FOR OFFICIAL USE				
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1540/401

NATIONAL QUALIFICATIONS 2009 TUESDAY, 12 MAY 9.00 AM - 10.00 AM

HISTORY
STANDARD GRADE
Foundation Level

Town
Surname
Number of seat
his book to the invigilator. If you do





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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	4–10	
OR					
Context B:	1830s-1930s		Pages 1	1–16	
OR					
Context C:	1880s–Preser	nt Day	Pages 1	7–22	

AND

UNIT III—PEOPLE AND POWER

Tick ONE of the following boxes:

Context A:	USA 1850s–1880s Pages	24–31	
OR			
Context B: 1	INDIA 1917–1947 Pages	32–39	
OR			
Context C: 1	RUSSIA 1914–1941 Pages	40–47	
OR			
Context D:	GERMANY 1918–1939 Pages	48–55	

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
Rememb	er to do ONE Context from Unit I and ONE Context from Unit III.	Marks	KU	ES
UNIT I—CHAN	NGING LIFE IN SCOTLAND AND BRITAIN			
	CONTEXT A: 1750s-1850s			
Study the inform own knowledge.	ation in the sources. You may also use your			
Try to answer all	the questions in this Context.			
Source A describe time.	es the effects of better medical knowledge at this			
Source A				
 knowledge in weaver in S developed an thousands of t work. In Edina doctors to sav 1. Give two way causing the point 	opulation grew at the same time as medical approved. John Williamson had worked as a hetland. However, during his life, he also early type of vaccination against smallpox. Many the islanders were protected from smallpox by his burgh and Glasgow better medical training helped we more lives. The that better medical knowledge was important in opulation to grow.			
		2		
[1540/401]	Page four			

	л <i>а</i> 1	DO NOT WRITE I THIS MARGIN	IN
Source B explains why Scottish people moved from the countr to the towns and cities	<i>Marks</i> yside	KU E	S
Source B			
Between 1750 and 1850 Scotland's villages grew in size number. When the lairds cleared the ground for their new fi many poor cottagers lost their land. This also meant they their homes. The new villages provided homes for som these people. However, there were too few villages to tak all the people. Many Scots found factory work in the towns	ields lost ie of ke in		
2. Give three reasons why Scottish people moved from countryside to the towns and cities.	n the		
1:			
2:			
3:			
	3		
[Turn	over		
[1540/401] Page figue			

DO NOT WRITE IN THIS MARGIN Marks KU ES Source C describes how the government dealt with the Radicals at Bonnymuir. Source C Two soldiers reported seeing a party of armed Radicals. The government ordered its cavalry to capture these Radicals. They caught up with them near Bonnymuir. The Radicals fired at the cavalry. Government soldiers fired some shots in return. Four of the Radicals were wounded. They eventually arrested the Radicals. 3. Describe two ways the government dealt with the Radicals at Bonnymuir. 1: _____ 2: 2

[Turn over for Question 4 on Page eight





		Marks	WRIT TH MAR	
6.	Look again at your answers to Question 5.		KU	ES
	Now write two conclusions you have reached about the effects of factory work on children.			
	1:			
	2:			
		2		
	[END OF CONTEXT IA]			
No	w turn to the ONE Context you have studied and are going to answer in Unit III.			
	0/4011 Page ten			

			DO N WRIT TH MAR	E IN IS
Rememb	er to do ONE Context from Unit I and ONE Context from Unit III.	Marks	KU	ES
UNIT I—CHAN	NGING LIFE IN SCOTLAND AND BRITAIN			
	CONTEXT B: 1830s-1930s			
Study the inform own knowledge.	ation in the sources. You may also use your			
Try to answer all	the questions in this Context.			
Source A describ time.	es the effect of better medical knowledge at this			
Source A				
between dirt began to steri developed to f 1. Give two way causing the po 1:	proved. Hospitals became cleaner when the link and disease was better understood. Doctors lise equipment before operations. Penicillin was fight infections. These changes had a big impact.			
2:		2		
	[Turn over	2		
[1540/401]	Daga alaman			

		Marks	DO N WRIT TH MAR	TE IN HIS GIN	
		B explains why Scottish people moved from the countryside wns and cities.		KU	ES
Sou	rce	В			
	in si lanc wor mov	ing the nineteenth century, Scotland's towns and cities grew ze. When fields were enclosed many poor farmers lost their d. People moved from the countryside to the towns to find k. People could use their wages to buy food. Many people yed to the towns in the hope of getting higher wages. They o wanted a better life.			
		e three reasons why Scottish people moved from the ntryside to the towns and cities.			
	1:				
	2:				
	3:				
			3		
F 4 F 4	0/40	41 D I			

			WRI' TH	NOT FE IN HIS RGIN
	rce C describes how the government dealt with militan ragettes.	<i>Marks</i> t	KU	ES
Sou	rce C			
	Many Suffragettes were imprisoned. Some went on hunger strike to draw attention to their campaign. At first, many were force-fed. However, the public were outraged at this. Later, a new law allowed the government to release and re-arrest these women when they regained their strength.			
3.	Describe two ways the government dealt with militan Suffragettes.	t		
	1:	-		
	2:	-		
		2		
	[Turn over	r		

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

The effects of working in coal mines on children in the nineteenth century.

DO NOT WRITE IN THIS MARGIN

KU ES

Marks

2

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

In **Source D** Sarah Gooder describes what it was like to work in a coal mine in 1840.

Source D

I'm a trapper in the pit. I have to work without a light and I'm scared. The hours are long and hard. I never go to sleep. Sometimes I sing when I have a light. I don't like being in the pit.

4. Why is **Source D** useful as evidence for investigating the effects of working in a coal mine on children in the nineteenth century?

Decide which two of the following statements are correct.

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

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

DO NOT WRITE IN THIS MARGIN Marks KU ES **Source E** is about conditions in coal mines. Source E I employ many children as trappers in my mine. The trapper is generally cheerful and happy. Like other children of his age he is busy with some childish game-like cutting sticks or modelling figures in clay. Some even practise writing letters with chalk on the door. 5. Look at Sources D and E. Then complete the table, using four pieces of evidence in total. What does **Source D**, on *Page* What does **Source E**, on *Page fourteen*, tell us about the **bad** *fifteen*, tell us about the **good** effects on children of working in a effects on children of working in a coal mine? coal mine? 4 [Turn over

		Marks	WRI7 TH	NOT FE IN HIS GIN
6.	Look again at your answers to Question 5.	WIATRS	KU	ES
	Now write two conclusions you have reached about the effects of working in coal mines on children.			
	1:			
	2:			
		2		
	[END OF CONTEXT IB]			
No	w turn to the ONE Context you have studied and are going to answer in Unit III.			
	10/4011 Paga sintaan			

		DO N WRIT TH MAR	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 C: 1880s–Present Day			
Study the information in the sources. You may also use your own knowledge.	r		
Try to answer all the questions in this Context.			
Source A describes the effects of better medical knowledge at this time.	8		
Source A			
 The National Health Service had important successes. By the 1950s the spread of killer diseases like tuberculosis was stopped by the introduction of free X-rays. Diseases like polio had almost been wiped out by vaccinations. Antibiotics were developed to fight infections. Scotland's population grew at the same time as medical knowledge improved. 1. Give two ways that better medical knowledge was important ir causing the population to grow. 1:	- -		
	_ 2		
[Turn over	r		
[1540/401] Page sepantaen			

				DO N WRIT TH MAR	'E IN IS
		explains why Scottish people moved from the countryside s and cities.	Marks	KU	ES
Sou	rce B				
	womer all wea	nd's towns and cities grew in size as both men and n left the countryside. Farming meant working outside in athers. Towns offered the chance of better wages. The yside seemed dull to young people. Many hoped for a life.			
2.		three reasons why Scottish people moved from the yside to the towns and cities.			
	1:				
	2:				
	3:				
			3		
Г1 Г /	0/4011	Paga aightaan			

			DO NOT WRITE IN THIS MARGIN
Source C describes h Suffragettes.	now the government dealt	Mark. with militant	S KU ES
Source C			
strikes to draw attent force-fed. However, new law allowed the	vere imprisoned. Some we tion to their campaign. At firs the public were outraged at government to release and re ad regained their strength.	st, many were this. Later, a	
3. Describe two was Suffragettes.	ys the government dealt	with militant	
1:			
2:			
		2	
		[Turn over	
[1540/401]	Paga minataan		

				DO N WRIT TH MAR	TE IN IIS
In (Que	estions 4, 5 and 6 the topic for investigating is:	Marks	KU	ES
Th	ie ef	ffects of motor cars on people in the twentieth century.			
	•	the information in the sources, and then answer the ons which follow.			
In S 1973		rce D a government inspector describes conditions on roads in			
Sou	rce	e D			
	ca a l he	ere are many more cars on our roads today. However more rs mean more accidents. The government has had to spend ot more money to make roads safer. Improved roads will Ip people travel in safety. But traffic jams are still a problem towns.			
4.	of	hy is Source D useful as evidence for investigating the effects motor cars on people in the twentieth century?			
		ecide which two of the following statements are correct.			
		It is a primary source			
	B	It is a secondary source			
	C	It was written by an eyewitness who knew a lot about road conditions			
	D	It was written by someone who had only read about road conditions			
	E	It was written to show what the government was doing about rail transport			
	Wı	rite the two correct letters in the boxes.	2		
[154	10/4	.011 Page truenty			

Source E is about the effects of the motor car.

Source E

The number of cars has grown since the 1950s. Cars are very useful for going to work. More and more people are using their cars to go on holiday. Travelling on motorways is faster and safer than ordinary roads.

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

5. Complete the table below.

What does Source D , on <i>Page twenty</i> , tell us about the bad effects of cars on people's lives?	What does Source E , on <i>Page</i> <i>twenty-one</i> tell us about the good effects of cars on people's lives?	

[Turn over

DO NOT WRITE IN THIS MARGIN

KU ES

Marks

		Marks	WRIT TH MAR	NOT FE IN HIS RGIN
6.	Look again at your answers to Question 5.		KU	ES
	Now write two conclusions you have reached about the effects of motor cars on people's lives.			
	1:			
	2:			
		2		
	[END OF CONTEXT IC]			
Nov	v turn to the ONE Context you have studied and are going to answer in Unit III.			
F1 F 4 4	P_{a}			

[Turn over for Unit IIIA on Page twenty-four

			DO N WRIT TH MAR	È IN IS
	emember to do ONE Context from Unit III as well as your ONE Context from Unit I.	Marks		ES
	UNIT III—PEOPLE AND POWER			
	CONTEXT A: USA 1850s-1880s			
Study the i own knowl	nformation in the sources. You may also use your edge.			
Try to answ	ver all the questions in this Context.			
Source A d Railroad.	lescribes problems facing builders of the Central Pacific			
Source A				
There w Many m early. T workers	egan on the railroad in 1862 and it was opened in 1869. was always the danger of landslides and falling rocks. nen were killed or injured when blasting went off too The shortage of workers was solved by using immigrant who came from China.			
		2		
[1540/401]	Page taventu four			

			DO M WRIT TH MAR	TE IN IIS
Source Railroad	B shows problems faced when building the Central Pacific	arks	KU	ES
Source	B			
pro	With the set of the set			
	and also Source B shows or says:			
2.	Source A says:			
	and also Source B shows or says:			
3.	Source A says:			
	and also Source B shows or says:	3		
[1540/4	01] Page twenty-five [Turn over	2		

			DO I WRIT TH MAR	ΓΕ IN HIS
	rce C is about the importance of the buffalo to the Natericans.	<i>Marks</i> tive	KU	ES
Sou	rce C			
	There used to be millions of buffalo on the plains. The buffal hide can provide the material to make a teepee. They also us it to make their clothes. It is their main source of food. Whe the buffalo are extinct, the Native Americans must also d away.	se en		
3.	Give three reasons why the buffalo was important to the Nat Americans.			
	2:			
	3:			
		3		

DO NOT WRITE IN THIS MARGIN Marks KU ES **Source D** is a photograph of a huge pile of buffalo skulls. Source D Buffalo skulls piled high by the railroad cause concern about the destruction of the buffalo. 4. Why is Source D useful as evidence of the destruction of the buffalo? Decide which two of the following statements are correct. It shows us that the number of buffalo was rising Α B It shows us that huge numbers of buffalo were being killed С It was taken to encourage families to move West **D** It was taken by an eyewitness who had seen the destruction of the buffalo It was taken by someone who had only read about the E destruction of the buffalo Write the **two** correct letters in the boxes. 2

Page twenty-seven

				TH	NOT TE IN IIS GIN
Sou	irce	 rce E is a letter from a gold prospector in 1850. rce E Now I will tell you what we have done since we got here. We have made \$16,000. There are many gold prospectors on here. A man who will work can make a great fortune in three years. My advice to you is to come out and make your forture while it is available. Everyone has a good life. Why is Source E useful evidence of why gold prospectors we in search of gold? Decide which two of the following statements are correct. A It is a primary source B It is a secondary source C It was written by someone who had only read about go prospectors D It tells us the bad things about mining for gold E It tells us the good things about mining for gold Write the two correct letters in the boxes. 	Marks	KU	ES
Sou	irce	Ε			
	hav hei yea	ve made \$16,000. There are many gold prospectors out re. A man who will work can make a great fortune in three ars. My advice to you is to come out and make your fortune			
5.	ins	search of gold?	-		
	A	It is a primary source			
	B	It is a secondary source			
	C	It was written by someone who had only read about gold prospectors			
	D	It tells us the bad things about mining for gold			
	Ε	It tells us the good things about mining for gold			
	Wr	ite the two correct letters in the boxes.	2		

	Marks	DO NOT WRITE IN THIS MARGIN			
•ce F is about the hardship faced by gold prospectors. •ce F	Marks	KU	ES		
The stories that you hear are the biggest lies imaginable. Any hopes of making a fortune are quickly lost. Most prospectors want to go home. Many prospectors have gambled away their gold. As a result many are deeply in debt. It is heartbreaking to see miners cry.					
Give two reasons why gold prospectors faced hardships.					
2:	2				
[Turn over					
P/401 Page truents since					

			WF		O NOT RITE IN THIS ARGIN	
Source G is a speech by an ex-member of the Ku Klux Klan to a group of black people in 1875.		Marks	KU	ES		
Sou	rce G					
	think b people offices country	eased that you now have the right to vote for the man you best. I came to meet you to the jeers of some white a. I want you to go to school and then go to work in law farms or stores. We must have but one flag, one y. You should be able to live your lives in peace. We iffer in colour, but without a doubt, we are equal.				
7.		an you tell that the speaker wanted black people to have Give three reasons.				
	1:					
	2:					
	3:					
			3			
F4 F 4	0/4011	Dage thists				

				DO N WRIT TH MAR	E IN IS
Sou peop		H describes the attitude of the Ku Klux Klan towards black	Marks	KU	ES
Soui		н			
	The peo Reo bla	1877, the black population found themselves under attack. A Klan wanted to take away their right to vote. Many black ople were beaten up to stop them from voting. The period of construction was over. The Ku Klux Klan would not accept ck people as equal citizens. The Klan wanted to close down schools for black people.			
		ve three ways that Source G disagrees with Source H about tudes towards black people.			
	1.	Source G says:			
		but Source H says:			
	2.	Source G says:			
		but Source H says:			
	3.	Source G says:			
		but Source H says:			
			3		
		[END OF CONTEXT IIIA]			
		Now check you have done ONE Context from Unit I and ONE Context from Unit III.			
[154	0/4	01] Page thirty-one [Turn over			

			DO NOT WRITE IN THIS MARGIN	
	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 us n knowledge.	se your		
Try	y to answer <i>all</i> the questions in this Context.			
Sou	urce A describes how British rule helped the Indian peopl	e.		
Sou	urce A			
1.	The Indians benefited from British rule. The British buil and irrigation canals to help Indian farmers increase production. They built roads and railways to make travel They opened schools and colleges which trained Indi become doctors, lawyers and teachers. Describe two ways British rule helped Indian people. 1:	e food easier.		
	2:			
	40/4011 Page thirty two	2		

			WRIT	NOT FE IN HIS RGIN
Sourc	e B describes British rule in India.	Marks	KU	ES
Source	e B			
Ind roa ove	1900 only 1 out of 4 villages had a school. Only a very few ians earned their living from industry. The British developed ds, railways, canals and irrigation schemes. But trains were ercrowded and travel was often uncomfortable. Only a very dams were built.			
	ive three ways that Source A and Source B disagree abour	t		
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	C		

7 July 1931.

Source C

3.		ilway accident near Kumarathi. Many casualties were reported.		
		vel? ecide which two of the following statements are correct.		
	A	It shows how safe railways were		
	B	It shows accidents took place		
	С	It was taken to encourage railway travel		
	D	It was taken by an eyewitness who had seen the accident		
	Ε	It was taken by someone who had only read about the accident		
	Wr	rite the two correct letters in the boxes.	2	
154	0/4	01] Page thirty-four		

Source C is a newspaper photograph of a railway accident, taken on

DO NOT WRITE IN THIS MARGIN

KU ES

Marks

		Marks	DO NOT WRITE IN THIS MARGIN	
	rce D explains why it was difficult to build railways in India. rce D		KU	ES
	Railways were the best way to cross India. But railway builders faced a major challenge in crossing wide rivers. This was made worse when it rained as rivers tended to change direction. Railway builders had to find ways of building bridges over sinking and shifting ground.			
4.	Give two reasons why it was difficult to build railways in India. 1:			
	2:	2		
	[Turn over			

			DO N WRI'I TH MAR	TE IN HIS
Source E is about the importance of Gandhi's tactics.		Marks	KU	ES
Sou	rce E			
Г		1		
	After the Amritsar Massacre the British were less popular. Gandhi believed Indian people could make the British leave by refusing to pay their taxes. In 1930 Gandhi had gained thousands of followers. In April he led them to the sea, where he picked up a piece of natural salt. This was a signal for Indians all over the country to break the law by making their own salt. As a result Gandhi and thousands of his supporters were arrested.			
L]		
5.	Give three reasons why Gandhi's tactics were important.			
	1:			
	2:			
	3:			
	3	2		
		3		
Sou	rce	F describes Gandhi's tactics.	Marks	 FE IN HIS RGIN
----------------	-----------------	--	-------	--------------------------
Sou	rce	\mathbf{F}		
	no an the	andhi organised peaceful protests against British rule such as n-payment of taxes. Only the government could make salt d taxed it heavily. Gandhi led thousands of his followers to e coast where they made salt from seawater. He encouraged em to break the law. The police made thousands of arrests.		
6.		we three ways that Source E agrees with Source F about andhi's tactics.		
	1.	Source E says:		
		and also Source F says:		
	2.	Source E says:		
		and also Source F says:		
	3.	Source E says:		
		and also Source F says:	3	
		[Turn over	-	
Г 1 Е /	0.14	Page thirty-seven		

DO NOT WRITE IN THIS MARGIN Marks KU ES Source G was written by a member of Lord Mountbatten's staff. Source G Lord Mountbatten was appointed Viceroy of India in 1946. He was a great leader who inspired those who worked with him. No other Viceroy in history had been so trusted. The Indian people liked Mountbatten. Their leaders Gandhi and Nehru respected him. 7. How can you tell that the writer of **Source G** was impressed by Lord Mountbatten? Give three reasons. 1: _____ 2: _____ 3: _____ 3



Page thirty-nine

		76.1	DO NOT WRITE IN THIS MARGIN		
		ember to do ONE Context from Unit III well as your ONE Context from Unit I.	Marks	KU	ES
		UNIT III—PEOPLE AND POWER			
		CONTEXT C: RUSSIA 1914–1941			
	dy the info n knowled	ormation in the sources. You may also use your ge.			
Гry	to answer	all the questions in this Context.			
Sou	irce A desci	ribes the effects of World War One on Russian soldiers.			
Sou	irce A				
	a third of th until their	s being fought in very cold weather. In recent battles, ne men had no rifles. These poor devils wait patiently comrades fall before their eyes so they can pick up Many thousands are dead. Our army is drowning in			
1.	Describe 1 World War	wo ways Russian soldiers suffered during the First	;		
	1:				
	2:		2		
			2		

Source	B describes the effects of World War One on Russian soldiers	1arks	MAF KU
in 1915 Source			
2. Gi eff	*Lack of rifles leads to slaughter of thousands of Russian troops." *Lack of rifles leads to slaughter of thousands of Russian troops. *Source A says:		
	•		
	and also Source B shows or says:		
2.	and also Source B shows or says:		
2.	and also Source B shows or says:		
2. 3.	and also Source B shows or says:		
	and also Source B shows or says:	3	

		71/17 1	DO I WRIT TH MAR	FE IN HIS
	rce C is about the difficulties facing the Provisional Governme October 1917.	<i>Marks</i> nt	KU	ES
Sou	rce C			
	The Provisional Government is facing serious difficulties. The food situation is no better than it was before the Tsar. In Petrograd we are facing famine. All the factories are on strike Kerensky and other leaders are worried.	ר		
3.	Explain why the Provisional Government was in difficulty b October 1917. Give two reasons. 1:	ру —		
	2:	_		
		_ 2		

		Marks	DO NOT WRITE IN THIS MARGIN
		D is taken from a speech made by a leading Bolshevik in r 1917.	KU ES
Sou	irce	e D	
	pe is str	e Provisional Government is absolutely powerless. The asants are tired of waiting for their promised land. The army now with us. The government has lost its authority. The ruggle between the workers and employers has become more ter. The workers are our supporters.	
4.		hy is Source D useful as evidence of the reasons why the olsheviks overthrew the government in 1917?	
	De	ecide which two of the following statements are correct.	
	A	It tells us that the Bolsheviks had no supporters	
	B	It tells us that the Bolsheviks had lots of supporters	
	C	It was spoken to encourage the Russian people to keep the Provisional Government	
	D	It was spoken by an eyewitness who knew about the weakness of the Provisional Government	
	Ε	It was spoken by someone who had only read about the Provisional Government	
	W	rite the two correct letters in the boxes.	
		[Turn over	

		DO M WRIT TH MAR	FE IN HIS
Source E is about the problems Russian peasants faced during the	Marks	KU	ES
Civil War.			
ource E			
The Red and White armies were still at war. The trading centre in the town was crowded with many sick peasants. They were forced to find food and shelter in the town. They were all saying "Bread, bread please, we are hungry". Many others were dying. In a square I saw uncovered corpses.			
5. Give three important effects of the Civil War on Russian peasants.	l		
1:			
2:			
3:			
	3		

			DO I WRIT TH MAR	TE IN IIS
Sou	rce	<i>Marks</i> F is a photograph taken during the Civil War in 1920.	KU	ES
Sou				
		<image/> <caption></caption>		
6.	Ru	ny is Source F useful as evidence of conditions during the ssian Civil War?		
		cide which two of the following statements are correct.		
	A	It is a primary source		
	B	It is a secondary source		
	C	It was taken by someone who only read about the Civil War		
	D	It shows us that the Russians were happy during the Civil War		
	Ε	It shows us that the Russians were suffering during the Civil War		
	Wr	the two correct letters in the boxes.		
		[Turn over		
	0.14			

			77	DO N WRIT TH MAR	E IN IS
		G is from a speech by a Communist official about the effects ctive farms.	Marks	KU	ES
Sou	rce (3			
	cert farm pror	eak to you not as a Communist official but as a friend. I am ain that you will be happy working together on Collective hs. I believe strongly that more food will be produced. I mise you that there will be new barns for your animals. We determined to give you our new tractors instead of horses.			
7.		v can you tell that the speaker supported Collective farms? e three reasons.			
	1:				
	2:				
	3:				
			3		
Г1 Г /	10/40	1] Paga fortu sin			

			DO M WRIT TH MAR	E IN
nurce	H describes the effects of Collective farms.	Marks	KU	ES
ource	H			
pea bui Th pol	alin introduced Collective farms after 1929. Millions of asants were not happy at this change. Many barns were rned down. The number of ploughing horses fell by half. ere were no new tractors. Communist officials and icemen used violence against the peasants. There was a sperate shortage of food.			
	ve three ways that Source G disagrees with Source H about effects of Collective farms.	Ţ		
1.	Source G says:			
	but Source H says:			
2.	Source G says:			
	but Source H says:			
3.	Source G says:			
	but Source H says:	3		
	[END OF CONTEXT IIIC]	Ū		
	Now check you have done ONE Context from Unit I and ONE Context from Unit III.			
- 40 /4	011 Page forth seguen			

[1540/401]

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[Turn over

			DO N WRIT TH MAR	E IN IS
	to do ONE Context from Unit III your ONE Context from Unit I.	[arks	KU	ES
UNIT	III—PEOPLE AND POWER			
CONT	EXT D: GERMANY 1918–1939			
Study the informatio own knowledge.	n in the sources. You may also use your			
Try to answer all the	questions in this Context.			
Source A describes the Republic.	he rights that Germans had in the Weimar			
Source A				
vote Only the G Germany w Head of St All Ger Ger 	erman Parliament can make laws will have an elected President as ate mans can join trade unions mans cannot be arrested unless they ak the law			
1:	ts Germans had in the Weimar Republic.			
_		2		
[1540/401]	Dage forth eight			

			771	WRI' TH	NOT FE IN HIS RGIN
Sou	irce	B describes the Weimar Republic.	Marks	KU	ES
Sou	rce	B			
	the the cal	e new German constitution was supposed to be the fairest in e world. It would have a President elected by the people. All e laws would be made in the German Parliament which was lled the Reichstag. All German adults over 20 would be able vote. They would also have the right to form trade unions.			
2.		ve three ways that Source A agrees with Source B about the eimar Republic.			
	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:	2		
		[Turn over			

				WRI7 TH	NOT FE IN HIS RGIN
		$\mathbf{c} \mathbf{C}$ was written by a policeman who was present at the Beer utsch in 1923.	[arks	KU	ES
Sou	irce	C			
	tru he	w men forced the Nazis back from our barricade using their ncheons. Suddenly one of Hitler's men fired a pistol at my ad which missed. Then my men began to fire back. The ng only lasted for a few seconds before Hitler's men fled.			
3.		hy is Source C useful as evidence of what happened at the Beer all Putsch in 1923?			
	De	ecide which two of the following statements are correct.			
	A	It tells us why the Beer Hall Putsch was a success			
	B	It tells us why the Beer Hall Putsch failed			
	С	It was written to encourage Germans to support the Nazis			
	D	It was written by an eyewitness who saw the Beer Hall Putsch			
	Ε	It was written by someone who only read about the Beer Hall Putsch			
	W	rite the two correct letters in the boxes.	2		

			WRI? TH	NOT FE IN HIS RGIN
Sou	rce D explains why the Beer Hall Putsch failed.	Marks	KU	ES
	rce D	7		
	In 1923 Hitler felt the Nazis were strong enough to take over the government. As the Nazis marched through the streets they were stopped by a police barricade. Firing started and 16 Nazis were killed. Hitler was arrested.			
4.	Give two reasons why the Beer Hall Putsch failed. 1:			
	2:			
		2		
	[Turn over	•		



				WRI' TH	NOT FE IN HIS RGIN
	rce F 923.	shows the problems Germans faced during hyper-inflation	Marks	KU	ES
	rce F				
	had I seem Marks	923 Germans were becoming desperate. Paper money become practically worthless. The government did not able to stop hyper-inflation. A banknote worth 100 million s could not buy a loaf of bread. Workers had to be paid in baskets full of banknotes.			
6.	Give Germ 1: _	three important effects of hyper-inflation on many nans.			
	2:				
	3: _		2		
	_	[Turn over	3		

			DO M WRIT TH MAR	TE IN IIS
	rce G was written by a young German who was at a Nazi rally	<i>Marks</i> in	KU	ES
1932 Sou	rce G			
	Hitler was late and we were all excited waiting for him to arrive Suddenly he was on the platform but I could barely see him Along with 120,000 people we raised our hands in salute When he finished his speech we all shouted with joy. Hitle really is our saviour.	n. e.		
7.	How can you tell that the writer supported Hitler? Give thr reasons.	ee		
	1:			
	2:			
	3:			
		3		
F A F A	O(4O(1)) $D = C(t) - C$			

		Л		DO NOT WRITE IN THIS MARGIN	
Sou	irce	H describes a Nazi rally.	Marks	KU	ES
Sou	rce	Н			
	spe wo be	ler had a gift for public speaking and went around the country eaking to large crowds. Often he was late so that the tension ould build up. When he arrived at the meetings there would loud military music. At the end the audience would shout h excitement.			
8.		ve three ways that Source G agrees with Source H about azi rallies.			
	1.	Source G says:	-		
		and also Source H says:			
	2.	Source G says:			
		and also Source H says:	-		
	3.		-		
		and also Source H says:	3		
		[END OF CONTEXT IIID]			
		Now check you have done ONE Context from Unit I and ONE Context from Unit III.			
		[END OF QUESTION PAPER]			
F1 F /	10/4				

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Markers please complete this grid.

1	Unit I		
	KU	ES	
1			
2			
3			
4			
5			
6			
Total			

Unit III A				
	KU ES			
1				
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			
6			
7			
8			
Total			

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

ACKNOWLEDGEMENTS

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