$\square$

## 1540/401



NATIONAL QUALIFICATIONS 2010

FRIDAY, 7 MAY 9.00 AM - 10.00 AM

HISTORY<br>STANDARD GRADE<br>Foundation Level

Fill in these boxes and read what is printed below.


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 II.

Answer questions from Unit I and Unit II.
Answer the questions on the Contexts you have studied. Your Invigilator will tell you which these are.

You must do ONE Context from Unit I and ONE Context from Unit II.
Tick your Contexts below.

## UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN <br> Tick ONE of the following boxes:

$\square$ Context A: 1750s-1850s ........... . . Pages 4-10
ORContext B: 1830s-1930s
Pages 11-16
OR
$\square$ Context C: 1880s-Present Day ..... Pages 17-22

UNIT II—INTERNATIONAL COOPERATION AND CONFLICT
$\square$ Context A: 1890s-1920s ............ . Pages 24-31
OR
$\square$ Context B: 1930s-1960s Pages 32-39

Write your answers in the spaces provided.
Go to your Context in Unit I.
[Turn over

## Remember to do ONE Context from Unit I and ONE Context from Unit II.

## 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 explains why many people left the Highlands of Scotland before 1850 .

## Source A

About 200 years ago, many Highland landlords began to evict crofters from their homes. They made the rents so high that crofters could not pay them. Many emigrated from Scotland as a result. These landowners wanted the land for large sheep farms. Many homes were burned to stop people returning.

1. What evidence is there that shows the actions of Highland landlords were important in causing many people to leave the Highlands of Scotland before 1850? Give two pieces of evidence.

1: $\qquad$
$\qquad$
2: $\qquad$

The majority of men in Parliament were landowners. Men had to own property to be able to vote. The only people who elected MPs were wealthy landowners, farmers or businessmen. In Scotland, with a population of 2 million, just 4,289 men had the right to vote.
2. Why was voting unfair in Scotland before 1832? Give three reasons.

1: $\qquad$
$\qquad$
2 : $\qquad$
$\qquad$
3: $\qquad$

## Source C

In cotton mills many children spend too many hours working. They are often injured by the machines. While work is going on, the fluff from the cotton fills the air that they breathe in. This probably explains why they look unwell.
3. How were textile mills bad for the health of children who worked in them? Give two examples.

1: $\qquad$
$\qquad$
2: $\qquad$
[Turn over for Question 4 on Page eight

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

Housing conditions in Scotland's towns between 1750 and 1850.

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

Source D is from a Parliamentary Report on the Health of Towns, published in 1840.

## Source D

In large towns there is no Building Act to make sure that houses are properly built. The sewers and drains are also in poor condition. Laws are needed to provide a basic standard of cleanliness and comfort. However, we recognise that some towns want to make improvements.
4. Why is Source $\mathbf{D}$ useful as evidence for investigating housing conditions in Scotland's towns between 1750 and 1850?
Decide which two of the following statements are correct.
A It is a primary source
B It is a secondary source
C It tells us that town housing needed to be improved
D It tells us that town housing had been improved
E It was written to praise the quality of improvements to town housing.

Write the two correct letters in the boxes.


Source E describes improvements made to town housing in the 1840s.

## Source E

The working classes in towns had to live near their work. These houses were often well built and usually owned by their employer. By the 1840s towns were beginning to make sure all new houses had lavatories. The new houses were also supplied with clean water.
5. Look at Sources D and E. Then complete the table, using four pieces of evidence in total.

| What does Source D, on <br> Page eight, tell us about the <br> problems of town housing in <br> 1840? | What does Source E, on Page nine, <br> tell us about the improvements to <br> town housing in the 1840s? |
| :--- | :--- |
|  | - |
| $\square$ | - |
| $\square$ | - |
|  | - |

[Turn over
6. Look again at your answers to Question 5 .

Now write two conclusions you have reached about improvements in town housing in Scotland between 1750 and 1850.

1 : $\qquad$
$\qquad$
2: $\qquad$
$\qquad$
[END OF CONTEXT IA]
Now turn to the ONE Context you have studied and are going to answer in Unit II.

## Remember to do ONE Context from Unit I and ONE Context from Unit II.

## UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

CONTEXT B: 1830s-1930s

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

Try to answer all the questions in this Context.
Source A explains why many people left Scotland and moved to America in the nineteenth century.

Source A

Many Scots emigrated to new lands in America. Getting cheap farm land was the hope of many Scots who moved. Many left with the promise of a steady job. The Scots were constantly on the move. The Gold Rushes of California and the promise of becoming rich attracted thousands of Scots to America.

1. What evidence is there that shows that the search for a better life was important in causing many people to leave Scotland in the nineteenth century? Give two pieces of evidence.

1: $\qquad$
$\qquad$
2: $\qquad$

Britain was not a democracy in 1914. Suffragettes said voting was very unfair. Women were not allowed to vote at all. To make matters worse some better off men even had two votes. One man in three was not allowed to vote. Men could become MPs but women could not.
2. Why was voting unfair in Britain in 1914? Give three reasons. 1: $\qquad$
$\qquad$
2: $\qquad$
$\qquad$
3: $\qquad$

Source C describes accidents in a coal mine in 1842.

## Source C

Six weeks ago, a boy died when a coal wagon ran over his body and crushed him. Recently two men were killed when the roof caved in. Often explosions kill and injure many miners. The practice is to bury them a day or two after their death.
3. How was working in a coal mine dangerous? Give two examples.

1: $\qquad$
$\qquad$
2: $\qquad$
[Turn over

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

Housing conditions in Scotland's towns between 1830 and 1930.

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

Source D is from a Government Report on the living conditions in Edinburgh, published in 1868.

## Source D

There are many problems with housing in Edinburgh. Overcrowding brings diseases such as typhus. Buildings are often full of rats which encourages the growth of disease. In some tenements there is no water and no sink. Many rooms have no bed, so the family sleeps on straw.
4. Why is Source $\mathbf{D}$ useful as evidence for investigating housing conditions in Scotland's towns between 1830 and 1930?

Decide which two of the following statements are correct.
A It is a primary source
B It is a secondary source
C It tells us that the living conditions for some Scottish people were very poor

D It tells us that the living conditions for some Scottish people were very good

E It was written to show that improvements in housing for the poorer classes were being made

Write the two correct letters in the boxes. $\square$


Source E describes improvements made to town housing by the 1920s.

## Source E

The worst of the crumbling slums that brought disease were pulled down. A few model council housing schemes were built in the 1920s. These houses were larger which helped reduce overcrowding. However, not enough of these houses were built. Gardens allowed many to enjoy fresh air which helped prevent disease.
5. Look at Sources D and E. Then complete the table, using four pieces of evidence in total.

| What does Source D, on <br> Page fourteen, tell us about the <br> problems of town housing in <br> $1868 ?$ | What does Source E, on <br> Page fifteen, tell us about the <br> improvements to town housing <br> by the 1920s? |
| :--- | :--- |
|  | - |
| $\square$ | - |
| $\square$ | - |
|  | $\square$ |

6. Look again at your answers to Question 5 .

Now write two conclusions you have reached about improvements in town housing in Scotland between 1830 and 1930.

1 : $\qquad$
$\qquad$
2: $\qquad$
$\qquad$
[END OF CONTEXT IB]

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

## Remember to do ONE Context from Unit I and ONE Context from Unit II.

## 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 explains why many people left Scotland to live in other countries in the twentieth century.

Source A

Many Scots emigrated to find better job opportunities abroad. They were not poor or desperate but were well educated. They were after higher wages paid in countries like Canada. Their families would also live in better housing away from Scotland's slums.

1. What evidence is there that shows that the search for a better life was important in causing many people to leave Scotland in the twentieth century? Give two pieces of evidence.

1: $\qquad$
$\qquad$
2: $\qquad$

Britain was not a democracy in 1914. Suffragettes said voting was very unfair. Women were not allowed to vote at all. To make matters worse some better off men even had two votes. One man in three was not allowed to vote. Men could become MPs but women could not.
2. Why was voting unfair in Britain in 1914? Give three reasons. 1: $\qquad$
$\qquad$
2: $\qquad$
$\qquad$
3: $\qquad$
$\qquad$

Source C describes working conditions for women after the First World War.

## Source C

The war helped to change working life for women. Many could now find better jobs such as nurses. Changes in offices meant there were more jobs for women as secretaries. Women's wages were always less than men's. Even so, women's wages were more than before the war.
3. How did working conditions improve for women after the First World War? Give two examples.

1: $\qquad$
$\qquad$

2: $\qquad$

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

Housing conditions in Scotland's towns and cities between 1880 and 1980.

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

Source D is from an interview with a tenant on a housing estate in the 1970s.

## Source D

I was delighted when I got my new council house in Castlemilk. The rent was a lot more than our old flat. But it had 4 bedrooms, oh the excitement. Then there was the bathroom, what a luxury! No more taking baths in a tin bath before the fire. We even had a garden.
4. Why is Source D useful as evidence for investigating housing conditions in Scotland's towns and cities between 1880 and 1980?

Decide which two of the following statements are correct.
A It is a primary source
B It is a secondary source
C It tells us that the tenant liked her new council house
D It tells us that the tenant did not like her new council house
E It was written to show that council housing had not improved

Write the two correct letters in the boxes. $\square$
$\square$

Source E describes living on a council house estate in the 1980s.

## Source E

At first there were no shops nearby. Everything you wanted had to be brought from the shops in the city centre. But the people here are so great that I wouldn't want to move out. It's the council that's the problem. They ignore our complaints about dampness in the bedroom.
5. Look at Sources D and E. Then complete the table, using four pieces of evidence in total.

| What does Source D, on <br> Page twenty, tell us about the <br> improvements to council housing <br> in the 1970s? | What does Source E, on <br> Page twenty-one, tell us about the <br> problems of council housing in <br> the 1980s? |
| :--- | :--- |
| $\square$ | - |
| $\square$ | - |
|  | - |

[Turn over
6. Look again at your answers to Question 5.

Now write two conclusions you have reached about improvements in council housing between 1880 and 1980.

1: $\qquad$
$\qquad$
2: $\qquad$
$\qquad$
[END OF CONTEXT IC]
Now turn to the ONE Context you have studied and are going to answer in Unit II.
[Turn over for Unit IIA on Page twenty-four

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

## UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

CONTEXT A: 1890s-1920s

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

Try to answer all the questions in this Context.
Source A is about why countries formed alliances before 1914.
Source A
The alliance system grew from countries' fear of each other. To get protection against Russia, Germany signed an alliance with Austria. Later, Italy joined Germany and Austria to form the Triple Alliance. The Triple Alliance worried France and Russia who then signed an alliance. Britain then joined France and Russia to form the Triple Entente.

1. Why did countries form alliances before 1914? Give three reasons.

1: $\qquad$
$\qquad$

2: $\qquad$
$\qquad$
3: $\qquad$
$\qquad$

Source B describes the alliance system in Europe in 1914.

## Source B

The Great Powers formed alliances among themselves because they were afraid of other countries. By 1914 Europe was divided into two armed camps. The Triple Alliance was made up of Germany, Austria and Italy. The Triple Entente contained France, Russia and Britain.
2. Source A agrees with Source B about the alliance system. Give three ways that they agree.

1. Source $A$ says: $\qquad$
$\qquad$
and also Source $B$ says: $\qquad$
$\qquad$
2. Source A says: $\qquad$
$\qquad$
and also Source B says: $\qquad$
$\qquad$
3. Source A says: $\qquad$
$\qquad$
and also Source $\mathbf{B}$ says: $\qquad$

Source C is a photograph of a British Dreadnought, the HMS Barham, taken in 1912.

## Source C


3. Why is Source C useful as evidence of the strength of the British Navy before 1914?
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 a photographer who had only read about Dreadnoughts

D It shows how powerful a British warship was
E It shows how powerful a German warship was

Write the two correct letters in the boxes. $\square$
$\square$

In Source D Winston Churchill describes a British naval exercise in 1912.

## Source D

We had a gathering of our mighty navy this spring. The flags of 150 ships together made a magnificent sight. One day there was a long cruise into the mist. Suddenly the battleships appeared and opened fire with tremendous power. Their speed increased to an incredible 20 knots.
4. How can you tell Churchill was impressed by the British navy? Give three pieces of evidence.

1: $\qquad$
$\qquad$

2: $\qquad$
$\qquad$
3: $\qquad$

In Source E Charles Young talks about his family's experiences of the First World War.

## Source E

After the First World War, relatives told me of the suffering caused by food shortages. German U-boats made sure of that. Due to the lack of other food, my family lived on bones from the butcher made into soup. Some people, especially children, died of starvation.
5. What evidence is there that food shortages were an important problem during the First World War? Give two pieces of evidence.

1: $\qquad$
$\qquad$
2 : $\qquad$
$\qquad$

Source F was written by David Lloyd George, Britain's Prime Minister during the First World War.

## Source F

For most people rationing provided them with enough food. The improvement in health during the war shows that food rationing prevented any real suffering. Although there were some shortages in Britain, we were never faced with starvation.
6. Source $\mathbf{E}$ disagrees with Source $\mathbf{F}$ about food supplies during the First World War. Give three ways that they disagree.

1. Source E says: $\qquad$
$\qquad$
but Source F says: $\qquad$
$\qquad$
2. Source E says: $\qquad$
$\qquad$
but Source F says: $\qquad$
$\qquad$
3. Source E says: $\qquad$
$\qquad$
but Source F says: $\qquad$

The Covenant of the League of Nations explained the aims of the League. One aim was to encourage countries to cooperate. The League also wanted to stop wars breaking out. Another aim was to get countries to reduce their armed forces.
7. What were the aims of the League of Nations? Describe two aims.

1: $\qquad$
$\qquad$
2: $\qquad$

Source H is part of a speech by Arthur Balfour, a British spokesman at the League of Nations, in 1920.

## Source H

The League of Nations was not set up to deal with a world in confusion, or with any part of the world which is in confusion. The League may help. It is not, and cannot be, the complete solution for bringing order to the whole world.
8. Why is Source $\mathbf{H}$ useful as evidence about the League of Nations?

Decide which two of the following statements are correct.
A It is a secondary source
B It was said by someone who knows a lot about the League of Nations

C It was said by someone who does not know a lot about the League of Nations

D It tried to persuade people not to expect too much from the league

E It tried to persuade people that the League could solve all the world's problems

Write the two correct letters in the boxes. $\square$
$\square$

## Now check you have done ONE Context from <br> Unit I and ONE Context from Unit II.

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

## UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

CONTEXT B: 1930s-1960s

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

Try to answer all the questions in this Context.
Source A is about the Munich Conference of 1938.
Source A


#### Abstract

At the Munich Conference, Hitler claimed he was defending Germans living in Czechoslovakia and that this would be his last demand for land. The British Prime Minister, Chamberlain, agreed to Hitler's demands and persuaded him not to attack. After the meeting, Chamberlain said he had saved the world from war. There would be "peace in our time". People believed that there would be peace in their lifetime.


1. Why was the Munich Peace Conference seen as a success at the time? Give three reasons.

1: $\qquad$
$\qquad$
2: $\qquad$
$\qquad$
3: $\qquad$

Source B is from a history textbook about the Munich Conference.

## Source B

The British Prime Minister, Neville Chamberlain claimed after the conference that he had avoided war. He said that there would be "peace in our time". Chamberlain believed Hitler when he claimed he would make no more demands for land. However, the conference was a disaster for Czechoslovakia as large parts of their country were handed to Germany.
2. Source A agrees with Source B about the results of the Munich Conference. Give three ways that they agree.

1. Source $A$ says: $\qquad$
$\qquad$
and also Source B says: $\qquad$
$\qquad$
2. Source A says: $\qquad$
$\qquad$
and also Source B says: $\qquad$
$\qquad$
3. Source A says: $\qquad$
$\qquad$
and also Source B says: $\qquad$

Source C is a Government advert taken from a Scottish newspaper published in March 1940.

## Source C


3. Why is Source $\mathbf{C}$ useful as evidence about the evacuation of children during the Second World War?

Decide which two of the following statements are correct.
A It is a primary source
B It is a secondary source
C It shows evacuation taking place
D It was published to encourage volunteers to look after evacuated children during the Blitz

E It was published to encourage mothers to keep their children at home with them during the Blitz.

Write the two correct letters in the boxes. $\square$
$\square$

Source D is from a letter about the evacuation of children to Rothesay, written by a local man to a newspaper in 1940.

## Source D

I want to protest about the evacuees being sent to Rothesay. Most have never seen the countryside before. Many arrived here in a filthy condition. It is shocking that children with diseases are being put in our homes. Some of the evacuee children are so badly behaved they should be sent to a camp instead. I wish they had never come here.
4. How can you tell the local man did not want evacuees living in Rothesay? Give three pieces of evidence.

1: $\qquad$
$\qquad$

2: $\qquad$
$\qquad$
3: $\qquad$

Source E is about the aims of the United Nations.

## Source E

The United Nations' main purpose was to avoid war. There has been no repeat of the Second World War but there have been many small wars. The United Nations also tried to protect the human rights of people everywhere. It has not been very successful at either aim. Its attempts to improve children's health have been more successful.
5. What were the aims of the United Nations? Describe two aims.

1: $\qquad$
$\qquad$
2: $\qquad$

Source F is part of an interview with a representative of the United Nations.

## Source F


6. Why is Source F useful as evidence about the United Nations? Decide which two of the following statements are correct.

A It is a secondary source
B It was said by someone who knows a lot about the United Nations

C It was said by someone who does not know a lot about the United Nations

D It was written to tell us that the United Nations will be a success

E It was written to tell us that the United Nations will be a failure.

Write the two correct letters in the boxes. $\square$
$\square$

Source G is part of a statement by the American President, Kennedy, about the Cuban Missile Crisis in 1962.

## Source G

Russian missiles on Cuba are a threat to the United States. We have the right to stop any ships approaching Cuba with missiles. American armed forces are prepared for any possibility. The United States will strike back at any country that threatens it. Chairman Khrushchev's missiles threaten world peace.
7. What evidence is there that the missiles in Cuba were important in causing tension between the United States and Russia? Give two pieces of evidence.

1 : $\qquad$
$\qquad$
2: $\qquad$
$\qquad$

Source H is part of a statement by the Russian leader, Khrushchev, about the Cuban Missile Crisis in 1962.

## Source H

President Kennedy says he wants peace yet he threatens Cuba. He has no right to stop unarmed ships approaching Cuba. The missiles we have placed on Cuba are no threat to the United States. They are there for defence. It is the United States who are a threat to world peace.
8. Source G disagrees with Source H about the Cuban Missile Crisis. Give three ways that they disagree.

1. Source G says: $\qquad$
but Source $\mathbf{H}$ says: $\qquad$
$\qquad$
2. Source G says: $\qquad$
$\qquad$
but Source $\mathbf{H}$ says: $\qquad$
$\qquad$
3. Source G says: $\qquad$
$\qquad$
but Source $\mathbf{H}$ says:

$$
[E N D \text { OF CONTEXT IIB] }
$$

Now check you have done ONE Context from Unit I and ONE Context from Unit II.
[END OF QUESTION PAPER]

FOR OFFICIAL USE
Markers please complete this grid.

| Unit I |  |  |
| :---: | :---: | :---: |
|  | KU | ES |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| Total |  |  |


| Unit II |  |  |
| :---: | :---: | :---: |
|  | KU | ES |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| Total |  |  |

## ACKNOWLEDGEMENTS

Unit II Context A Source C-Photograph of HMS Barham (Ref FL 1472) is reproduced by permission Imperial War Museum.

