FOR OFFICIAL USE			_	
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	(KU)	(ES)
Total Mark		

1540/401

NATIONAL QUALIFICATIONS 2007 FRIDAY, 18 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 t not, you may lose all the marks for this paper.	this book to the invigilator. If you do
Answer only two contexts: one from Unit I and one from Unit III.	
You must do two contexts only.	





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

Tick the TWO Contexts you are going to answer.

UNIT I-CHANGING LIFE IN SCOTLAND AND BRITAIN

Tick ONE of the following boxes:

Context A: 1750s-1850s Pages 4-7	
OR	
Context B: 1830s–1930s Pages 8–11	
OR	
Context C: 1880s-Present Day Pages 12-15	

AND

UNIT III—PEOPLE AND POWER

Tick ONE of the following boxes:

Context A: USA 1850–1880 Pages 16–21	
OR	
Context B: INDIA 1917–1947 Pages 23–30	
OR	
Context C: RUSSIA 1914–1941 Pages 31–38	
OR	
Context D: GERMANY 1918–1939 Pages 39–46	

Write your answers in the spaces provided.

Some sources have been adapted or translated.

Turn to your chosen Context in Unit I.

DO N WRIT TH MAR	E IN IS
Remember to do ONE Context from Unit I and Marks ONE Context from Unit III. KU	ES
UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN	
CONTEXT A: 1750s-1850s	
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 housing in towns in the eighteenth century.	
Source A	
In the eighteenth century, many houses in towns were badly built and constructed of poor materials. They often could not keep out wind and rain. They were also often dirty and usually lacked any form of plumbing.	
 In what two ways were houses in towns badly built in the eighteenth century? 1: 	
1.	
2:	
2	
Source B is from a Report on Housing in Scotland, written in 1842.	
Source B	
Many of the houses are very small. Due to this, the air becomes terrible during the time of sickness. I saw, in one room, a family of seven all with fever, and with just one bed. No wonder they had all caught the illness. The minister of Inveresk says that he found in one house, a poor man, dead, with his children sleeping beside him on a straw bed on the clay floor.	

Marks 2. Give three reasons to show that poor housing conditions were a serious problem in Scotland in 1842. 1: 2: 3: 3: 3:	KU	ES
2:		
2:		
3:		
3		_
ource C is about the need for new ways of making cotton thread.		
ource C		
Cotton had to be spun into thread and woven into cloth. The weavers needed more thread. The old spinning machines could not produce enough thread as they could only spin one thread at a time. People tried hard to find some method of speeding up spinning. Eventually, Richard Arkwright invented a machine which could spin up to 100 threads at once.		
 Explain why new ways to make cotton thread were needed. Give two reasons. 		
1:		
2:		
2		
[Turn over		
1540/4011 Page fige		

			WRI' TH	NOT FE IN HIS RGIN
0	actions 1.5 and 6 the tonic for investigating is:	Marks	KU	ES
Qu	estions 4, 5 and 6 the topic for investigating is:	Г		
	The Highland Clearances in the nineteenth century.			
	the information in the sources, and then answer the ons which follow.	•		
	e \mathbf{D} is a letter written by Mr N. Macleod who visited the ands in 1846.			
urc	e D			
in re Tł pe	any of the poor people rightly want to emigrate to our colonies North America but they do not have enough money. The ason they want to go is due to the failure of the potato crop. here is not enough food left for one month. Not only are eople hungry but disease is beginning to spread. In some aces the people are living on nothing but shellfish.			
fr	Thy is Source D useful as evidence for investigating emigration om the Scottish Highlands in the nineteenth century?	1		
Ţ	wo reasons why Source D is useful as evidence are:			
A	it is a primary source			
B	it is a secondary source			
С	it was written by someone who had seen why people wanted to leave the Highlands	1		
D	it was written by someone who had read about why people wanted to leave the Highlands			
Ε	it was written to persuade people to leave the Highlands.			
W	rite the two correct letters in the boxes.	2		

			DO N WRIT TH MAR	TE IN
Sou	rce E is from Kirsty Robertson's memories of the Clearances in	Marks	KU	ES
2	e in 1850.			
Sou	rce E			
	We were forced out of our croft by the estate manager. We did not want to go. Eviction orders were given. They used fire and force if needed. I remember the Clearers pouring out our milk onto the ground. Our cottage was wrecked so we could not return. We spent the night in the open. Eventually we had to emigrate to Canada.			
Loo	k at Sources D and E .			
	What does Source D tell us about why people wanted to leave the Highlands?			
	What does Source E tell us about why people left the Highlands?			
		4		
	What have you found out about why people left the Highlands in the nineteenth century? Give two findings.			
		2		
	[END OF CONTEXT IA]			
Nov	w turn to the ONE Context you have studied and are going to answer in Unit III.			

[1540/401]

Page seven

			E IN IS
Remember to do ONE Context from Unit I and ONE Context from Unit III.	Marks	KU	ES
UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN			
CONTEXT B: 1830s-1930s			
dy the information in the sources. You may also use your n knowledge.	r		
to answer all the questions in this Context.			
Irce A describes housing in towns in the late nineteenth century.			
irce A			
tenements built from poor materials. Many of the flats had no windows. Rats infested most of these crumbling buildings.			
	. 2		
that air could not circulate. Windows were kept tightly shut to keep out the cold. Poor ventilation was bad for chest infections. Large families took in lodgers to help pay the rent and any			
	ONE Context from Unit III. UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN CONTEXT B: 1830s–1930s dy the information in the sources. You may also use your a knowledge. to answer all the questions in this Context. urce A describes housing in towns in the late nineteenth century. urce A After 1840, workers flooded into Scotland's cities from the Lowland countryside, from the Highlands and from Ireland. Most working families were crowded into one-roomed flats in tenements built from poor materials. Many of the flats had no windows. Rats infested most of these crumbling buildings. In what two ways were houses in towns badly built in the late nineteenth century? 1: 2: 2: 3: 3: 3: 3: 3: 3: 3: 3: 3: 3: 3: 3: 3:	ONE Context from Unit III. INIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN CONTEXT B: 1830s–1930s dy the information in the sources. You may also use your n knowledge. to answer all the questions in this Context. Tree A describes housing in towns in the late nineteenth century. Tree A After 1840, workers flooded into Scotland's cities from the Lowland countryside, from the Highlands and from Ireland. Most working families were crowded into one-roomed flats in tenements built from poor materials. Many of the flats had no windows. Rats infested most of these crumbling buildings. In what two ways were houses in towns badly built in the late nineteenth century? :	ONE Context from Unit III. UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN CONTEXT B: 1830s–1930s dy the information in the sources. You may also use your n knowledge. to answer all the questions in this Context. tree A describes housing in towns in the late nineteenth century. tree A After 1840, workers flooded into Scotland's cities from the Lowland countryside, from the Highlands and from Ireland. Most working families were crowded into one-roomed flats in tenements built from poor materials. Many of the flats had no windows. Rats infested most of these crumbling buildings. In what two ways were houses in towns badly built in the late nineteenth century? 1:

		DO NOT WRITE IN THIS MARGIN
2. Give three reasons to show that poor housing conditions serious problem in Scotland in the nineteenth century.		KU ES
1:		
2:		
3:		_
	3	
Source C was taken from "The Rise of Scottish Industry Patrick.	" by John	
Source C		
changes in the coal industry. Ways were found to production from existing pits. Pillars of coal had been support the roof. Wooden props were now used. powered pumps were introduced to drain the pits. Stea was also used to lift miners up and down the shaft. New coal seams could be reached.	n used to . Steam am power	
3. Explain why it became possible to mine more coal on nineteenth century. Give two reasons.	during the	
1:		
2:		
	2	
נ]	Furn over	
[1540/401] Paga mina		

In Questions 4, 5 and 6 the topic for investigating is:

DO NOT WRITE IN THIS MARGIN

ES

KU

Marks

2

Emigration from the Scottish Highlands and Islands in the nineteenth century.

Study the information in the sources, and then answer the questions which follow.

Source D is a report written by Malcolm McNeill, who visited the Island of Lewis in 1888.

Source D

The children show signs of great poverty. They live in houses which are made of rough stones and turf. They enter by the same door as the cows and hens. They eat mostly potatoes with oatmeal and milk, and sometimes fish. I believe that they will never improve and rise above this poverty. The solution is for them to emigrate to Canada.

4. Why is **Source D** useful as evidence for investigating emigration from the Scottish Highlands and Islands in the nineteenth century?

Two reasons why **Source D** is useful as evidence are:

- **A** it is a primary source
- **B** it is a secondary source
- **C** it was written by someone who saw the poor conditions in the Highlands and Islands which led to emigration
- **D** it was written by someone who had read about the poor conditions in the Highlands and Islands which led to emigration
- **E** it was written to persuade people not to leave the Highlands and Islands.

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

			DO N WRIT TH MAR	E IN IS
	rce E is from a letter written to the Secretary of State by some e crofters in 1889.	Marks	KU	ES
Sou	rce E			
	The answer to poverty and hardship in the islands is not to emigrate to Canada. The answer is to give us our own land. There are thousands of acres used for sheep and deer. If this land was properly used, that would be an immediate help to us. We need to be given help against high rents and landlords who force us out of our own crofts.			
Loo	k at Sources D and E .			
5.	What does Source D tell us about why some people were in favour of emigration from Scotland?			
	What does Source E tell us about why some people were against emigration from Scotland?			
6.	What have you found out about people's views on emigration from Scotland in the nineteenth century? Give two findings.	4		
		2		
	[END OF CONTEXT IB]			
No	w turn to the ONE Context you have studied and are going to answer in Unit III.			

Page eleven

		λ.α	DO N WRIT TH MAR	TE IN IIS
	Remember to do ONE Context from Unit I and ONE Context from Unit III.	Marks	KU	ES
U	NIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN			
	CONTEXT C: 1880s–Present Day			
	ly the information in the sources. You may also use your knowledge.			
Try	to answer <i>all</i> the questions in this Context.			
	rce A was said by a lady who had lived in Edinburgh in the early ntieth century.			
Sour	rce A			
1.	I would never want to live in those days again, no, never. The houses were all crammed together and built too close to each other. There was maybe only one lavatory used by everyone living up the one stair. And it was very dark and gloomy. Aye, it was terrible living long ago. Talk about the good old days: it isn't true, there were six of us living in just two rooms. In what two ways were houses in towns badly built in the early twentieth century? 1:			
		2		
	rce B is from "The Scottish Nation" by T. Devine. rce B			
	In the early twentieth century most Scottish families were brought up in a very cramped space. They lived in houses with one or two rooms. Almost half of the houses had no fixed bath. It was common for men to go out on a Friday night so that women in the family could bathe in a tub in the living room. Sharing a toilet with neighbours was also very common.			
[134	ruge iweive			

			DO N WRIT TH MAR	TE IN IIS
2.	Give three reasons to show that poor housing was a serious problem in Scotland in the early twentieth century.	Marks	KU	ES
	1:			
	2:			
	3:			
		3		
ou	rce C is about the increased use of motor cars.			
ou:	rce C	1		
	After World War One, there were changes in the way people travelled. British firms such as Austin and Morris used new methods to produce cheaper cars. Better engines meant lower running costs. More and more people could afford to buy and run cars.			
3.	Explain why the number of motor cars increased on British roads after World War One. Give two reasons.			
	1:			
	2:			
		2		
	[Turn over			
154	0/4011 Page thirteen			

In Questions 4, 5 and 6 the topic for investigating is:

MARGIN Marks KU

2

DO NOT WRITE IN THIS

ES

Emigration from the Scottish Highlands and Islands in the nineteenth century.

Study the information in the sources, and then answer the questions which follow.

Source D is a report written by Malcolm McNeill, who visited the Island of Lewis in 1888.

Source D

The children show signs of great poverty. They live in houses which are made of rough stones and turf. They enter by the same door as the cows and hens. They eat mostly potatoes with oatmeal and milk, and sometimes fish. I believe that they will never improve and rise above this poverty. The solution is for them to emigrate to Canada.

4. Why is **Source D** useful as evidence for investigating emigration from the Scottish Highlands and Islands in the nineteenth century?

Two reasons why **Source D** is useful as evidence are:

A it is a primary source

B it is a secondary source

- **C** it was written by someone who saw the poor conditions in the Highlands and Islands which led to emigration
- **D** it was written by someone who had read about the poor conditions in the Highlands and Islands which led to emigration
- **E** it was written to persuade people not to leave the Highlands and Islands.

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

		777	DO N WRIT TH MAR	TE IN IS
	ce E is from a letter written to the Secretary of State by some crofters in 1889.	Marks	KU	ES
Sour	ce E			
 - 	The answer to poverty and hardship in the islands is not to emigrate to Canada. The answer is to give us our own land. There are thousands of acres used for sheep and deer. If this and was properly used, that would be an immediate help to us. We need to be given help against high rents and landlords who force us out of our own crofts.			
Look	a at Sources D and E .			
	What does Source D tell us about why some people were in favour of emigration from Scotland?			
	What does Source E tell us about why some people were against emigration from Scotland?			
		4		
	What have you found out about people's views on emigration from Scotland in the nineteenth century? Give two findings.			
		2		
	[END OF CONTEXT IC]			
Nov	w turn to the ONE Context you have studied and are going to answer in Unit III.			
				1

		DO I WRIT TH MAR	ΓΕ IN HIS
Remember to do ONE Context from Unit III as well as your ONE Context from Unit I.	Marks	KU	
UNIT III—PEOPLE AND POWER			
CONTEXT A: USA 1850-1880			
Study the information in the sources. You may also use your own knowledge.	r		
Try to answer all the questions in this Context.			
In Source A a modern historian writes about the reasons for the American Civil War.	Ş		
Source A			
America in the 1850s was almost two different countries. The differences were made even greater by the existence of slavery in the South. While Northern employers had to pay workers, the tobacco plantation owners got free labour using slaves. This caused much anger between Americans. The North also wanted to make sure that slavery did not spread into new states. In 1861 the North and South went to war. 1. Give three reasons why slavery helped cause the American Civi War. 1:			
	3		
	- ~		

	situ iss atta un	r fellow countrymen, you should think calmly upon this uation. Nothing of value can be lost by taking time. The great ue of civil war is in your hands. The new Government will not ack you over the matter of slavery. There will be no war less you attack the Government. I have a solemn oath to eserve, protect, and defend the Union of our states.		
2.		hy is Source B useful as evidence of what Lincoln thought of e Union?		
	Ти	vo reasons why Source B is useful as evidence are:		
	A	it tells us that Lincoln wanted all American states to separate		
	B	it tells us that Lincoln wanted all American states to remain together		
	С	it was written by a historian who studied Lincoln		
	D	it was said by Abraham Lincoln		
	E	it was written to persuade the people of America to act quickly and go to war.		
	Wı	rite the two correct letters in the boxes.	2	
		[Turn over		

Source B is part of a speech by Abraham Lincoln to all Americans in March 1861.

Source B

- Γ
- E

Page seventeen

DO NOT WRITE IN THIS MARGIN

KU ES

Marks

	DO N WRIT TH MAR	TE IN IIS
Marks Source C is from a diary written by Mrs Knight who travelled on a wagon train to the West.	KU	ES
Source C		
Having stopped for the night I am able to write. We are creeping slowly along, one wagon after another. The wagons fall into one mud hole after another. It has been raining all day. One of the oxen pulling the wagon has recently dropped dead. We had a sleepless night last night as many of the Indians (Native Americans) camped around us were drunk and very noisy.		
3. What two problems did people experience when travelling west by wagon train?		
1:		
2: 2		
Source D shows a railroad company poster advertising land during the move west in 1875.		
Source D		
BUY BEFORE JULY 1st, 1875 WILLIAM OF THE DEST PRAIRIE LANDS IOWA AND NEBRASKA IOWA AND NEBRASKA Burlington & Missouri River Railroad Co. 10 Years' LOW PRICES & Por Cont. Interest.		
$\begin{bmatrix} 1540/401 \end{bmatrix}$		

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		WRI7 TH	NOT FE IN HIS RGIN
	Marks	KU	ES
4. Give three different ways why Source D is useful evidence			
the reasons why people moved west in the nineteenth centu	-		
(Remember to use more than source content in yo answer.)	our		
1:			
2:			
3:			
	3		
Source F is from a mahaita or most word and and and			
Source E is from a website on westward expansion.			
Source E			
Between 1870 and 1880 the biggest movement westward too place. Many settlers were often encouraged to move west to the railroad companies. Hundreds of thousands of them move into the prairies of Montana, Nebraska and Iowa. A frantic rus took place to buy a piece of this untouched wilderness.	by ed		
5. Give two ways Source D agrees with Source E about westwa expansion.	ard		
1. Source D shows or says:			
Source E says:			
2. Source D shows or says:			
Source E says:			
[Turn ov			

		DO I WRIT TH MAR	TE IN
Source F was written by Joaquin Miller who lived with the M people in the 1860s.	<i>Marks</i> Modoc	KU	ES
Source F			
I have seen the native people gather on the bank above gold mines. They watched in silence for hours and shrugged their shoulders. Then they would draw their ar skins about them, and walk away, not able to underst Why the prospectors should dig up the earth was more th mystery – it was a terror to them.	then nimal tand.		
6. How can you tell that the Modoc people were puzzled by the prospectors? Give three reasons.	e gold		
1:			
2:			
3:			
	3		
Source G was said by Black Elk, a member of the Sioux tribe. Source G			
I learned that Custer had led his soldiers into the sacred lar the Black Hills. He had no right to be there. All that count ours. It is like a big food store for our people. The white per had made a treaty with us in 1868. The treaty said the E Hills were ours as long as the grass grows. There was no o way. We had to fight for our land.	itry is eople Black		
7. Why were the Black Hills important to the Sioux people?two reasons.	Give		
1:			
2:			
	2		

			76 1	DO N WRIT TH MAR	E IN IS
		\mathbf{H} was said by Sitting Bull of the Sioux tribe before the Sioux f the 1870s.	Marks	KU	ES
Sou					
	trea Hill aw the	e cannot live side by side with the white men. We made a aty with the white people. We were assured that the Black Is should be left to us forever. Now they threaten to take that ay from us. My brothers, shall we give in or shall we say to e Whites: "First kill me, before you take possession of my herland"?			
8.		ve three ways Source G agrees with Source H about the sons for the Sioux revolt.			
	1.	Source G says:			
		Source H says:			
	2.	Source G says:			
		Source H says:			
	3.	Source G says:			
		Source H says:			
		[END OF CONTEXT IIIA]	3		
		Now check you have done ONE Context from Unit I and ONE Context from Unit III			
Г1 Г /	0/4				

Page twenty-one

[BLANK PAGE]

			DO I WRIT TH MAR	FE IN HIS	
	Remember to do ONE Context from Unit III as well as your ONE Context from Unit I.	Marks	KU	ES	
	UNIT III—PEOPLE AND POWER				
	CONTEXT B: INDIA 1917–1947				
	dy the information in the sources. You may also use you h knowledge.	r			
Try	to answer all the questions in this Context.				
Sou	rce A is from a history book published in 2003.				
Sou	rce A				
1.	The first railway line in India was opened in 1853. In the next fifty years more than 24 000 miles of track had been laid. In one generation the train changed Indian life. The standard third class fare was only seven annas in price. Millions of Indians could now afford to travel long distances. The Indian railways also bought many British made locomotives. What two benefits did the railways bring to the people of India 1:				
		- 2			
	[Turn over				

		WRI' TH	NOT FE IN HIS GIN
Furce B is from the official report by General Dyer about the events Amritsar in 1919.	Marks	KU	ES
urce B			
I entered the Bagh by a very narrow lane. I had to leave my armoured cars outside. As I went in, I saw a large crowd of about five thousand. A man was speaking to them and raising his hands. I realised that I had few soldiers. If I hesitated, I would be attacked. I had to open fire. This dispersed the mob. I estimated that between 200 and 300 of the crowd were killed.			
. Why is Source B useful as evidence of General Dyer's part in the Amritsar massacre?	2		
Two reasons why Source B is useful as evidence are:			
A it tells us that General Dyer was fired upon first			
B it tells us that General Dyer opened fire first			
C it was written by a soldier in General Dyer's regiment			
D it was written by General Dyer			
E it was written to apologise for the shooting.			
Write the two correct letters in the boxes.	2		

Source C was written by an Indian historian.

Source C

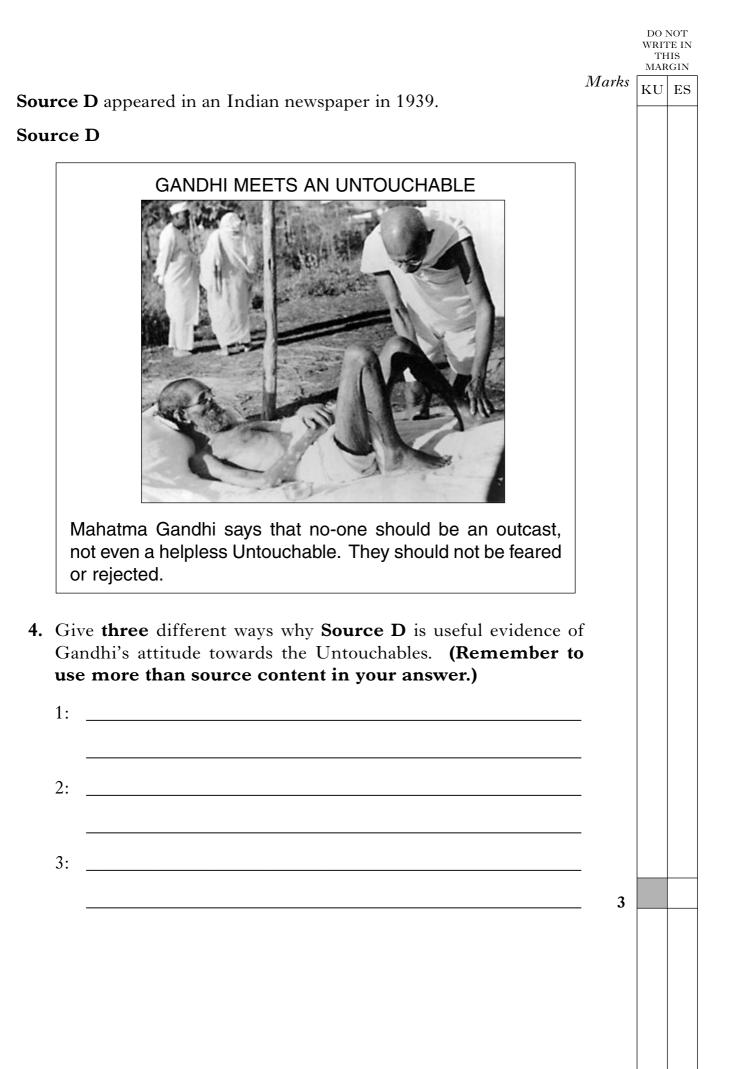
20000 men and women gathered in the Bagh. All were peaceful and pledged to non-violence. No-one among them was even armed with so much as a stick. Suddenly General Dyer, a British military officer, arrived on the scene with fifty soldiers armed with machine guns. Without any real reason, he gave orders to fire. The destruction was over in a few minutes. 1200 dead and 3600 wounded were lying in the garden. DO NOT WRITE IN THIS MARGIN

KU ES

Marks

3. Give **three** ways **Source B** disagrees with **Source C** about the Amritsar massacre.

		[Turn over		
			3	
3.				
	Source C says:			
2.	Source B says:			
1.				



		Marks	DO I WRIT TH MAR	FE IN HIS EGIN
Source E is the opinion about Untouchables.	on of a high caste Hindu written in the 1930s		KU	ES
Source E				
rejected outcasts.	gnore Untouchables. They are regarded as We will not even touch them. We fear we will do. We do not even like them to share water ell as us.			
 Give two ways S Untouchables. 	ource D disagrees with Source E about the			
1. Source D sho	ws or says:			
Source E says	3:			
2. Source D sho	ws or says:			
Source E says	3:	2		
	[Turn over	2		
[1540/401]	Daga tananta sagran			. I

		DO N WRIT TH MAR	TE IN IIS	
Source F shows a large crowd of Indians watching a Women's March against the Salt Tax in 1930.	Marks	KU	ES	
Source F				
1:				
2:	_			
	2			

DO NOT WRITE IN THIS MARGIN Marks KU ES Source G is from a history book about Gandhi. Source G Gandhi was angry about the Salt Tax. He said it was wrong that salt could only be made by the British Government. After 1929, Gandhi began to increase his protests. In 1930, he began the long march to the sea at Dandi, which ended twenty-four days later. He deliberately broke the law and picked up salt from the beach. He and many of his followers were imprisoned. 7. How can you tell that Gandhi felt strongly about the Salt Tax? Give three reasons. 1: 2: 3: 3 [Turn over

	rce]	H was said by a Muslim leader during Gandhi's campaigns.	Marks	DO N WRIT THI MARC	E IN IS
	Let the diffe Sikh the The sam	us examine the ideas of the Congress Party. Gandhi and Congress Party do not consider that India has many erent nationalities. Congress thinks that the Muslims and the ns can all be treated alike. They are wrong! They think that Bengalis and the Peshawaris all belong to the same nation. by do not! The Congress thinks that everyone follows the ne religion. They are wrong! We Muslims may be in a ority but we are a united minority.			
8.	reas	y did some Indians dislike the Congress Party? Give three ons.			
	1: 2:				
	۷.				
	3:		3		
		[END OF CONTEXT IIIB]			
		Now check you have done ONE Context from Unit I and ONE Context from Unit III			

	Marka	WRI7 TH	IIS
ember to do ONE Context from Unit III	lviarrs	KU	ES
UNIT III—PEOPLE AND POWER			
CONTEXT C: RUSSIA 1914–1941			
all the questions in this Context.			
modern historian writes about Russia during the First			
ways that people in Russia suffered during the First			
	2		
[Turn over	Z		
	tember to do ONE Context from Unit III well as your ONE Context from Unit I. UNIT III—PEOPLE AND POWER CONTEXT C: RUSSIA 1914–1941 ormation in the sources. You may also use your ge. all the questions in this Context. modern historian writes about Russia during the First e months of fighting, 4 million soldiers had been killed Life for people was also very difficult. They suffered ortage of fuel. Food was also in short supply. Trains etimes delayed so long that the meat was rotten on opple were using sledges to get to work. ways that people in Russia suffered during the First r.	well as your ONE Context from Unit I. UNIT III—PEOPLE AND POWER CONTEXT C: RUSSIA 1914–1941 ormation in the sources. You may also use your generation in the sources. You may also use your modern historian writes about Russia during the First bilder of people was also very difficult. They suffered ortage of fuel. Food was also in short supply. Trains etimes delayed so long that the meat was rotten on source using sledges to get to work. ways that people in Russia suffered during the First 	Marks The member to do ONE Context from Unit III well as your ONE Context from Unit I. UNIT III—PEOPLE AND POWER CONTEXT C: RUSSIA 1914–1941 ormation in the sources. You may also use your ge. all the questions in this Context. modern historian writes about Russia during the First e months of fighting, 4 million soldiers had been killed Life for people was also very difficult. They suffered ortage of fuel. Food was also in short supply. Trains etimes delayed so long that the meat was rotten on tople were using sledges to get to work. ways that people in Russia suffered during the First r.

Source B

2.

po: to se	onsider it my duty to help our people gain victory as soon as ssible. In agreement with the Duma, I have decided it is right abdicate the throne of Russia. As I do not want to be parated from my beloved son, I have given the throne to my other, Grand Duke Michael.		
	hy is Source B useful as evidence of the abdication of Tsar cholas II?		
Τv	vo reasons why Source B is useful as evidence are:		
A	it tells us that the Tsar did not want to abdicate		
B	it tells us that the Tsar had decided to abdicate		
С	it was written in a letter by the wife of Tsar Nicholas		
D	it was written by Tsar Nicholas		
E	it was written to tell the Russian people that they needed to elect a new Tsar.		
Wı	rite the two correct letters in the boxes.	2	

	WRITE IN
	THIS
	MARGIN
~ I ~ ~	

DO NOT

Marks KU ES

	Marks	DO N WRIT TH MAR	E IN IS
Source C is taken from a history book called "The Making Russia".		KU	ES
Source C			
By March 1917, the war was going badly for Russia. Generals and delegates from the Duma urged Tsar Nicholas to give up the throne. He made no objection and on being told that his son's illness was incurable, he abdicated in favour of his brother the Grand Duke Michael.	5		
3. Give two ways Source B agrees with Source C about the abdication of the Tsar.	ne		
1. Source B says:	_		
Source C says:			
2. Source B says:			
Source C says:			
[Turn ove	2 r		

DO NOT WRITE IN THIS MARGIN Marks KU ES Source D was written by historian Nigel Kelly. Source D Life was hard for the Russian peasants during the Civil War. The peasants hated the government for stealing their crops. Many of them decided that there was no point in growing more than they needed. The peasants were treated very badly by the government's Red Army. Hundreds of peasants were executed. 4. Give two reasons why government actions during the Civil War had serious results for the peasants. 1: _____ 2: 2

	rce :	E was written by Nikita Khrushchev about Josef Stalin.	Marks	DO I WRIT MAR KU	ΓΕ IN HIS
	kne way may all h	en he died, I mourned Stalin as a very powerful leader. I w that his power had not always been used in the proper , but his strength had been used to make Russia great. He v have used methods which were very cruel. I doubt now if is arrests were justified. But then Stalin had been Stalin and commanded my respect.			
5.		v can you tell that Nikita Khrushchev did not agree with the ons of Stalin? Give three reasons.			
	2:				
	3:		3		
		[Turn over			
	0/40	11 Demodelintu fino			

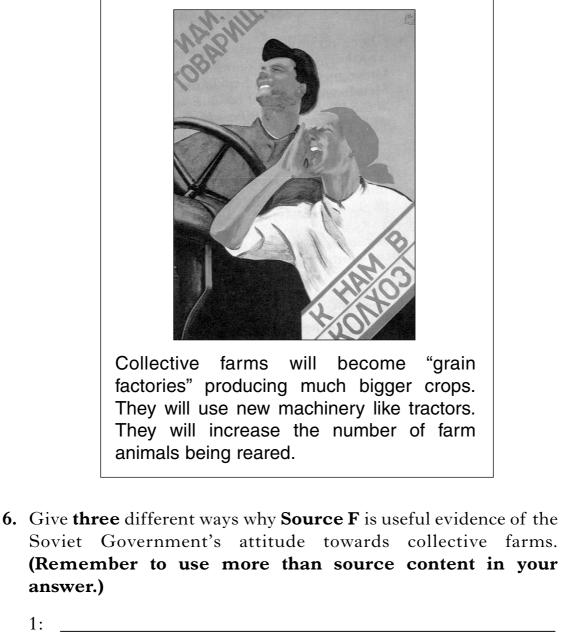
Marks

DO NOT WRITE IN THIS MARGIN

KU ES

Source F is a poster produced by the Soviet Government in 1930. The wording says "Come and join our collective farm, comrade!"

Source F



1: ______ 2: _____ 3: _____

[1540/401]

3

DO NOT WRITE IN THIS MARGIN Marks KU ES Source G was written by historian David Armstrong. Source G By 1934, nearly all farms had been collectivised. Many peasants were unhappy with Stalin's plans for farming. The grain harvest went down by 4 million tons and a lot of grain was exported. There were 71 million cattle in Russia in 1928 and only 40 million in 1932. Very little farming equipment actually arrived. 7. Give three ways Source F disagrees with Source G about collectivisation. 1. Source F shows or says: _____ Source G says: _____ 2. Source F shows or says: _____ Source G says: _____ 3. Source F shows or says: _____ Source G says: _____ 3 [Turn over

			V Marbs		DO NOT WRITE IN THIS MARGIN	
		H is about the experiences of kulaks during the period of sation.		KU	ES	
Sou	rce H	I				
	Villa were wive Man	ks killed their own animals and burnt their farm buildings. gers who refused to co-operate were forced to move or they e shot. In unheated trains, thousands of peasants with their s and children went to Siberia where many froze to death. y others died from hunger. The survivors were worked to h in labour camps.				
8.	-	lain why so many kulaks died during the period of ectivisation. Give three reasons.				
	1: _					
	2: _					
	3: _		3			
		[END OF CONTEXT IIIC]				
		Now check you have done ONE Context from Unit I and ONE Context from Unit III				

		76.1	DO N WRIT TH MAR	TE IN IIS
	Remember to do ONE Context from Unit III as well as your ONE Context from Unit I.	Marks	KU	ES
	UNIT III—PEOPLE AND POWER			
	CONTEXT D: GERMANY 1918–1939			
	dy the information in the sources. You may also use your n knowledge.			
Try	to answer all the questions in this Context.			
	a rce A is about what Kaiser Wilhelm II did at the end of the First rld War.			
Sou	rce A			
1.	Wilhelm was in a difficult position in 1918. He wanted to lead his army back into Germany from the Western Front. Wilhelm met with his army advisers. They told him that the army might harm him so he gave up the idea. Faced with everything stacked against him, the Kaiser agreed to give up the throne. He went into exile in Holland. What did Kaiser Wilhelm II do at the end of the First World War? Describe two things. 1:			
	2:			
	[Turn over	2		

		את ו	DO I WRIT TH MAR	FE IN HIS	
Sou 192	rce B was written by Dr Freida Wunderlich, a German journalist, in	Marks	KU	ES	
Sou	irce B				
	As soon as I received my salary I rushed out to buy the daily necessities. My daily payment of two million marks was just enough to buy one loaf of bread and a small piece of cheese. Sometimes I had to exchange some of my possessions for food.				
2.	Why were the effects of inflation so serious for many Germans? Give two reasons.				
	1:				
	2:				
		2			

			Marks	DO N WRIT TH MAR	'E IN IS GIN
Sou Sou		C was written by Konrad Heiden who lived in Berlin in 1923.		KU	ES
Sou	The the Two Qu	e effects of the inflation were dreadful. Every day, I grabbed bag of money which held my pay and rushed off to spend it. o million marks bought just enough food for my evening meal. ite often I had to swap my family's belongings for basic redients such as flour.			
3.		ve two ways Source B agrees with Source C about the effects inflation in 1923.			
	1.	Source B says:			
		Source C says:			
	2.	Source B says:			
		Source C says:	2		
		[Turn over			
	0.14				

Marks

2

DO NOT WRITE IN THIS MARGIN

KU ES

Source D shows propaganda posters used by the Nazis during the elections for President of Germany in 1932. The words say: "We want work and bread. Choose Hitler."

Source D



4. Why is **Source D** useful as evidence of the methods used by the Nazis in elections?

Two reasons why Source D is useful as evidence are:

- A it tells us that the Nazis wanted people to vote for the Communists
- **B** it tells us that the Nazis wanted people to vote for Hitler
- **C** it is a poster drawn by the enemies of the Nazis
- **D** it is a poster made by the Nazis
- **E** it was issued to persuade the German people to work hard.

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

			Marks	DO N WRIT TH MAR	'E IN IS
setti	ng fire	was said by Marinus van der Lubbe after he was arrested for to the Reichstag in 1933.		KU	ES
Sou	rce E				
	hatred politic that b were d	d alone. No-one helped me. My action was caused by d of political parties. I wanted to show people that ians in Germany were not helping the people. I thought urning down the Reichstag was the answer. Politicians doing nothing to help, so I had to do something by myself. ded to damage something that belonged to the political m.			
5.		can you tell that van der Lubbe did not like politics and cians? Give three reasons.			
	1:				
	2:				
	3:				
		[Turn over	3		
Г1 <i>Г 1</i>	0/4011	Daga forta three			

DO NOT WRITE IN THIS MARGIN Marks KU ES Source F is a 1930s propaganda poster for the Hitler Youth. The words say "The unity of young people in the Hitler Youth". Source F 6. Give three different reasons why Source F is useful evidence about Nazi youth movements. (Remember to use more than source content in your answer.) 1: 2: _____ 3: _____ 3

				DO I WRIT TH MAR	TE IN IIS
Sou: Sou:		G is from a report on Nazi youth movements written in 1934.	Marks	KU	ES
	the the of a not	ung people love the Nazi youth groups. They like the drill and e uniform. They adore the feeling of power it gives them as ey march along. It gives them a feeling of unity – of being part a great community of young people. The new generation has t much time for education. They much prefer to follow the zi drum and obey instructions than to think for themselves.			
7.		ve three ways that Source F agrees with Source G about Nazi ath groups.			
	1.	Source F shows or says:			
		Source G says:			
	2.	Source F shows or says:			
		Source G says:			
	3.				
		Source G says:			
		[Turn over	3		
	0.14	01] Dere fautu fizia			

religious groups and did not like the Nazi ideas. Some of take kindly to being organised by anyone. They loather strict system.	did not ed this
Why did some children not like the Nazi youth organize Give three reasons.	sations?
1:	
	3
[END OF CONTEXT IIID]	
Now check you have done ONE Context from Unit I and ONE Context from Unit III	L
[END OF QUESTION PAPER]	
	Why did some children not like the Nazi youth organis Give three reasons. 1: 2: 3: [END OF CONTEXT HID] Now check you have done ONE Context from Unit I and ONE Context from Unit III

Source H is from "Weimar and Nazi Germany" by Stephen Lee.

Hitler thought the youth of Germany were very important. From

DO NOT WRITE IN THIS MARGIN

KU ES

Marks

Source H

FOR OFFICIAL USE

Markers please complete this grid.

Unit I				
	KU	ES		
1				
2				
3				
4				
5				
6				
U	nit III			
	KU	ES		
1				
2				
3				
4				
5				
6				
7				
8				
Total				

ACKNOWLEDGEMENTS

Unit III Context A Source D – American Railroad Company Poster from 1875 is taken from *The American West 1840–1895* by R. A. Reed and S. J. Styles ISBN 0 582 22397 0. Published by Longman. Reproduced by permission of Peter Newark's Pictures.

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