

FOR OFFICIAL USE

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**F**

(KU) (ES)

Total  
Mark

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**1540/401**

NATIONAL  
QUALIFICATIONS  
2011

FRIDAY, 20 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.



**[BLANK PAGE]**

**Answer questions from Unit I and Unit III.**

**Answer the questions on the Contexts you have studied. Your Invigilator will tell you which these are.**

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

**Tick your Contexts below.**

**UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN**

**Tick ONE of the following boxes:**

**Context A: 1750s–1850s . . . . . Pages 5–10**

**OR**

**Context B: 1830s–1930s . . . . . Pages 11–16**

**OR**

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

**UNIT III—PEOPLE AND POWER**

**Context A: USA 1850s–1880s . . . . . Pages 24–31**

**OR**

**Context B: INDIA 1917–1947 . . . . . Pages 32–39**

**OR**

**Context C: RUSSIA 1914–1941 . . . . . Pages 40–47**

**OR**

**Context D: GERMANY 1918–1939 . . . Pages 48–55**

**Write your answers in the spaces provided.**

**Go to your Context in Unit I.**

**[Turn over**

**[BLANK PAGE]**

**Remember to do ONE Context from Unit I and  
ONE Context from Unit III.**

**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** is about why Scotland’s population grew between 1750 and 1850.

**Source A**

Scotland’s population grew between 1750 and 1850. More and better food could be bought at the markets and this meant people were becoming healthier. There had been improvements in medicine too. Treatment was still very basic, but doctors were being trained in new hospitals which were being built in the cities.

**1.** Why did Scotland’s population grow between 1750 and 1850? Give **three** reasons.

1: \_\_\_\_\_

\_\_\_\_\_

2: \_\_\_\_\_

\_\_\_\_\_

3: \_\_\_\_\_

\_\_\_\_\_

**3**

**[Turn over**

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**Source B** describes changes in making cloth.

**Source B**

Women used to do spinning at home by hand. The invention of new spinning machines meant that yarn could be spun more quickly and more cheaply. Spinning mills were built near fast-flowing rivers. After 1830 steam-powered looms replaced handloom weavers.

2. The way cloth was made changed by 1850. Describe **two** changes.

1: \_\_\_\_\_  
 \_\_\_\_\_

2: \_\_\_\_\_  
 \_\_\_\_\_

2

Marks

KU	ES
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**Source C** explains what happened to the Radicals who fought at Bonnymuir.

**Source C**

Scottish Radicals clashed with government forces at Bonnymuir in 1820. Many of the Radicals were taken prisoner. Wilson and two other leaders were executed. Only a few were transported because juries did not want to find anyone guilty.

3. What was important about events at Bonnymuir for the Scottish Radicals? Give **two** examples.

1: \_\_\_\_\_  
\_\_\_\_\_  
2: \_\_\_\_\_  
\_\_\_\_\_

2

**[Turn over**

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KU	ES

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

The effects of the Clearances on the Highlanders.

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

In **Source D** Donald MacLeod describes what he saw during the Strathnaver Clearances in 1814.

**Source D**

Little or no time was given to remove people or property. The roaring of the cattle, the smoke and the fire presented a scene that had to be seen to be believed. I climbed a hill and counted 250 blazing houses. The fires lasted six days till all the houses had been reduced to ashes.

4. Why is **Source D** useful as evidence for investigating the effects of the Highland Clearances?

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 to show the benefits of the Clearances for the Highlanders
- D** It was written by someone who had only read about the Clearances
- E** It was written by an eyewitness who had seen the Clearances for himself

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

**2**



**Source E** is about the Clearances on the Island of Lewis.

**Source E**

The landlord, Sir James has offered to provide 1000 free passages for Highlanders who want to emigrate. He will cancel all debts due to him. The Highlanders will be able to keep their stock of cattle. However, if they reject his offer and then cannot pay their rent, they will be removed from their land by force.

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

What does <b>Source D</b> , on <i>Page eight</i> , tell us about the <b>bad</b> effects of the Clearances for the Highlanders?	What does <b>Source E</b> , on <i>Page nine</i> , tell us about the <b>good</b> effects of the Clearances for the Highlanders?

4

[Turn over

Marks

KU	ES
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6. Look again at your answers to Question 5.

Now write down **two** conclusions you have reached about the effects of the Clearances on the Highlanders.

1: \_\_\_\_\_

\_\_\_\_\_

2: \_\_\_\_\_

\_\_\_\_\_

2

*[END OF CONTEXT IA]*

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

**Remember to do ONE Context from Unit I and  
ONE Context from Unit III.**

**UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN**

**CONTEXT B: 1830s–1930s**

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

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

**Source A** is about why Scotland's population grew between 1830 and 1930.

**Source A**

The population of Scotland grew between 1830 and 1920. During the nineteenth century, job opportunities improved and this led to earlier marriages and larger families. At the same time, better care by midwives reduced the numbers of mothers and babies who died in childbirth. The decline in gin drinking helped to reduce the death rate.

- 1.** Why did Scotland's population grow between 1830 and 1930? Give **three** pieces of evidence.

1: \_\_\_\_\_  
\_\_\_\_\_

2: \_\_\_\_\_  
\_\_\_\_\_

3: \_\_\_\_\_  
\_\_\_\_\_

**3**

**[Turn over**

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KU	ES

**Source B** describes changes to working class housing in Scottish towns.

**Source B**

In most parts of Scotland the standard of housing greatly improved in the years after 1880. The first low rent council houses for working people were built in Glasgow in the 1890s. Later council housing schemes with gardens and modern facilities were built on the edge of towns. However, there were never enough of these new houses.

2. Working class housing improved after 1880. Describe **two** improvements.

1: \_\_\_\_\_  
\_\_\_\_\_

2: \_\_\_\_\_  
\_\_\_\_\_

2

Marks 

KU	ES
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**Source C** explains the effects of the Suffragette campaign.

**Source C**

The Suffragettes wanted to make votes for women an issue that the Government could not ignore. Their campaign certainly got more publicity for votes for women. A woman getting arrested was news. It showed how important the vote was to her. Some women turned against the Suffragettes as they felt that they had gone too far.

3. What was important about the Suffragette campaign in winning the vote for women? Give **two** examples.

1: \_\_\_\_\_  
\_\_\_\_\_  
2: \_\_\_\_\_  
\_\_\_\_\_

2

**[Turn over**

<i>Marks</i>	KU	ES
<b>2</b>		

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

The experiences of Scots who emigrated to other countries.

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

**Source D** is a letter from a Scottish emigrant to the “Aberdeen Evening Gazette” in 1913.

**Source D**

I arrived in Canada a week ago but the job I was going to was a hoax. There are lots of unemployed here. The Board of Trade gave me a job chopping wood. You are better off at home with a small wage because everything is so dear here.

**4.** Why is **Source D** useful as evidence for investigating the experiences of Scottish emigrants?

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 to show the benefits of emigration for the Scottish people
- D** It was written by someone who had only read about Scottish emigration
- E** It was written by an eyewitness who was a Scottish emigrant

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

**Source E** describes the experiences of one Scottish emigrant.

**Source E**

I emigrated to this country with my wife and five children seven years ago. We have all enjoyed good health since moving. The climate in this part of the country is very good. I am now my own master. If I had stayed in Scotland I would have been a servant forever.

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

What does <b>Source D</b> , on <i>Page fourteen</i> , tell us about the <b>bad</b> experiences of Scottish emigrants?	What does <b>Source E</b> , on <i>Page fifteen</i> , tell us about the <b>good</b> experiences of Scottish emigrants?

**4**

**[Turn over**

Marks

KU	ES

**6.** Look again at your answers to Question 5.

Now write down **two** conclusions you have reached about the experiences of Scottish emigrants.

1: \_\_\_\_\_  
\_\_\_\_\_

2: \_\_\_\_\_  
\_\_\_\_\_

**2**

[END OF CONTEXT 1B]

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



**Remember to do ONE Context from Unit I and  
ONE Context from Unit III.**

**UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN**

**CONTEXT C: 1880s–Present Day**

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

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

**Source A** is about why Scotland’s population grew between 1880 and 1980.

**Source A**

Scotland’s population was growing quickly. One reason was the price of soap fell so Scots could afford to keep clean. Children were given free school meals. Introducing vaccinations for diseases like measles and polio helped. However, disease still killed many people.

- 1.** Why did Scotland’s population grow between 1880 and 1980? Give **three** reasons.

1: \_\_\_\_\_

\_\_\_\_\_

2: \_\_\_\_\_

\_\_\_\_\_

3: \_\_\_\_\_

\_\_\_\_\_

**3**

**[Turn over**

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2	

**Source B** describes changes in making cars.

**Source B**

Henry Ford improved car making 100 years ago. Ford introduced mass production which meant cars were built more quickly. Cars could be built in 84 minutes instead of 12 hours. Today cars are partly built by robots.

2. The way cars are made has changed. Describe **two** changes.

1: \_\_\_\_\_

\_\_\_\_\_

2: \_\_\_\_\_

\_\_\_\_\_

2

Marks 

KU	ES
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**Source C** explains the effects of the Suffragette campaign.

**Source C**

The Suffragettes wanted to make votes for women an issue that the Government could not ignore. Their campaign certainly got more publicity for votes for women. A woman getting arrested was news. It showed how important the vote was to her. Some women turned against the Suffragettes as they felt that they had gone too far.

3. What was important about the Suffragette campaign in winning the vote for women? Give **two** examples.

1: \_\_\_\_\_  
\_\_\_\_\_  
2: \_\_\_\_\_  
\_\_\_\_\_

2

**[Turn over**

<i>Marks</i>	KU	ES
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In Questions 4, 5 and 6 the topic for investigating is:

The experiences of Scots who emigrated to other countries.

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

**Source D** is a letter from a Scottish emigrant to the “Aberdeen Evening Gazette” in 1913.

**Source D**

I arrived in Canada a week ago but the job I was going to was a hoax. There are lots of unemployed here. The Board of Trade gave me a job chopping wood. You are better off at home with a small wage because everything is so dear here.

4. Why is **Source D** useful as evidence for investigating the experiences of Scottish emigrants?  
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 to show the benefits of emigration for the Scottish people
  - D** It was written by someone who had only read about Scottish emigration
  - E** It was written by an eyewitness who was a Scottish emigrant

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

2


**Source E** describes the experiences of one Scottish emigrant.

**Source E**

I emigrated to this country with my wife and five children seven years ago. We have all enjoyed good health since moving. The climate in this part of the country is very good. I am now my own master. If I had stayed in Scotland I would have been a servant forever.

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

What does <b>Source D</b> , on <i>Page twenty</i> , tell us about the <b>bad</b> experiences of Scottish emigrants?	What does <b>Source E</b> , on <i>Page twenty-one</i> , tell us about the <b>good</b> experiences of Scottish emigrants?

4

**[Turn over**

*Marks*

KU	ES

6. Look again at your answers to Question 5.

Now write down **two** conclusions you have reached about the experiences of Scottish emigrants.

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***

Marks

KU	ES

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

**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 was written by Joseph Smith, the founder of the Mormon Church.

**Source A**

<p>We cannot get on with our neighbours. They started to make fun of us, which was upsetting. It was frightening when a mob burned our houses. They tarred and feathered, and whipped many of our brothers. They finally drove us from our homes. This was ignored by the government. I am angry that we could not get justice.</p>
---

- How can you tell that Joseph Smith was unhappy with the way the Mormons were treated? Give **three** pieces of evidence.

1: \_\_\_\_\_

\_\_\_\_\_

2: \_\_\_\_\_

\_\_\_\_\_

3: \_\_\_\_\_

\_\_\_\_\_

3



Marks 

KU	ES
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**Source B** describes the treatment of the Mormons in Kirtland, Ohio.

**Source B**

Building a holy city was not going to be an easy task. Everywhere the Mormons went their homes were attacked. Some people were tarred and feathered, including Joseph Smith. The Mormons were driven out of their homes in Kirtland by these people. Joseph led his people to Missouri.

2. **Source A** agrees with **Source B** about the treatment of the Mormons. Give **three** ways that they agree.

1. **Source A** says: \_\_\_\_\_  
\_\_\_\_\_

and **Source B** also says: \_\_\_\_\_  
\_\_\_\_\_

2. **Source A** says: \_\_\_\_\_  
\_\_\_\_\_

and **Source B** also says: \_\_\_\_\_  
\_\_\_\_\_

3. **Source A** says: \_\_\_\_\_  
\_\_\_\_\_

and **Source B** also says: \_\_\_\_\_  
\_\_\_\_\_

3

**[Turn over**

Marks

KU	ES
2	

**Source C** is about hardships of life on the reservation for Native Americans.

**Source C**

Life on the reservation is hard. Our crops have failed. We have waited a long time for the food promised to us. Although the stores are filled with food, we are given none. We ask you to make some arrangement by which we can get food, or we will starve.

3. Life on the reservation was an important cause of hardship for the Native Americans. Give **two** reasons.

- 1: \_\_\_\_\_  
\_\_\_\_\_
- 2: \_\_\_\_\_  
\_\_\_\_\_

2

Marks 

KU	ES
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**Source D** is about the success of some reservations.

**Source D**

The reservations were more successful if the agents who ran them were honest. They kept the Government's promises. That meant the Native Americans received full rations of food. They got materials to build houses. They got farm animals and tools. This meant they would not go hungry.

**4. Source C** disagrees with **Source D** about life on the reservations. Give **three** ways that they disagree.

1. **Source C** says: \_\_\_\_\_

\_\_\_\_\_

but **Source D** says: \_\_\_\_\_

\_\_\_\_\_

2. **Source C** says: \_\_\_\_\_

\_\_\_\_\_

but **Source D** says: \_\_\_\_\_

\_\_\_\_\_

3. **Source C** says: \_\_\_\_\_

\_\_\_\_\_

but **Source D** says: \_\_\_\_\_

\_\_\_\_\_

3

**[Turn over**

Marks 

KU	ES
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**Source E** describes slave life on a plantation.

**Source E**

Most slaves lived in the southern states working on tobacco, cotton and sugar plantations. They had to work very long hours. The owners thought slaves needed to be treated harshly to make them work hard. Slaves were often whipped. House slaves ran the master's house.

5. Life was hard for slaves who worked on a plantation. Describe **two** examples.

1: \_\_\_\_\_  
\_\_\_\_\_  
2: \_\_\_\_\_  
\_\_\_\_\_

2

**Source F** describes slave life on a plantation. It was written by historians who researched slavery.

**Source F**

The difference between a good owner and a bad one, according to an ex-slave, was a good one did not whip you much. A bad one whipped till he bloodied and blistered you. Life was very hard if you did not work as hard as you could.

6. Why is **Source F** useful as evidence of conditions for slaves on a plantation?

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

- A** It was written by an eyewitness who was an ex-slave
- B** It was written by people who had studied the history of slavery
- C** It tells us that slaves were punished by good masters and bad masters
- D** It tells us that slaves were never punished
- E** It was written to show that slaves were happy at work

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

2

**[Turn over**

*Marks*

KU	ES
3	

**Source G** explains why black Americans were scared of the Ku Klux Klan.

**Source G**

The tactics of the Ku Klux Klan (KKK) were terrifying. The members often met in the middle of the night. They would drag black Americans from their beds. Sometimes they would tar and feather them. Other times they might hang them or burn them at the stake. These KKK members were sometimes policemen.

7. Why were black Americans scared of the Ku Klux Klan? Give **three** reasons.

1: \_\_\_\_\_

\_\_\_\_\_

2: \_\_\_\_\_

\_\_\_\_\_

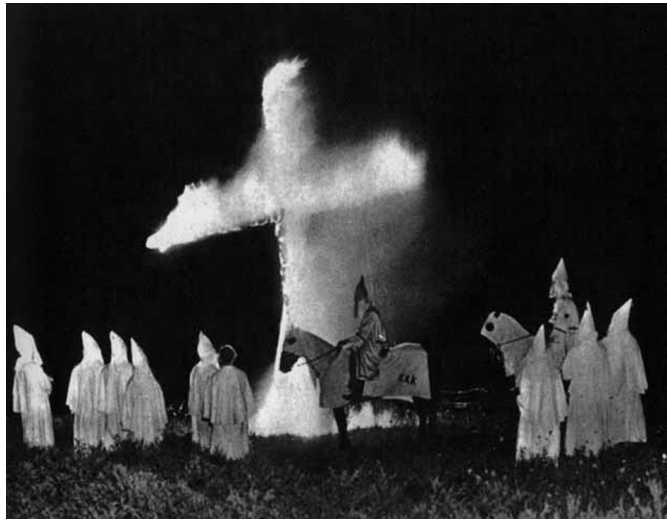
3: \_\_\_\_\_

\_\_\_\_\_

**3**

**Source H** is a photograph taken of a Ku Klux Klan meeting in 1868.

**Source H**



The Klan gathered round the fiery cross. This was to frighten the black Americans.

8. Why is **Source H** useful as evidence of the actions of the Ku Klux Klan?

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

- A** It is a primary source
- B** It is a secondary source
- C** It shows police breaking up a Ku Klux Klan meeting
- D** It was taken to show how the Ku Klux Klan frightened black Americans
- E** It was taken to encourage black people to join the Ku Klux Klan

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

2

[END OF CONTEXT IIIA]

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

**Remember to do ONE Context from Unit III and ONE Context from Unit I.**

**UNIT III—PEOPLE AND POWER**

<b>CONTEXT B: India 1917–1947</b>
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**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 Indians were unhappy with British rule.

**Source A**

The British took away as much wealth from India as they could. Only part of Government income was spent in India. The rest went to Britain. Officials bought British goods in Britain for India. All this helped drain away the wealth of India.
--

**1.** Why were Indians unhappy with British rule? Give **three** reasons.

1: \_\_\_\_\_

\_\_\_\_\_

2: \_\_\_\_\_

\_\_\_\_\_

3: \_\_\_\_\_

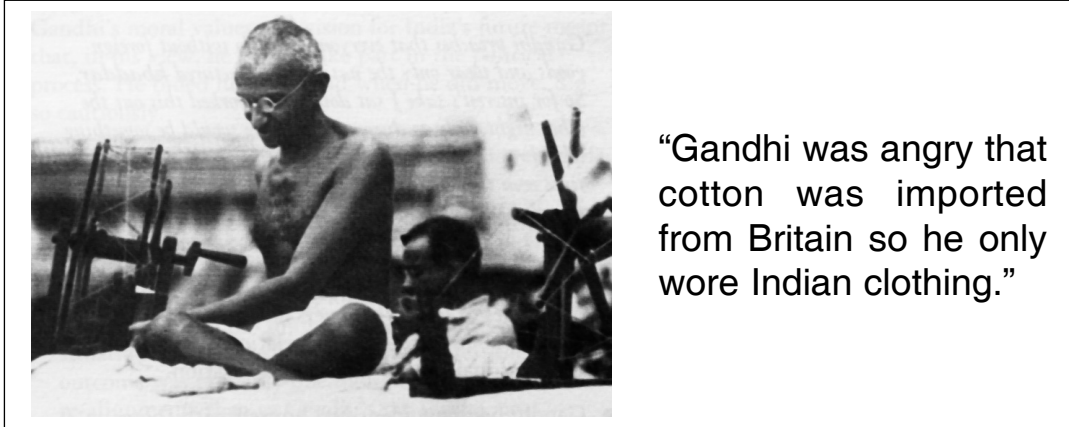
\_\_\_\_\_

**3**



**Source B** is a photograph taken in 1915 of Gandhi spinning thread as a protest against British rule.

**Source B**



2. Why is **Source B** useful as evidence of protest against British rule?

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

- A It is a primary source
- B It is a secondary source
- C It shows Gandhi in British clothing
- D It was taken to protest about British imports
- E It was taken to encourage British imports

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

2

[Turn over

Marks 

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**Source C** is about Gandhi's leadership.

**Source C**

Gandhi was invited to the Round Table Conference. This took place in London in 1931. He claimed to speak for Muslims and the poorest Hindus. Since Muslims made up 30% and the poor Hindus made up 20% of the population, this meant Gandhi represented 50% of the population. This made it difficult for Gandhi to support his claim that he represented 95% of all Indians.

**3.** Gandhi was an important leader. Give **two** reasons.

1: \_\_\_\_\_  
\_\_\_\_\_

2: \_\_\_\_\_  
\_\_\_\_\_

2



Marks 

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**Source E** was written by an Indian who rushed to the scene of the Amritsar Massacre to look for his son.

**Source E**

I did not enter the Jallianwalla Bagh from the side where the soldiers had come out. I entered by jumping a wall. I went to find my son. There were 800 or 1000 wounded and dead near the walls. I could not find my son. I ran back home. I had not heard any proclamation forbidding people to attend meetings.

5. Why is **Source E** useful as evidence of the Amritsar Massacre?

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

- A** It was written by someone who was not there
- B** It was written by an eyewitness to the events following the massacre in Amritsar
- C** It tells us many people were killed
- D** It tells us that no one was killed
- E** It was written to celebrate events at Amritsar

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

2

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KU	ES
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**Source F** describes the Amritsar Massacre.

**Source F**

Thousands had gathered in the Jallianwalla Bagh. General Dyer surrounded it with his troops. Without giving any warning he ordered his troops to shoot into the trapped crowd with rifles. Thousands were killed and wounded. Later, General Dyer was honoured by British newspapers.

6. General Dyer was involved in the massacre at Amritsar. Describe **two** of his actions.

- 1: \_\_\_\_\_  
\_\_\_\_\_
- 2: \_\_\_\_\_  
\_\_\_\_\_

2

**[Turn over**

**Source G** is by General Wavell, Viceroy of India in 1946.

**Source G**

Independence for India will happen. It is a good thing that we will hand over power to Indian politicians. Indians should govern themselves. They have chosen their own leaders. We will work with them towards a bright future.

7. How can you tell that General Wavell felt India should be independent? Give **three** pieces of evidence.

1: \_\_\_\_\_  
\_\_\_\_\_

2: \_\_\_\_\_  
\_\_\_\_\_

3: \_\_\_\_\_  
\_\_\_\_\_

3

**Source H** is from a speech by Winston Churchill about Indian independence.

**Source H**

<p>At present we govern India which is the way it should be. The Indian Government should be responsible to the British Parliament. To transfer power to Indian politicians would be a backwards step. It will bring disaster on both India and Britain.</p>
--

8. **Source G** disagrees with **Source H** about Indian independence. Give **three** ways that they disagree.

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 IIIB]*

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

**Remember to do ONE Context from Unit III and ONE Context from Unit I.**

**UNIT III—PEOPLE AND POWER**

**CONTEXT C: RUSSIA 1914–1941**

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

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

**Source A** explains why the Tsar abdicated in 1917.

**Source A**

When people rioted due to lack of bread many soldiers ignored the Tsar’s orders to shoot them. Some soldiers even turned on the police who still fought for the Tsar. The Duma no longer supported the Tsar’s rule and set up a Provisional Government. The Tsar abdicated the next day.

**1.** Why did the Tsar abdicate? Give **three** reasons.

1: \_\_\_\_\_  
\_\_\_\_\_  
2: \_\_\_\_\_  
\_\_\_\_\_  
3: \_\_\_\_\_  
\_\_\_\_\_

**3**



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**Source B** was written in 1917 by a Russian politician who knew the Tsar.

**Source B**

The Tsar did not want to fight for power so it simply fell from his hands. He was glad that he no longer had to perform official duties. He shed his authority like he might have taken off a dress uniform and put on simpler clothes.

2. Why is **Source B** useful as evidence of the Tsar's abdication in 1917?

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

- A** It was written by someone who only read about the abdication of the Tsar
- B** It was written by an eyewitness who knew the Tsar
- C** It tells us why the Tsar abdicated
- D** It tells us why the Tsar stayed in power
- E** It was written to encourage Russian people to support the Tsar

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

2

**[Turn over**

Marks

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**Source C** is about reasons for discontent with the Provisional Government.

**Source C**

<p>The Provisional Government had important weaknesses. They had little experience of ruling. They were also out of touch with the people and failed to carry out their wishes. Soldiers wanted the war to end. Peasants wanted land taken from the landlords. Workers wanted better conditions. Discontent grew in Russia.</p>
---

3. The Provisional Government had important weaknesses. Give **two** examples.

1: \_\_\_\_\_

\_\_\_\_\_

2: \_\_\_\_\_

\_\_\_\_\_

2

Marks

KU	ES
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**Source D** describes reasons for discontent with the Provisional Government.

**Source D**

The Provisional Government did not end the war and that was the main reason they lost support. In the factories workers pressed for improved conditions. The peasants wanted control of the land. The Provisional Government failed to provide these. These failures only helped the Bolsheviks.

4. **Source C** agrees with **Source D** about reasons for discontent with the Provisional Government. Give **three** ways that they agree.

1. **Source C** says: \_\_\_\_\_

\_\_\_\_\_

and **Source D** also says: \_\_\_\_\_

\_\_\_\_\_

2. **Source C** says: \_\_\_\_\_

\_\_\_\_\_

and **Source D** also says: \_\_\_\_\_

\_\_\_\_\_

3. **Source C** says: \_\_\_\_\_

\_\_\_\_\_

and **Source D** also says: \_\_\_\_\_

\_\_\_\_\_

3

[Turn over

Source E describes how the Bolsheviks seized power in 1917.

**Source E**

The Red Guards moved to take control of important targets like the railway stations. The Provisional Government was in the Winter Palace. The Red Guards surrounded the building and captured it with hardly any bloodshed.

5. The Bolsheviks seized power in 1917. Describe **two** of their actions.

1: \_\_\_\_\_

\_\_\_\_\_

2: \_\_\_\_\_

\_\_\_\_\_

2

**Source F** is a photograph of Bolsheviks taken in 1917 during the October/November Revolution.

**Source F**



6. Why is **Source F** useful as evidence of what happened during the Bolshevik seizure of power in 1917?

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

- A It is a primary source
- B It is a secondary source
- C It shows us that the Bolsheviks had very little support
- D It was taken to show the strength of the Bolsheviks
- E It was taken to show how unprepared the Bolsheviks were

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



2

**[Turn over**

Marks

KU	ES
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**Source G** is about War Communism and was written by Lenin in 1921.

**Source G**

We hoped to share food equally but could not. Life has shown we made a mistake. It was only a fantastic dream that in three years we could change the whole country. However the people suffered more under the Tsar. We must try other methods.

7. How can you tell that Lenin thought War Communism was not successful? Give **three** pieces of evidence.

1: \_\_\_\_\_

\_\_\_\_\_

2: \_\_\_\_\_

\_\_\_\_\_

3: \_\_\_\_\_

\_\_\_\_\_

**3**

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Marks 

KU	ES
----	----

**Source H** is about War Communism.

**Source H**

War Communism served its purpose. The Red Army was kept going. It was brutal but successful. The peasants suffered terrible treatment when grain was taken from them. The black market flourished in the towns. Although the available food was shared sensibly it was impossible to live on the official rations.

8. **Source G** disagrees with **Source H** about the success of War Communism. Give **three** ways that they disagree.

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]

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

**Remember to do ONE Context from Unit III and  
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** explains why the Kaiser abdicated in 1918.

**Source A**

Many Germans blamed the Kaiser for Germany’s defeat in the First World War. In 1914 they had been confident of victory but by 1918 they wanted peace. It was widely believed the Kaiser was standing in the way of peace. People feared a revolution if the Kaiser did not go.

**1.** Why did the Kaiser abdicate? Give **three** reasons.

1: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**3**





Marks 

KU	ES
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**Source C** was written by a German journalist in 1919.

**Source C**

As the terms of peace became known to us, the common people, we realised this was no fair peace. The terms were very harsh. Clemenceau had got his way. We felt humiliated. It was impossible for an economically crippled Germany to pay the cost of reparations.

3. How can you tell the writer was unhappy with the Treaty of Versailles? Give **three** pieces of evidence.

1: \_\_\_\_\_

\_\_\_\_\_

2: \_\_\_\_\_

\_\_\_\_\_

3: \_\_\_\_\_

\_\_\_\_\_

3

**Source D** is about the Treaty of Versailles.

**Source D**

Lloyd George felt it was a stern but fair peace. Clemenceau, however, was disappointed. He felt the peace was too lenient on Germany. France had suffered so much damage that Germany could have no grounds for complaint.

4. **Source C** disagrees with **Source D** about the Treaty of Versailles. Give **three** ways that they disagree.

1. **Source C** says: \_\_\_\_\_

\_\_\_\_\_

but **Source D** says: \_\_\_\_\_

\_\_\_\_\_

2. **Source C** says: \_\_\_\_\_

\_\_\_\_\_

but **Source D** says: \_\_\_\_\_

\_\_\_\_\_

3. **Source C** says: \_\_\_\_\_

\_\_\_\_\_

but **Source D** says: \_\_\_\_\_

\_\_\_\_\_

3

[Turn over

Marks	
KU	ES

**Source E** is a photograph taken in 1933 of the Reichstag building on fire.

**Source E**



5. Why is **Source E** useful as evidence of the Reichstag fire? Decide which **two** of the following statements are correct.
- A** It is a primary source
  - B** It is a secondary source
  - C** It shows the fire brigade putting out the flames
  - D** It was taken to show the destruction of the Reichstag
  - E** It was taken to encourage Germans to support the Communists

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

--	--

**2**

Marks 

KU	ES
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**Source F** is about the importance of the Reichstag fire.

**Source F**

Hitler used the Reichstag fire as an excuse to arrest four thousand Communist leaders. The next day Hitler met with President Hindenburg. He persuaded Hindenburg to give him emergency powers. These allowed Hitler to arrest anyone suspected of opposing the Nazis.

6. The Reichstag fire was important in the Nazi rise to power. Give **two** reasons.

- 1: \_\_\_\_\_  
\_\_\_\_\_  
2: \_\_\_\_\_  
\_\_\_\_\_

2

**[Turn over**

Marks

KU	ES
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**Source G** describes the 1934 Nuremberg Rally.

**Source G**

Albert Speer designed a massive new stadium for the 1934 rally. Uniformed Nazis held flags and standards high as they marched into the stadium. Over two hundred thousand of them stood in straight lines.

7. What happened at the 1934 Nuremberg Rally? Describe **two** things.

1: \_\_\_\_\_

\_\_\_\_\_

2: \_\_\_\_\_

\_\_\_\_\_

2

Marks	KU	ES
3		

**Source H** describes what happened at Nuremberg rallies.

**Source H**

Each year, in September, huge rallies were held in Nuremberg. Hundreds of thousands of people attended the rallies. They were entertained with mock battles and military parades. The sight of Nazi symbols and flags filled their eyes.

8. **Source G** agrees with **Source H** about the Nuremberg rallies. Give **three** ways that they agree.

1. **Source G** says: \_\_\_\_\_  
\_\_\_\_\_

and **Source H** also says: \_\_\_\_\_  
\_\_\_\_\_

2. **Source G** says: \_\_\_\_\_  
\_\_\_\_\_

and **Source H** also says : \_\_\_\_\_  
\_\_\_\_\_

3. **Source G** says: \_\_\_\_\_  
\_\_\_\_\_

and **Source H** also says: \_\_\_\_\_  
\_\_\_\_\_

[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
1		
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6		
Total		

Unit III A		
	KU	ES
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4		
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7		
8		
Total		

Unit III B		
	KU	ES
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4		
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6		
7		
8		
Total		

Unit III C		
	KU	ES
1		
2		
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7		
8		
Total		

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



## ACKNOWLEDGEMENTS

Foundation Level Unit III Context B Source B—Photograph of Gandhi spinning thread is taken from History of Modern India by Education Department (1996). Permission is being sought from Maharashtra State Bureau of Textbook Production.

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Foundation Level Unit III Context D Source E—Photograph of the Reichstag building on fire, 1933. © bpk – Bildagentur für Kunst, Kultur und Geschichte, Berlin.