

FOR OFFICIAL USE

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(KU) (ES)

Total
Mark

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1540/401

NATIONAL
QUALIFICATIONS
2009

TUESDAY, 12 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

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Scottish candidate number

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Number of seat

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

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

Answer **only two** contexts:

one from Unit I

and

one from Unit III.

You must do **two** contexts only.



[BLANK PAGE]

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 11–16

OR

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

AND

UNIT III—PEOPLE AND POWER

Tick ONE of the following boxes:

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.

Some sources have been adapted or translated.

Turn to your chosen Context in Unit I.

[Turn over

Marks

KU	ES
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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

KU	ES
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Source E is about conditions in the New Lanark factories.

Source E

The New Lanark factories are particularly clean. There are even blinds at the southern windows to keep the factories cool. A large amount of time is devoted to the education of the child workers. Robert Owen is a good employer.

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 the bad effects of factory work on children?	What does Source E , on <i>Page nine</i> , tell us about the good effects of factory work on children?

4

[Turn over

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 <i>Page fourteen</i> , tell us about the bad effects on children of working in a coal mine?	What does Source E , on <i>Page fifteen</i> , tell us about the good effects on children of working in a coal mine?

4

[Turn over

**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.

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

Source A describes the effects of better medical knowledge at this time.

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 in causing the population to grow.

1: _____

2: _____

2

[Turn over

Marks

KU	ES
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Source B explains why Scottish people moved from the countryside to the towns and cities.

Source B

Scotland's towns and cities grew in size as both men and women left the countryside. Farming meant working outside in all weathers. Towns offered the chance of better wages. The countryside seemed dull to young people. Many hoped for a better life.

2. Give **three** reasons why Scottish people moved from the countryside to the towns and cities.

1: _____

2: _____

3: _____

3	
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Marks

KU	ES
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Source C describes how the government dealt with militant Suffragettes.

Source C

Many Suffragettes were imprisoned. Some went on hunger strikes 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 had regained their strength.

3. Describe **two** ways the government dealt with militant Suffragettes.

- 1: _____

- 2: _____

2

[Turn over

Marks

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

The effects of motor cars on people in the twentieth century.

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

In **Source D** a government inspector describes conditions on roads in 1973.

Source D

There are many more cars on our roads today. However more cars mean more accidents. The government has had to spend a lot more money to make roads safer. Improved roads will help people travel in safety. But traffic jams are still a problem in towns.

4. Why is **Source D** useful as evidence for investigating the effects of motor cars on people in the twentieth 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 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

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

2		
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Marks

KU	ES
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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 twenty-one</i> tell us about the good effects of cars on people's lives?

4

[Turn over

Marks

KU	ES

6. Look again at your answers to Question 5.

Now write **two** conclusions you have reached about the effects of motor cars on people's lives.

1: _____

2: _____

2

[END OF CONTEXT IC]

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

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

**Remember to do ONE Context from Unit III
as well as your ONE Context from Unit I.**

Marks

KU	ES

UNIT III—PEOPLE AND POWER

CONTEXT A: USA 1850s–1880s

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

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

Source A describes problems facing builders of the Central Pacific Railroad.

Source A

<p>Work began on the railroad in 1862 and it was opened in 1869. There was always the danger of landslides and falling rocks. Many men were killed or injured when blasting went off too early. The shortage of workers was solved by using immigrant workers who came from China.</p>
--

1. Describe **two** problems facing the builders of the Central Pacific Railroad.

1: _____

2: _____

2

Marks

KU	ES

Source B shows problems faced when building the Central Pacific Railroad.

Source B



BLASTING POWDER EXPLODES TOO EARLY

2. Give **three** ways that **Source A** agrees with **Source B** about the problems faced when building the Central Pacific Railroad.

1. **Source A** says: _____

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: _____

Marks

KU	ES
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Source C is about the importance of the buffalo to the Native Americans.

Source C

There used to be millions of buffalo on the plains. The buffalo hide can provide the material to make a teepee. They also use it to make their clothes. It is their main source of food. When the buffalo are extinct, the Native Americans must also die away.

3. Give **three** reasons why the buffalo was important to the Native Americans.

- 1: _____

- 2: _____

- 3: _____

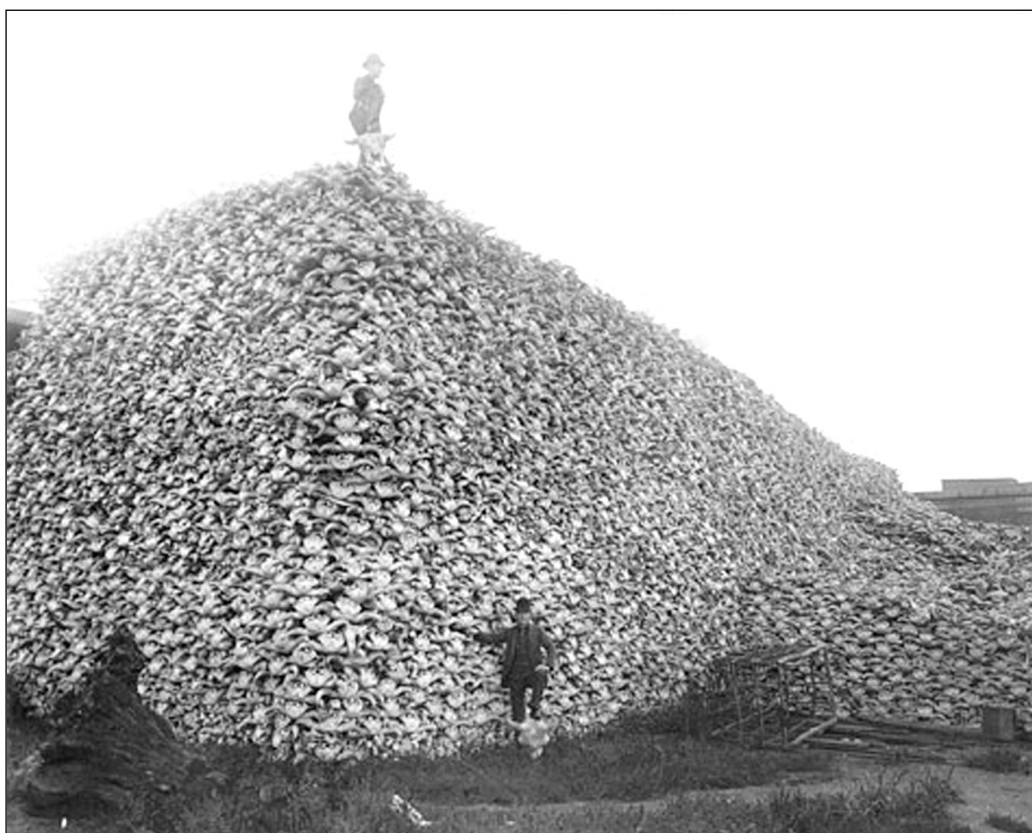
3	
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Marks

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.

- A** It shows us that the number of buffalo was rising
- B** It shows us that huge numbers of buffalo were being killed
- C** It was taken to encourage families to move West
- D** It was taken by an eyewitness who had seen the destruction of the buffalo
- E** It was taken by someone who had only read about the destruction of the buffalo

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

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2

Marks

KU	ES
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Source E is a letter from a gold prospector in 1850.

Source E

<p>Now I will tell you what we have done since we got here. We have made \$16,000. There are many gold prospectors out 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 fortune while it is available. Everyone has a good life.</p>
--

5. Why is **Source E** useful evidence of why gold prospectors went 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 gold 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.

2		
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Marks

KU	ES

Source F is about the hardship faced by gold prospectors.

Source F

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.

6. Give **two** reasons why gold prospectors faced hardships.

1: _____

2: _____

2

[Turn over

Marks

KU	ES
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Source G is a speech by an ex-member of the Ku Klux Klan to a group of black people in 1875.

Source G

I am pleased that you now have the right to vote for the man you think best. I came to meet you to the jeers of some white people. I want you to go to school and then go to work in law offices, farms or stores. We must have but one flag, one country. You should be able to live your lives in peace. We may differ in colour, but without a doubt, we are equal.

7. How can you tell that the speaker wanted black people to have rights? Give **three** reasons.

1: _____

2: _____

3: _____

3

Marks

KU	ES
3	

Source H describes the attitude of the Ku Klux Klan towards black people.

Source H

By 1877, the black population found themselves under attack. The Klan wanted to take away their right to vote. Many black people were beaten up to stop them from voting. The period of Reconstruction was over. The Ku Klux Klan would not accept black people as equal citizens. The Klan wanted to close down all schools for black people.

8. Give **three** ways that **Source G** disagrees with **Source H** about attitudes 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.

Marks

KU ES

Source C is a newspaper photograph of a railway accident, taken on 7 July 1931.

Source C



Railway accident near Kumarathi. Many casualties were reported.

3. Why is **Source C** useful as evidence of the problems of railway travel?

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

- A It shows how safe railways were
- B It shows accidents took place
- C It was taken to encourage railway travel
- D It was taken by an eyewitness who had seen the accident
- E It was taken by someone who had only read about the accident

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

2

Marks

KU	ES
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Source D explains why it was difficult to build railways in India.

Source D

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

Marks

KU	ES
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Source E is about the importance of Gandhi's tactics.

Source E

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.

5. Give **three** reasons why Gandhi's tactics were important.

- 1: _____

- 2: _____

- 3: _____

3

Marks

KU	ES
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Source F describes Gandhi's tactics.

Source F

Gandhi organised peaceful protests against British rule such as non-payment of taxes. Only the government could make salt and taxed it heavily. Gandhi led thousands of his followers to the coast where they made salt from seawater. He encouraged them to break the law. The police made thousands of arrests.

6. Give **three** ways that **Source E** agrees with **Source F** about Gandhi'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

Marks

KU	ES
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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	
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Marks

KU	ES

Source H is a photograph taken in 1948.

Source H



Viceroy Mountbatten with his wife and Nehru

8. Why is **Source H** useful as evidence of how friendly Mountbatten was with Nehru?

Decide 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 Nehru and Mountbatten
- D It shows us that Mountbatten and Nehru were enemies
- E It shows us that Mountbatten and Nehru got on well.

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

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2

[END OF CONTEXT IIB]

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

Marks

KU	ES

Source B describes the effects of World War One on Russian soldiers in 1915.

Source B



“Lack of rifles leads to slaughter of thousands of Russian troops.”

2. Give **three** ways that **Source A** agrees with **Source B** about the effects of World War One on Russian soldiers.

1. **Source A** says: _____

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 _____

Marks

KU	ES
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Source C is about the difficulties facing the Provisional Government by October 1917.

Source 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.

3. Explain why the Provisional Government was in difficulty by October 1917. Give **two** reasons.

1: _____

2: _____

2	
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Marks

KU	ES

Source D is taken from a speech made by a leading Bolshevik in October 1917.

Source D

The Provisional Government is absolutely powerless. The peasants are tired of waiting for their promised land. The army is now with us. The government has lost its authority. The struggle between the workers and employers has become more bitter. The workers are our supporters.

4. Why is **Source D** useful as evidence of the reasons why the Bolsheviks overthrew the government in 1917?

Decide 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
- E** It was spoken by someone who had only read about the Provisional Government

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

2

[Turn over

Marks

KU	ES
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Source E is about the problems Russian peasants faced during the Civil War.

Source 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.

- 1: _____

- 2: _____

- 3: _____

3

Source F is a photograph taken during the Civil War in 1920.

Source F



Starving Russian peasants

6. Why is **Source F** useful as evidence of conditions during the Russian Civil War?

Decide 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
- E It shows us that the Russians were suffering during the Civil War

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

2

[Turn over

Marks

KU	ES
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Source G is from a speech by a Communist official about the effects of Collective farms.

Source G

<p>I speak to you not as a Communist official but as a friend. I am certain that you will be happy working together on Collective farms. I believe strongly that more food will be produced. I promise you that there will be new barns for your animals. We are determined to give you our new tractors instead of horses.</p>

7. How can you tell that the speaker supported Collective farms? Give **three** reasons.

- 1: _____

- 2: _____

- 3: _____

3

Marks

KU	ES

Remember to do ONE Context from Unit III as well as your ONE Context from Unit I.

UNIT III—PEOPLE AND POWER

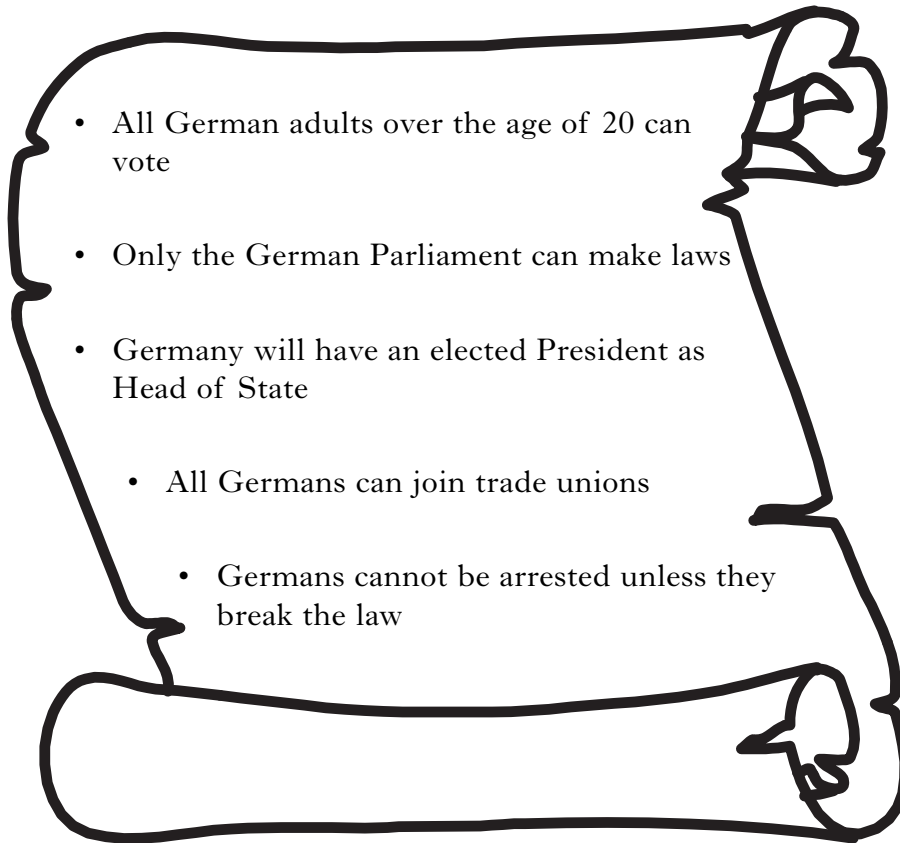
CONTEXT D: GERMANY 1918–1939

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 the rights that Germans had in the Weimar Republic.

Source A



1. Describe **two** rights Germans had in the Weimar Republic.

1: _____

2: _____

2

Marks

KU	ES

Source B describes the Weimar Republic.

Source B

The new German constitution was supposed to be the fairest in the world. It would have a President elected by the people. All the laws would be made in the German Parliament which was called the Reichstag. All German adults over 20 would be able to vote. They would also have the right to form trade unions.

2. Give **three** ways that **Source A** agrees with **Source B** about the Weimar 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: _____

3

[Turn over

Marks

KU	ES
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Source C was written by a policeman who was present at the Beer Hall Putsch in 1923.

Source C

My men forced the Nazis back from our barricade using their truncheons. Suddenly one of Hitler's men fired a pistol at my head which missed. Then my men began to fire back. The firing only lasted for a few seconds before Hitler's men fled.

3. Why is **Source C** useful as evidence of what happened at the Beer Hall Putsch in 1923?

Decide 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
- C** It was written to encourage Germans to support the Nazis
- D** It was written by an eyewitness who saw the Beer Hall Putsch
- E** It was written by someone who only read about the Beer Hall Putsch

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

2

Marks

KU	ES
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Source F shows the problems Germans faced during hyper-inflation in 1923.

Source F

By 1923 Germans were becoming desperate. Paper money had become practically worthless. The government did not seem able to stop hyper-inflation. A banknote worth 100 million Marks could not buy a loaf of bread. Workers had to be paid in large baskets full of banknotes.

6. Give **three** important effects of hyper-inflation on many Germans.

- 1: _____
- 2: _____
- 3: _____

3

[Turn over

Marks

KU	ES
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Source G was written by a young German who was at a Nazi rally in 1932.

Source 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. Hitler really is our saviour.

7. How can you tell that the writer supported Hitler? Give **three** reasons.

1: _____

2: _____

3: _____

3

Marks

KU ES

Source H describes a Nazi rally.

Source H

Hitler had a gift for public speaking and went around the country speaking to large crowds. Often he was late so that the tension would build up. When he arrived at the meetings there would be loud military music. At the end the audience would shout with excitement.

8. Give **three** ways that **Source G** agrees with **Source H** about Nazi rallies.

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 IIID]

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

[END OF QUESTION PAPER]

FOR OFFICIAL USE
 Markers please complete this grid.

Unit I		
	KU	ES
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Unit III A		
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7		
8		
Total		

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

Unit III C		
	KU	ES
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3		
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7		
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Total		

Unit III D		
	KU	ES
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Total		

ACKNOWLEDGEMENTS

Unit III Context A Source D—Photograph of a bison skull pile. Public Domain.

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