
	C tł I	am brought to work at the pit with my sister and brother. I annot say how many journeys I make from pit bottom to ne top. I carry a hundredweight and a quarter on my back. am frequently up to my calves in water. The lasses do not ke the work but they are made to do it.			
4.		ny is Source D useful as evidence for investigating the effects working in coal mines on Scottish children?			
	De	cide which two of the following statements are correct.			
	Α	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			
	С	It is a secondary source			
	D	It was written to show the benefits of working in a coal mine for Scottish children			
	Ε	It was written to show that working in coal mines was harmful for Scottish children			
	Wı	rite the two correct letters in the boxes.	2		

pieces of evidence in total.	hen complete the table, using four	
What does Source D , on <i>Page fourteen</i> , tell us about how working in coal mines harmed some Scottish children?	What does Source E, on Page fifteen, tell us about how working in coal mines did not harm all Scottish children?	

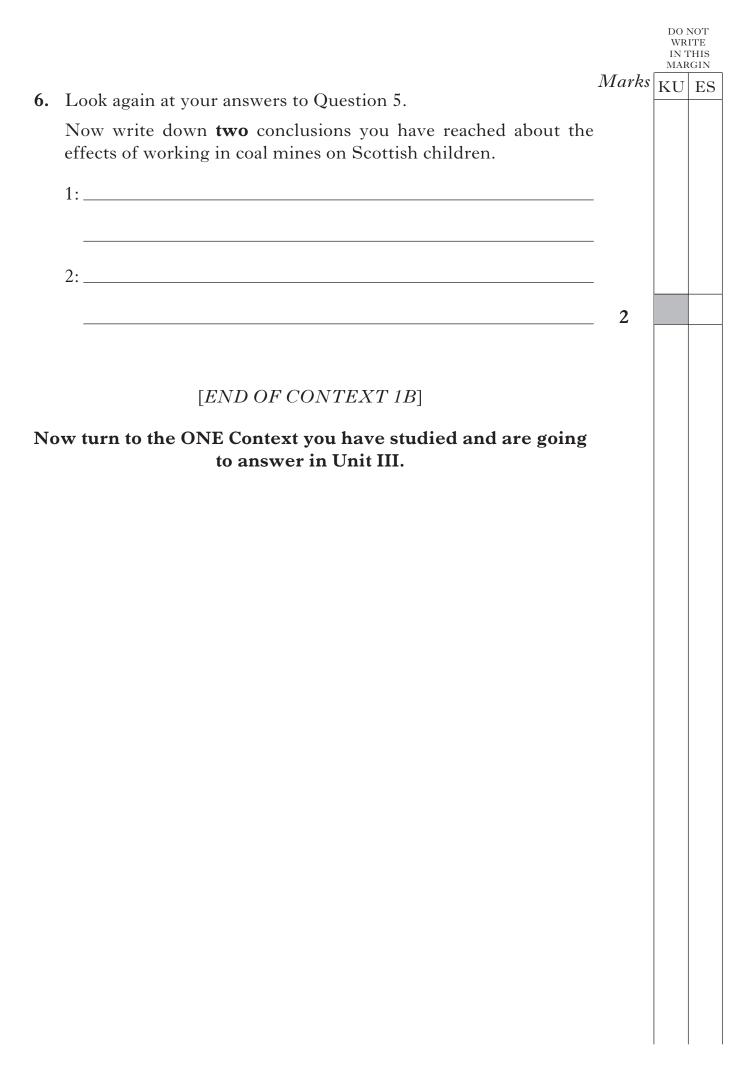
Source E describes conditions in a coal mine in 1842.

Very young boys have never been allowed to work underground in our pits. No girls work in our pits. There is a school attached to the coal mine and most of the girls and boys attend. At age twelve the boys go down the pit. We

Source E

DO NOT WRITE IN THIS MARGIN

[Turn over



WRITE IN THIS MARGIN Marks KU Remember to do ONE Context from Unit I and ES **ONE Context from Unit III.** 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** describes how the government dealt with the militant Suffragettes. 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. 1: 2: 2

				ITE THIS
	arce B explains why many Scots emigrated to other countries.	Marks	KU	ES
	Scots who emigrated became sentimental later about 'Bonnie Scotland'. But we should not forget why they left. Poverty drove most of them from Scotland. Countries like the USA or Canada welcomed Scots workers. These countries also had plenty of land.			
2.	Why did many Scots emigrate? Give three reasons.			
	1:	_		
	2:	_		
	3:	3		

ES

Page eighteen

			DO N WR IN T MAR	ITE THIS	
	rce C describes the ways in which improved medical knowledge ed people in Scotland live longer.	Marks	KU	ES	
Sou	rce C				
	Glasgow suffered more from tuberculosis (TB) than any other part of Britain. TB was eventually brought under control by the introduction of vaccinations. Campaigns to x-ray Scots in the 1950s also helped diagnose sufferers before the disease could spread.				
	What evidence is there that improved medical knowledge was important in Scottish people living longer? Give two examples.				
	1:				
	2:	2			
	[Turn over				

Marks [KU ES In Questions 4, 5 and 6 the topic for investigating is: The effects of World War I on Scottish women. Study the information in the sources, and then answer the questions which follow. **Source D** was written by Sylvia Pankhurst after she visited an aircraft factory in 1916. 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. 4. Why is **Source D** useful as evidence for investigating the effects of World War I on Scottish women? Decide which **two** of the following statements are correct. **A** It was written by an evewitness 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 It was written to show how hard women worked in the First E World War 2 Write the **two** correct letters in the boxes.

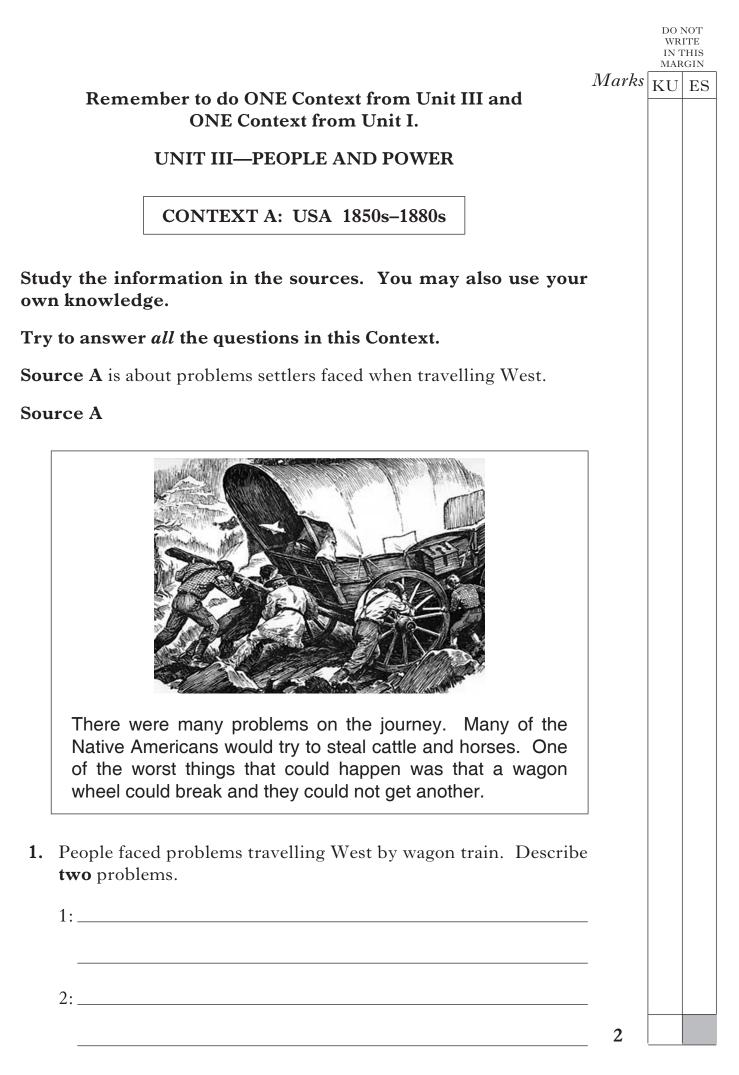
WRITE

			7.17.1	DO M WRI IN T MAR	ITE THIS GIN
	Irce E describes the experience of rld War.	f women working during the First	Marks	KU	ES
Sou	irce E				
	The war did affect the workin allowed to do many of the jobs war. Women now did jobs su They did not receive equa women's pay did go up during				
5.	Look at Sources D and E . The pieces of evidence in total.	en complete the table, using four			
	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?			
			4		

[Turn over



[Turn over for Unit IIIA on Page twenty-four



[Turn over

Marks KU **Source B** describes problems faced by people travelling West. Source B We left home this morning and travelled sixteen miles. We learned that eleven wagons had been attacked by Native Americans. We then had a steep climb up a mountain and the wagons got stuck. We could not risk breaking a wheel as we could not get another one. 2. Source A agrees with Source B about problems faced by people travelling West. Give **three** ways that they agree. 1. Source A says/shows: _____ and also **Source B** says: _____ 2. Source A says/shows: _____ and also **Source B** says: _____ 3. Source A says/shows: _____ and also **Source B** says: _____ 3

WRITE IN THIS MARGIN

ES

			DO I WR IN 7 MAR	ITE THIS	
Sou Wai	rce C describes how the attack on Fort Sumter led to the Civil	Marks	KU	ES	
Sou	rce C				
	The Confederate General Beauregard demanded Fort Sumter's surrender. Major Anderson, the fort's commander, refused. So next day the Confederates opened fire and the soldiers in Fort Sumter fired back. They shot at each other for thirty-three hours. The people of the North wanted revenge. The Civil War had started.				
3.	The attack on Fort Sumter was an important cause of the outbreak of the Civil War. Give two pieces of evidence.				
	1:				
	2:				
		2			

MARGIN Marks KU ES Source D is a picture from a newspaper in April 1861. Source D 4. Why is Source D useful as evidence of the attack on Fort Sumter? Decide which **two** of the following statements are correct. **A** It is a primary source It is a secondary source B 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 It is a picture of slaves on a plantation Ε Write the **two** correct letters in the boxes. 2 [Turn over

		WR IN 7	DO NOT WRITE IN THIS MARGIN	
Durce E is about improvements to the lives of black Americans under econstruction.		KU		
ource E				
Black Americans were given equal voting rights. Congress set up the Freedman's Bureau. They opened schools for black Americans. They helped them get paid jobs. However, the Freedman's bank was badly managed and customers lost money.				
• Life for black Americans improved under Reconstruction. Give three reasons for this.				
1:	-			
2:	-			
3:	_			
	_ 3			

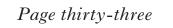
				DO N WR IN T MAR	ITE THIS	
Sou	rce	\mathbf{F} is about the introduction of black rights.	Marks	KU	ES	
Sou						
	S K A	hese new rights for black Americans scared many outhern white Americans and they joined groups like the tu Klux Klan. Black Americans only got the worst jobs. rmed gangs often stopped them from voting. Schools were targeted and sometimes set on fire.				
6.		urce E disagrees with Source F about the introduction of ck rights.				
	Gi	ve three ways that they disagree.				
	1.	Source E says:				
		but Source F says:				
	2.	Source E says:				
		but Source F says:				
	3.					
		but Source F says:				
			3			
		[Turn over				

Sou	irce	G is by a Native American in 1871 talking about life on a	Marks	KU	ES
	erva	tion.			
	o h	Ve are prisoners on this reservation. We can not feed purselves and we rely on food from the government. They ave taken our weapons and our horses. We are hunters and warriors. This is no way for a warrior to live.			
7.		hy is Source G useful as evidence of life on reservations for e Native Americans?			
	De	cide which two of the following statements are correct.			
	A	It was said to encourage Native Americans to move to the reservations			
	В	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			
	W	rite the two correct letters in the boxes.	2		

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN Marks KU ES **Source H** is by a Sioux chief speaking in the 1860s. Source H I have heard that you want to settle us on a reservation near the mountains. I don't want to settle. I love to ride over the prairies. That is where I am happy. But when we settle down we grow sad and our spirit dies. 8. How can you tell that the Sioux chief did not want to live on the reservation? Give three pieces of evidence. 1 He says: _____ 2 He says: _____ 3 He says: _____ 3 [END OF CONTEXT IIIA] Now check you have done ONE Context from Unit I and ONE Context from Unit III. [Turn over

			DO I WR IN T MAR	ITE THIS
	Remember to do ONE Context from Unit III and ONE Context from Unit I.	Marks		ES
	UNIT III—PEOPLE AND POWER			
	CONTEXT B: INDIA 1917–1947			
	dy the information in the sources. You may also use your n knowledge.			
Try	to answer all the questions in this Context.			
Sou	Irce A is about the benefits of railway building in India.			
Sou	irce A			
1.	In the nineteenth century the British began to build a railway network in India. This would change life in India. Building railways helped to develop Indian industry. Also food could be transported to all areas of India. Building railways benefited India. Describe two benefits. 1:	-		
		2		



				WR IN 7	NOT ITE FHIS RGIN
Sou Sou		B is about the effects of building railways across India. B	Marks		
	n d	The British developed railways throughout India. Yet for nost Indians life went on much as it had done. It was still ifficult to transport food to reach areas of India suffering amine. Little was done for Indian industry.			
2.	rai	urce A disagrees with Source B about the effects of building lways across India. Give three ways that they disagree.			
		but Source B says:			
	2.	Source A says:			
		but Source B says:			
	3.	Source A says:			
		but Source B says:			
			3		
		[Turn over			

ES

[1540/27/01]

Source C describes the Salt Tax protests.

Source C

In March 1930 Gandhi decided to protest against the Salt Tax. Thousands followed him to break the law. It was a signal for Indians all over the country to defy their British rulers.

- **3.** The Salt Tax protests were important in showing discontent in India. Give **two** pieces of evidence.
 - 1:______
 2:_____

2

DO NOT WRITE IN THIS MARGIN

Marks KU ES

				DO N WRI IN T MAR	TE HIS
		D is a photograph of Salt Tax protestors on the beach at Dandi 1930.	Marks	KU	ES
Sou	rce	D			
4.	De	was taken to show that Indians supported the Salt Tax It was taken to show that Indians supported the Salt Tax It was taken to show that Indians supported the Salt Tax It is a picture of Indians harvesting corn			
	Wı	rite the two correct letters in the boxes.	2		
		[Turn over			

				DO N WRI IN T MAR	TE HIS
		${\bf E}$ is a photograph taken in the 1930s of Untouchables receiving	Marks	KU	ES
Sou		E			
		<image/>			
5.	tre	ny is Source E useful as evidence of how Untouchables were ated? cide which two of the following statements are correct.			
	A	It was taken to encourage the caste system			
	B	It shows the man will not touch the women			
	С	It shows the man wants to shake hands with the women			
	D	It is a primary source			
	E	It is a secondary source			
	Wı	rite the two correct letters in the boxes.	2		

[1540/27/01]

Source F is by Gandhi.

Source F

I hate the hideous way Untouchables are treated and for which millions of Hindus are responsible. But I refuse to hate Hindus. I dislike the way it divides India. It is unacceptable that Untouchables continue to be cursed by other Indians.

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

1	He says:	
2	He says:	
3	He says:	-

3

DO NOT WRITE IN THIS MARGIN

ES

Marks KU

[Turn over

DO NOT WRITE IN THIS MARGIN Marks KU **Source G** is about Indian independence. Source G Jinnah was the leader of the Muslim League. He found it impossible to agree with Nehru and Gandhi. They were determined that India should be one country. But the Muslims wanted to have a country of their own-Pakistan. This new country would have a Muslim rather than a Hindu majority. 7. Jinnah found setting up an independent India difficult. Give three reasons for this. 1 He says: _____ 2 He says: _____ 3 He says: _____ 3

ES

			Marks	WR IN 7 MAR	
Sou	irce	H is about Indian independence.	<i>WIUTRS</i>	KU	ES
Sou	irce	H			
1	[
	lı F	andhi and Nehru wanted India to stay united. But keeping ndia united proved difficult. Muslims wanted a separate Pakistan. This would mean Muslims now, instead of lindus, would be in the majority.			
8.		urce G agrees with Source H that setting up an independent dia was difficult.			
	Gi	ve three ways that they agree .			
	1.	Source G says:			
		and also Source H says:			
	2.	Source G says:			
		and also Source H says:			
	3.	Source G says:			
		and also Source H says:			
			3		
		[END OF CONTEXT IIIB]			
		Now check you have done ONE Context from Unit I and ONE Context from Unit III.			

WRITE IN THIS MARGIN Marks _{KU} ES Remember to do ONE Context from Unit III and **ONE Context from Unit I. UNIT III—PEOPLE AND POWER** CONTEXT C: RUSSIA 1914–1941 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 facing Russian civilians during the First World War. Source A The First World War affected Russian civilians in many ways. There were shortages of everything. People had to queue all the time. The queues often stretched far into the distance, so people had to wait a very long time to get to the front of the queue. 1. The First World War caused problems for Russian civilians. Describe **two** problems. 1: 2: 2

			MAR	ITE FHIS
	ce B describes the problems facing Russian civilians during the World War.	Marks	KU	ES
Sourc	e B			
	The war had a big impact on Russian civilians. Queuing became routine in cities. People had to wait a very long time for food because the queues were so long. Even when you reached the shops, severe food shortages meant there was usually little available.			
C	ource A agrees with Source B about problems facing Russian ivilians during the First World War. Give three ways that ney agree.			
1	. Source A says:			
	and also Source B says:			
2	. Source A says:			
	and also Source B says:			
3				
	and also Source B says:			
		3		
	[Turn over			

			DO N WR IN T MAR	NOT ITE THIS GIN
	rce C an eyewitness describes life in Moscow during the Civil 1921.	Marks		ES
ource	e C			
f E C	You would often see peasants who had walked from the amine-stricken countryside in the hope of finding food. By that time they were usually so weak that they mostly died on the street. I saw many deaths—whole families cometimes. It was terrible.			
	hy is Source C useful as evidence of the effects of the Civil ar on Russian peasants?			
De	ecide which two of the following statements are correct.			
A	It is a primary source			
B	It is a secondary source			
C	It was written to highlight the bad effects of the Civil War			
D	It was written to highlight the good effects of the Civil War			
E	It says that peasants coped well during the Civil War			
W	rite the two correct letters in the boxes.	2		

			DO M WRI IN T MAR	TE HIS	
Sou	rce D describes the effects of the Civil War on Russian peasants.	Marks	KU	ES	
	rce D				
Sou					
	Squads of soldiers were sent to the countryside to take food from the peasants. This made the peasants angry. Less food and poor harvests led to famine, and around 5 million people died in Russia.				
	The Civil War was important in causing suffering for Russian peasants. Give two pieces of evidence.				
	1:				
	2:				
		2			
	[Turn over				

DO NOT WRITE IN THIS MARGIN Marks KU ES **Source E** is about Stalin's Five Year Plans. Source E Stalin's Five Year Plans were successful because they were organised with great care. Rewards for meeting targets encouraged workers to work harder. Those who failed were fined or even lost their jobs. Since factories worked seven days a week they produced much more. 5. Stalin's Five Year Plans were successful. Give three reasons for this. 1: 2:_____ 3:_____ 3

				MAR	ITE THIS GIN	
Sou	rce	F is about Stalin's Five Year Plans.	Marks	KU	ES	
Sou	rce	\mathbf{F}				
Г						
	s u p	Stalin's Five Year Plans had mixed success. More care hould have been taken when they were being drawn p. Many workers struggled with long hours so ended up roducing less. Few ever reached the ambitious targets so ney were never rewarded—this led to discontent.				
6.		urce E disagrees with Source F about Stalin's Five Year ans. Give three ways that they disagree.				
	1.	Source E says:				
		but Source F says:				
	2.	Source E says:				
		but Source F says:				
	3.	Source E says:				
		but Source F says:				
			3			
		[Turn over				

			WR IN 7 MAF	
Sou	Irce G is by a government official in 1930.	Marks	KU	ES
Sou	irce G			
	Of course, you Kulaks will never accept collectivisation. You disgust us. Comrade Stalin is right; you love to fatten yourselves on other people's blood. But we know how to deal with you—we'll wipe you off the face of the earth.			
7.	How can you tell that the government official supported Stalin's treatment of the Kulaks? Give three pieces of evidence.			
	2 He says:			
	3 He says:			
		3		

MARGIN 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. It was taken to show how well treated the Kulaks were Α 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. 2 [END OF CONTEXT IIIC] Now check you have done ONE Context from Unit I and ONE Context from Unit III.

		DO N WRI' IN TI MARO	TE HIS
Remember to do ONE Context from Unit III and ONE Context from Unit I.	Marks	KU	ES
UNIT III—PEOPLE AND POWER			
CONTEXT D: GERMANY 1918–1939			
Study the information in the sources. You may also use yown knowledge.	your		
Try to answer all the questions in this Context.			
Source A is about the rights German people were given in the We Republic.	imar		
Source A			
The new Weimar Republic tried very hard to prote people's rights. Germans had the right to hold peace meetings. Every German had the right to express the opinion as they wished. German citizens could als worship freely. These rights were set out as "fundament laws".	ful eir so		
 German people benefited from greater rights in the We Republic. Give three reasons for this. 1:			
2:			
3:			
	3		

		7 7 7		GIN
ubli	B is about the rights German people had in the Weimar	Marks	KU	ES
rce	В			
G h b	ermans now had the right of free speech. They could old political meetings. They had freedom of religious elief. Few other countries at this time allowed people so			
1.	Source A says:			
	and also Source B says:			
2.	Source A says:			
	and also Source B says:			
3.	Source A says:			
	and also Source B says:			
		3		
	[Turn over			
	T G ho b m hac 1.	and also Source B says: 2. Source A says: and also Source B says: 3. Source A says: and also Source B says:	The Weimar Republic gave people many human rights. Germans now had the right of free speech. They could hold political meetings. They had freedom of religious belief. Few other countries at this time allowed people so many rights and freedoms. Source A agrees with Source B about the rights German people had in the Weimar Republic. Give three ways that they agree. 1. Source A says: and also Source B says:	The Weimar Republic gave people many human rights. Germans now had the right of free speech. They could hold political meetings. They had freedom of religious belief. Few other countries at this time allowed people so many rights and freedoms. Source A agrees with Source B about the rights German people had in the Weimar Republic. Give three ways that they agree. 1. Source A says:

DO NOT WRITE IN THIS MARGIN Marks KU ES Source C is about the events of the Munich Beer Hall Putsch, 1923. Source C On the morning of 9th November, Hitler led about 3000 supporters to the centre of Munich. On the way they were met by mounted police who opened fire. Sixteen Nazis were killed. The Putsch collapsed. 3. The Munich Beer Hall Putsch, took place on the 9th November, 1923. Describe **two** things that happened. 1:_____ 2:_____ 2

Page	fifty-one
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[Turn over

				MAR	ITE THIS GIN
Sou	rce	D describes the events in Munich on 9th November 1923.	Marks	KU	ES
Sour	rce	D			
	aı N by aı in	In the morning of 9th November President Ebert nnounced a state of emergency. At midday 2000 armed azis marched to a military base in Munich. They were met y mounted police. A shot was fired, probably by a Nazi nd the police returned fire. Fourteen Nazis were killed icluding the person next to Hitler. Most Nazis fell to the round and took cover.			
	Μu	arce C disagrees with Source D about the events of the unich Beer Hall Putsch. Give three ways that they disagree. Source C says/shows:			
		but Source D says:			
	2.	Source C says/shows:			
		but Source D says:			
	3.	Source C says/shows:			
		but Source D says:			
			3		

Source E describes	the effects	of hyperinflation in	Germany in 1923.
--------------------	-------------	----------------------	------------------

Source E

On Friday afternoons lines of workers waited outside pay windows to receive bank notes. People began running immediately to the food stores where there were more queues. People carried their money in sacks or prams.

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

2

DO NOT WRITE IN THIS MARGIN

ES

Marks KU

			WR IN 7	NOT ITE FHIS RGIN
Sou : 23.	rce F an eyewitness describes hyperinflation in Germany in	Marks		
urce	F			
S C	here were extraordinary scenes. Housewives had to shop everal times a day because a pound of butter might rise in ost five times within 24 hours. Workers had to exchange ix weeks' pay for a pair of shoes.			
	ny is Source F useful as evidence of the effects of perinflation on the German people?			
De	cide which two of the following statements are correct.			
Α	It is a primary source			
B	It is a secondary source			
C	It was written to inform people of the effects of hyperinflation			
D	It was written to inform people of the reasons for the hyperinflation			
Ε	It tells us many people benefited from the hyperinflation			
Wı	rite the two correct letters in the boxes.	2		
	[Turn over			

7			Marks	DO N WRI IN T MAR	TE HIS GIN
		e G is by a girl who grew up in Nazi Germany. e G			
	 	I had a friend who was in the Hitler Youth. She wore this really smart uniform. I thought it was very classy. They also went on exciting trips. When I said I wanted to join the Hitler Youth, my dad was very firm and said "No!" He didn't explain why. I was very upset.			
7.	th	fow can you tell the girl wanted to join the Hitler Youth? Give aree pieces of evidence. She says:			
	2	She says:			
	3	She says:	2		
			3		

[1540/27/01]

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. lt 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

Dos Deutsche Mäd

It is a secondary source E

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

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

[END OF QUESTION PAPER]

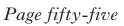


2



ES

Marks KU



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Markers please complete this grid.

Unit I		
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Unit III A		
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Unit III B			
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Unit III C		
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Unit III D		
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8		
Total		

ACKNOWLEDGEMENTS

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

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