FOR OFFICIAL USE

F

	(KU)	(ES)
Total Mark		

1540/401

NATIONAL QUALIFICATIONS 2007

FRIDAY, 18 MAY
9.00 AM – 10.00 AM

HISTORY
STANDARD GRADE
Foundation Level

Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Date of birth
Day Month Year

Scottish candidate number

Number of seat

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

Before leaving the examination room you must give 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.

PB 1540/401 6/13620

SCOTTISH QUALIFICATIONS AUTHORITY ©

[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 4–7 ☐

OR

Context B: 1830s–1930s . . . . . Pages 8–11 ☐

OR

Context C: 1880s–Present Day . . . . . Pages 12–15 ☐

AND

UNIT III—PEOPLE AND POWER

Tick ONE of the following boxes:

Context A: USA 1850–1880 . . . . . Pages 16–21 ☐

OR

Context B: INDIA 1917–1947 . . . . . Pages 23–30 ☐

OR

Context C: RUSSIA 1914–1941 . . . . . Pages 31–38 ☐

OR

Context D: GERMANY 1918–1939 . . . Pages 39–46 ☐

Write your answers in the spaces provided.

Some sources have been adapted or translated.

Turn to your chosen Context in Unit I.

[Turn over

DO NOT WRITE IN THIS MARGIN

Marks	KU	ES

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 describes housing in towns in the eighteenth century.

Source A

> In the eighteenth century, many houses in towns were badly built and constructed of poor materials. They often could not keep out wind and rain. They were also often dirty and usually lacked any form of plumbing.

1. In what **two** ways were houses in towns badly built in the eighteenth century?

1: _____

_____

2: _____

_____ **2**

Source B is from a Report on Housing in Scotland, written in 1842.

Source B

> Many of the houses are very small. Due to this, the air becomes terrible during the time of sickness. I saw, in one room, a family of seven all with fever, and with just one bed. No wonder they had all caught the illness. The minister of Inveresk says that he found in one house, a poor man, dead, with his children sleeping beside him on a straw bed on the clay floor.

DO NOT WRITE IN THIS MARGIN

Marks	KU	ES

2. Give **three** reasons to show that poor housing conditions were a serious problem in Scotland in 1842.

1: _____

_____

2: _____

_____

3: _____

_____ **3**

Source C is about the need for new ways of making cotton thread.

Source C

> Cotton had to be spun into thread and woven into cloth. The weavers needed more thread. The old spinning machines could not produce enough thread as they could only spin one thread at a time. People tried hard to find some method of speeding up spinning. Eventually, Richard Arkwright invented a machine which could spin up to 100 threads at once.

3. Explain why new ways to make cotton thread were needed. Give **two** reasons.

1: _____

_____

2: _____

_____ **2**

[Turn over

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

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

The Highland Clearances in the nineteenth century.

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

Source D is a letter written by Mr N. Macleod who visited the Highlands in 1846.

Source D

> Many of the poor people rightly want to emigrate to our colonies in North America but they do not have enough money. The reason they want to go is due to the failure of the potato crop. There is not enough food left for one month. Not only are people hungry but disease is beginning to spread. In some places the people are living on nothing but shellfish.

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

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

A it is a primary source

B it is a secondary source

C it was written by someone who had seen why people wanted to leave the Highlands

D it was written by someone who had read about why people wanted to leave the Highlands

E it was written to persuade people to leave the Highlands.

Write the **two** correct letters in the boxes. ☐ ☐ **2**

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source E is from Kirsty Robertson's memories of the Clearances in Skye in 1850.

Source E

> We were forced out of our croft by the estate manager. We did not want to go. Eviction orders were given. They used fire and force if needed. I remember the Clearers pouring out our milk onto the ground. Our cottage was wrecked so we could not return. We spent the night in the open. Eventually we had to emigrate to Canada.

Look at **Sources D** and **E**.

5. What does **Source D** tell us about why people wanted to leave the Highlands?

_____

_____

_____

_____

What does **Source E** tell us about why people left the Highlands?

_____

_____

_____

_____ **4**

6. What have you found out about why people left the Highlands in the nineteenth century? Give **two** findings.

_____

_____

_____

_____ **2**

[*END OF CONTEXT IA*]

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

DO NOT WRITE IN THIS MARGIN

Marks	KU	ES

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 describes housing in towns in the late nineteenth century.

Source A

> After 1840, workers flooded into Scotland's cities from the Lowland countryside, from the Highlands and from Ireland. Most working families were crowded into one-roomed flats in tenements built from poor materials. Many of the flats had no windows. Rats infested most of these crumbling buildings.

1. In what **two** ways were houses in towns badly built in the late nineteenth century?

1: _____

_____

2: _____

_____ **2**

Source B is taken from a history textbook written by Ben Walsh.

Source B

> In the nineteenth century, houses were built so close together that air could not circulate. Windows were kept tightly shut to keep out the cold. Poor ventilation was bad for chest infections. Large families took in lodgers to help pay the rent and any infection could quickly be passed on. Homes had no water supply so water had to be taken from a public well.

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

2. Give **three** reasons to show that poor housing conditions were a serious problem in Scotland in the nineteenth century.

1: _____

_____

2: _____

_____

3: _____

_____ **3**

Source C was taken from "The Rise of Scottish Industry" by John Patrick.

Source C

> The increased amount of coal needed by factories meant great changes in the coal industry. Ways were found to increase production from existing pits. Pillars of coal had been used to support the roof. Wooden props were now used. Steam powered pumps were introduced to drain the pits. Steam power was also used to lift miners up and down the shaft. New, deeper coal seams could be reached.

3. Explain why it became possible to mine more coal during the nineteenth century. Give **two** reasons.

1: _____

_____

2: _____

_____ **2**

[Turn over

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

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

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

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

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

Source D

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

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

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

A it is a primary source

B it is a secondary source

C it was written by someone who saw the poor conditions in the Highlands and Islands which led to emigration

D it was written by someone who had read about the poor conditions in the Highlands and Islands which led to emigration

E it was written to persuade people not to leave the Highlands and Islands.

Write the **two** correct letters in the boxes. ☐ ☐ **2**

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source E is from a letter written to the Secretary of State by some Skye crofters in 1889.

Source E

> The answer to poverty and hardship in the islands is not to emigrate to Canada. The answer is to give us our own land. There are thousands of acres used for sheep and deer. If this land was properly used, that would be an immediate help to us. We need to be given help against high rents and landlords who force us out of our own crofts.

Look at **Sources D** and **E.**

5. What does **Source D** tell us about why some people were in favour of emigration from Scotland?

What does **Source E** tell us about why some people were against emigration from Scotland?

4

6. What have you found out about people's views on emigration from Scotland in the nineteenth century? Give **two** findings.

2

[*END OF CONTEXT IB*]

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

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

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 was said by a lady who had lived in Edinburgh in the early twentieth century.

Source A

> I would never want to live in those days again, no, never. The houses were all crammed together and built too close to each other. There was maybe only one lavatory used by everyone living up the one stair. And it was very dark and gloomy. Aye, it was terrible living long ago. Talk about the good old days: it isn't true, there were six of us living in just two rooms.

1. In what **two** ways were houses in towns badly built in the early twentieth century?

1: _____

_____

2: _____

_____ **2**

Source B is from "The Scottish Nation" by T. Devine.

Source B

> In the early twentieth century most Scottish families were brought up in a very cramped space. They lived in houses with one or two rooms. Almost half of the houses had no fixed bath. It was common for men to go out on a Friday night so that women in the family could bathe in a tub in the living room. Sharing a toilet with neighbours was also very common.

DO NOT WRITE IN THIS MARGIN

Marks	KU	ES

2. Give **three** reasons to show that poor housing was a serious problem in Scotland in the early twentieth century.

1: _____

_____

2: _____

_____

3: _____

_____ **3**

Source C is about the increased use of motor cars.

Source C

> After World War One, there were changes in the way people travelled. British firms such as Austin and Morris used new methods to produce cheaper cars. Better engines meant lower running costs. More and more people could afford to buy and run cars.

3. Explain why the number of motor cars increased on British roads after World War One. Give **two** reasons.

1: _____

_____

2: _____

_____ **2**

[Turn over

DO NOT WRITE IN THIS MARGIN

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

Marks KU ES

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

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

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

Source D

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

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

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

A it is a primary source

B it is a secondary source

C it was written by someone who saw the poor conditions in the Highlands and Islands which led to emigration

D it was written by someone who had read about the poor conditions in the Highlands and Islands which led to emigration

E it was written to persuade people not to leave the Highlands and Islands.

Write the **two** correct letters in the boxes. ☐ ☐ **2**

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source E is from a letter written to the Secretary of State by some Skye crofters in 1889.

Source E

> The answer to poverty and hardship in the islands is not to emigrate to Canada. The answer is to give us our own land. There are thousands of acres used for sheep and deer. If this land was properly used, that would be an immediate help to us. We need to be given help against high rents and landlords who force us out of our own crofts.

Look at **Sources D** and **E.**

5. What does **Source D** tell us about why some people were in favour of emigration from Scotland?

What does **Source E** tell us about why some people were against emigration from Scotland?

4

6. What have you found out about people's views on emigration from Scotland in the nineteenth century? Give **two** findings.

2

[*END OF CONTEXT IC*]

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

DO NOT WRITE IN THIS MARGIN

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 A: USA 1850–1880

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

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

In **Source A** a modern historian writes about the reasons for the American Civil War.

Source A

> America in the 1850s was almost two different countries. The differences were made even greater by the existence of slavery in the South. While Northern employers had to pay workers, the tobacco plantation owners got free labour using slaves. This caused much anger between Americans. The North also wanted to make sure that slavery did not spread into new states. In 1861 the North and South went to war.

1. Give **three** reasons why slavery helped cause the American Civil War.

1: _____

_____

2: _____

_____

3: _____

_____ **3**

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

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

Source B

> My fellow countrymen, you should think calmly upon this situation. Nothing of value can be lost by taking time. The great issue of civil war is in your hands. The new Government will not attack you over the matter of slavery. There will be no war unless ***you*** attack the Government. I have a solemn oath to preserve, protect, and defend the Union of our states.

2. Why is **Source B** useful as evidence of what Lincoln thought of the Union?

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

A it tells us that Lincoln wanted all American states to separate

B it tells us that Lincoln wanted all American states to remain together

C it was written by a historian who studied Lincoln

D it was said by Abraham Lincoln

E it was written to persuade the people of America to act quickly and go to war.

Write the **two** correct letters in the boxes. ☐ ☐ **2**

[Turn over

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source C is from a diary written by Mrs Knight who travelled on a wagon train to the West.

Source C

> Having stopped for the night I am able to write. We are creeping slowly along, one wagon after another. The wagons fall into one mud hole after another. It has been raining all day. One of the oxen pulling the wagon has recently dropped dead. We had a sleepless night last night as many of the Indians (Native Americans) camped around us were drunk and very noisy.

3. What **two** problems did people experience when travelling west by wagon train?

1: _____

_____

2: _____

_____ **2**

Source D shows a railroad company poster advertising land during the move west in 1875.

Source D

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

4. Give **three** different ways why **Source D** is useful evidence of the reasons why people moved west in the nineteenth century. **(Remember to use more than source content in your answer.)**

1: _____

_____

2: _____

_____

3: _____

_____ **3**

Source E is from a website on westward expansion.

Source E

> Between 1870 and 1880 the biggest movement westward took place. Many settlers were often encouraged to move west by the railroad companies. Hundreds of thousands of them moved into the prairies of Montana, Nebraska and Iowa. A frantic rush took place to buy a piece of this untouched wilderness.

5. Give **two** ways **Source D** agrees with **Source E** about westward expansion.

1. **Source D** shows or says: _____

_____

Source E says: _____

_____

2. **Source D** shows or says: _____

_____

Source E says: _____

_____ **2**

[Turn over

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source F was written by Joaquin Miller who lived with the Modoc people in the 1860s.

Source F

> I have seen the native people gather on the bank above the gold mines. They watched in silence for hours and then shrugged their shoulders. Then they would draw their animal skins about them, and walk away, not able to understand. Why the prospectors should dig up the earth was more than a mystery – it was a terror to them.

6. How can you tell that the Modoc people were puzzled by the gold prospectors? Give **three** reasons.

1: _____

_____

2: _____

_____

3: _____

_____ **3**

Source G was said by Black Elk, a member of the Sioux tribe.

Source G

> I learned that Custer had led his soldiers into the sacred land of the Black Hills. He had no right to be there. All that country is ours. It is like a big food store for our people. The white people had made a treaty with us in 1868. The treaty said the Black Hills were ours as long as the grass grows. There was no other way. We had to fight for our land.

7. Why were the Black Hills important to the Sioux people? Give **two** reasons.

1: _____

_____

2: _____

_____ **2**

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source H was said by Sitting Bull of the Sioux tribe before the Sioux revolt of the 1870s.

Source H

> We cannot live side by side with the white men. We made a treaty with the white people. We were assured that the Black Hills should be left to us forever. Now they threaten to take that away from us. My brothers, shall we give in or shall we say to the Whites: "First kill me, before you take possession of my fatherland"?

8. Give **three** ways **Source G** agrees with **Source H** about the reasons for the Sioux revolt.

1. **Source G** says: _____

   _____

   Source H says: _____

   _____

2. **Source G** says: _____

   _____

   Source H says: _____

   _____

3. **Source G** says: _____

   _____

   Source H says: _____

   _____ **3**

[*END OF CONTEXT IIIA*]

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

[BLANK PAGE]

DO NOT WRITE IN THIS MARGIN

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 B: INDIA 1917–1947

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 from a history book published in 2003.

Source A

> The first railway line in India was opened in 1853. In the next fifty years more than 24 000 miles of track had been laid. In one generation the train changed Indian life. The standard third class fare was only seven annas in price. Millions of Indians could now afford to travel long distances. The Indian railways also bought many British made locomotives.

1. What **two** benefits did the railways bring to the people of India?

1: _____

_____

2: _____

_____ **2**

[Turn over

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source B is from the official report by General Dyer about the events at Amritsar in 1919.

Source B

> I entered the Bagh by a very narrow lane. I had to leave my armoured cars outside. As I went in, I saw a large crowd of about five thousand. A man was speaking to them and raising his hands. I realised that I had few soldiers. If I hesitated, I would be attacked. I had to open fire. This dispersed the mob. I estimated that between 200 and 300 of the crowd were killed.

2. Why is **Source B** useful as evidence of General Dyer's part in the Amritsar massacre?

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

A it tells us that General Dyer was fired upon first

B it tells us that General Dyer opened fire first

C it was written by a soldier in General Dyer's regiment

D it was written by General Dyer

E it was written to apologise for the shooting.

Write the **two** correct letters in the boxes. ☐ ☐ **2**

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source C was written by an Indian historian.

Source C

> 20 000 men and women gathered in the Bagh. All were peaceful and pledged to non-violence. No-one among them was even armed with so much as a stick. Suddenly General Dyer, a British military officer, arrived on the scene with fifty soldiers armed with machine guns. Without any real reason, he gave orders to fire. The destruction was over in a few minutes. 1200 dead and 3600 wounded were lying in the garden.

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

1. **Source B** says: _____

   _____

   Source C says: _____

   _____

2. **Source B** says: _____

   _____

   Source C says: _____

   _____

3. **Source B** says: _____

   _____

   Source C says: _____

   _____ **3**

[Turn over

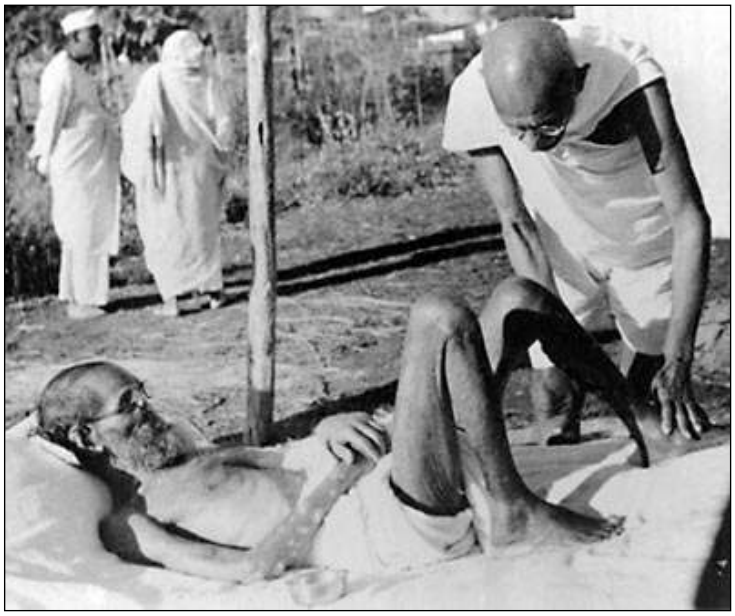
DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source D appeared in an Indian newspaper in 1939.

Source D

GANDHI MEETS AN UNTOUCHABLE



Mahatma Gandhi says that no-one should be an outcast, not even a helpless Untouchable. They should not be feared or rejected.

4. Give **three** different ways why **Source D** is useful evidence of Gandhi's attitude towards the Untouchables. **(Remember to use more than source content in your answer.)**

1: _____

_____

2: _____

_____

3: _____

_____ **3**

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source E is the opinion of a high caste Hindu written in the 1930s about Untouchables.

Source E

> Hindus like me ignore Untouchables. They are regarded as rejected outcasts. We will not even touch them. We fear we will be polluted if we do. We do not even like them to share water from the same well as us.

5. Give **two** ways **Source D** disagrees with **Source E** about the Untouchables.

1. **Source D** shows or says: _____

   _____

   Source E says: _____

   _____

2. **Source D** shows or says: _____

   _____

   Source E says: _____

   _____ **2**

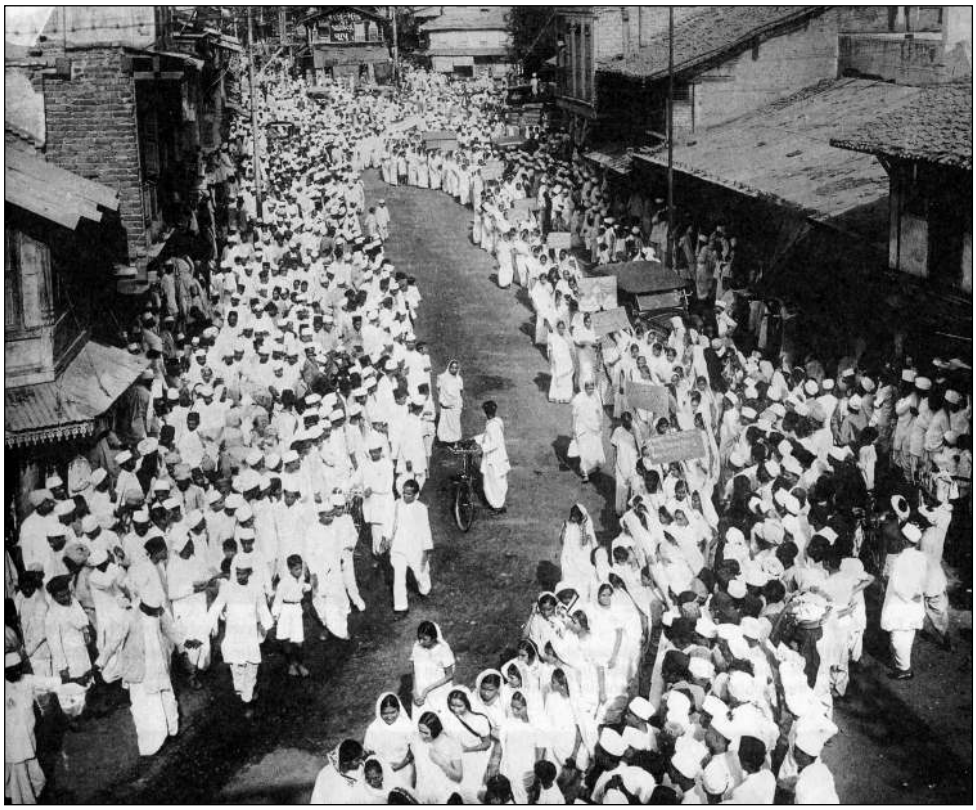
[Turn over

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source F shows a large crowd of Indians watching a Women's March against the Salt Tax in 1930.

Source F



6. What shows that the demonstration shown in **Source F** was very important for Indians? Give **two** reasons.

1: _____

_____

2: _____

_____ **2**

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source G is from a history book about Gandhi.

Source G

> Gandhi was angry about the Salt Tax. He said it was wrong that salt could only be made by the British Government. After 1929, Gandhi began to increase his protests. In 1930, he began the long march to the sea at Dandi, which ended twenty-four days later. He deliberately broke the law and picked up salt from the beach. He and many of his followers were imprisoned.

7. How can you tell that Gandhi felt strongly about the Salt Tax? Give **three** reasons.

1: _____

_____

2: _____

_____

3: _____

_____ **3**

[Turn over

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source H was said by a Muslim leader during Gandhi's campaigns.

Source H

> Let us examine the ideas of the Congress Party. Gandhi and the Congress Party do not consider that India has many different nationalities. Congress thinks that the Muslims and the Sikhs can all be treated alike. They are wrong! They think that the Bengalis and the Peshawaris all belong to the same nation. They do not! The Congress thinks that everyone follows the same religion. They are wrong! We Muslims may be in a minority but we are a united minority.

8. Why did some Indians dislike the Congress Party? Give **three** reasons.

1: _____

_____

2: _____

_____

3: _____

_____ **3**

[*END OF CONTEXT IIIB*]

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

DO NOT WRITE IN THIS MARGIN

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 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.

In **Source A** a modern historian writes about Russia during the First World War.

Source A

> After twelve months of fighting, 4 million soldiers had been killed or injured. Life for people was also very difficult. They suffered from a shortage of fuel. Food was also in short supply. Trains were sometimes delayed so long that the meat was rotten on arrival. People were using sledges to get to work.

1. Give **two** ways that people in Russia suffered during the First World War.

1: _____

_____

2: _____

_____ **2**

[Turn over

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source B is from Tsar Nicholas II's letter of abdication, 15th March 1917.

Source B

> I consider it my duty to help our people gain victory as soon as possible. In agreement with the Duma, I have decided it is right to abdicate the throne of Russia. As I do not want to be separated from my beloved son, I have given the throne to my brother, Grand Duke Michael.

2. Why is **Source B** useful as evidence of the abdication of Tsar Nicholas II?

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

A it tells us that the Tsar did not want to abdicate

B it tells us that the Tsar had decided to abdicate

C it was written in a letter by the wife of Tsar Nicholas

D it was written by Tsar Nicholas

E it was written to tell the Russian people that they needed to elect a new Tsar.

Write the **two** correct letters in the boxes. ☐ ☐ **2**

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source C is taken from a history book called "The Making of Russia".

Source C

> By March 1917, the war was going badly for Russia. Generals and delegates from the Duma urged Tsar Nicholas to give up the throne. He made no objection and on being told that his son's illness was incurable, he abdicated in favour of his brother, the Grand Duke Michael.

3. Give **two** ways **Source B** agrees with **Source C** about the abdication of the Tsar.

1. **Source B** says: _____

_____

Source C says: _____

_____

2. **Source B** says: _____

_____

Source C says: _____

_____ **2**

[Turn over

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source D was written by historian Nigel Kelly.

Source D

> Life was hard for the Russian peasants during the Civil War. The peasants hated the government for stealing their crops. Many of them decided that there was no point in growing more than they needed. The peasants were treated very badly by the government's Red Army. Hundreds of peasants were executed.

4. Give **two** reasons why government actions during the Civil War had serious results for the peasants.

1: _____

_____

2: _____

_____ **2**

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source E was written by Nikita Khrushchev about Josef Stalin.

Source E

> When he died, I mourned Stalin as a very powerful leader. I knew that his power had not always been used in the proper way, but his strength had been used to make Russia great. He may have used methods which were very cruel. I doubt now if all his arrests were justified. But then Stalin had been Stalin and he commanded my respect.

5. How can you tell that Nikita Khrushchev did not agree with the actions of Stalin? Give **three** reasons.

1: _____

_____

2: _____

_____

3: _____

_____ **3**

[Turn over

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

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

Source F

Collective farms will become "grain factories" producing much bigger crops. They will use new machinery like tractors. They will increase the number of farm animals being reared.

6. Give **three** different ways why **Source F** is useful evidence of the Soviet Government's attitude towards collective farms. **(Remember to use more than source content in your answer.)**

1: _____

_____

2: _____

_____

3: _____

_____ **3**

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source G was written by historian David Armstrong.

Source G

> By 1934, nearly all farms had been collectivised. Many peasants were unhappy with Stalin's plans for farming. The grain harvest went down by 4 million tons and a lot of grain was exported. There were 71 million cattle in Russia in 1928 and only 40 million in 1932. Very little farming equipment actually arrived.

7. Give **three** ways **Source F** disagrees with **Source G** about collectivisation.

1. **Source F** shows or says: _____

   _____

   Source G says: _____

   _____

2. **Source F** shows or says: _____

   _____

   Source G says: _____

   _____

3. **Source F** shows or says: _____

   _____

   Source G says: _____

   _____ **3**

[Turn over

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source H is about the experiences of kulaks during the period of collectivisation.

Source H

> Kulaks killed their own animals and burnt their farm buildings. Villagers who refused to co-operate were forced to move or they were shot. In unheated trains, thousands of peasants with their wives and children went to Siberia where many froze to death. Many others died from hunger. The survivors were worked to death in labour camps.

8. Explain why so many kulaks died during the period of collectivisation. Give **three** reasons.

1: _____

_____

2: _____

_____

3: _____

_____ **3**

[*END OF CONTEXT IIIC*]

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

DO NOT WRITE IN THIS MARGIN

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 is about what Kaiser Wilhelm II did at the end of the First World War.

Source A

> Wilhelm was in a difficult position in 1918. He wanted to lead his army back into Germany from the Western Front. Wilhelm met with his army advisers. They told him that the army might harm him so he gave up the idea. Faced with everything stacked against him, the Kaiser agreed to give up the throne. He went into exile in Holland.

1. What did Kaiser Wilhelm II do at the end of the First World War? Describe **two** things.

1: _____

_____

2: _____

_____ **2**

[Turn over

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source B was written by Dr Freida Wunderlich, a German journalist, in 1923.

Source B

> As soon as I received my salary I rushed out to buy the daily necessities. My daily payment of two million marks was just enough to buy one loaf of bread and a small piece of cheese. Sometimes I had to exchange some of my possessions for food.

2. Why were the effects of inflation so serious for many Germans? Give **two** reasons.

1: _____

_____

2: _____

_____ **2**

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source C was written by Konrad Heiden who lived in Berlin in 1923.

Source C

> The effects of the inflation were dreadful. Every day, I grabbed the bag of money which held my pay and rushed off to spend it. Two million marks bought just enough food for my evening meal. Quite often I had to swap my family's belongings for basic ingredients such as flour.

3. Give **two** ways **Source B** agrees with **Source C** about the effects of inflation in 1923.

1. **Source B** says: _____

   _____

   Source C says: _____

   _____

2. **Source B** says: _____

   _____

   Source C says: _____

   _____ **2**

[Turn over

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

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

Source D

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

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

A it tells us that the Nazis wanted people to vote for the Communists

B it tells us that the Nazis wanted people to vote for Hitler

C it is a poster drawn by the enemies of the Nazis

D it is a poster made by the Nazis

E it was issued to persuade the German people to work hard.

Write the **two** correct letters in the boxes. ☐ ☐ **2**

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source E was said by Marinus van der Lubbe after he was arrested for setting fire to the Reichstag in 1933.

Source E

> I acted alone. No-one helped me. My action was caused by hatred of political parties. I wanted to show people that politicians in Germany were not helping the people. I thought that burning down the Reichstag was the answer. Politicians were doing nothing to help, so I had to do something by myself. I needed to damage something that belonged to the political system.

5. How can you tell that van der Lubbe did not like politics and politicians? Give **three** reasons.

1: _____

_____

2: _____

_____

3: _____

_____ **3**

[Turn over

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source F is a 1930s propaganda poster for the Hitler Youth. The words say "The unity of young people in the Hitler Youth".

Source F

6. Give **three** different reasons why **Source F** is useful evidence about Nazi youth movements. **(Remember to use more than source content in your answer.)**

1: _____

_____

2: _____

_____

3: _____

_____ **3**

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source G is from a report on Nazi youth movements written in 1934.

Source G

> Young people love the Nazi youth groups. They like the drill and the uniform. They adore the feeling of power it gives them as they march along. It gives them a feeling of unity – of being part of a great community of young people. The new generation has not much time for education. They much prefer to follow the Nazi drum and obey instructions than to think for themselves.

7. Give **three** ways that **Source F** agrees with **Source G** about Nazi youth groups.

1. **Source F** shows or says: _____

   _____

   Source G says: _____

   _____

2. **Source F** shows or says: _____

   _____

   Source G says: _____

   _____

3. **Source F** shows or says: _____

   _____

   Source G says: _____

   _____ **3**

[Turn over

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

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

Source H

> Hitler thought the youth of Germany were very important. From the start, however, many boys – and even more girls – were not interested in the drill and military ways. Some were members of religious groups and did not like the Nazi ideas. Some did not take kindly to being organised by anyone. They loathed this strict system.

8. Why did some children not like the Nazi youth organisations? Give **three** reasons.

1: _____

_____

2: _____

_____

3: _____

_____ **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**
1		
2		
3		
4		
5		
6		

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

ACKNOWLEDGEMENTS

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

Unit III Context B Source D – Photograph is taken from www.hollandse-hoogte.nl. Reproduced by permission of Hollandse Hoogste.

Unit III Context B Source F – Photograph is taken from *Pictorial History of the 20th Century* by Lord Briggs and Neil Wenborn ISBN 1 85152 946 2. Published by Hamlyn. Reproduced by permission of popperfoto.com © Paul Popper Ltd 2006.

Unit III Context C Source F – Soviet poster is taken from Page 36 of *Russia and the USSR* by Alan White ISBN 0 00 327100 5. Published by Harper Collins. Reproduced by permission of David King Collection.

Unit III Context D Source D – Photograph of Nazi propaganda posters is taken from Page 42 of *The Rise of the Nazis* by Charles Freeman ISBN 0 7502 28080 5. Published by Wayland Publishers Ltd. Reproduced by permission of Topham Picturepoint.

Unit III Context D Source F – Propagranda poster is taken from Page 46 of *Studies in 20th Century World History: Nazi Germany* by J. A. Cloake ISBN 0 19 913333 6. Published by Oxford University Press. Permission sought.