

FOR OFFICIAL USE

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Total Mark		

NATIONAL MONDAY, 26 MAY
 QUALIFICATIONS 9.00 AM – 10.00 AM
 2008

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 II.

You must do **two** contexts only.



[BLANK PAGE]

You must do ONE Context from Unit I and ONE Context from Unit II.

Tick the TWO Contexts you are going to answer.

UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

Tick ONE of the following boxes:

Context A: 1750s–1850s Pages 4–10

OR

Context B: 1830s–1930s Pages 11–16

OR

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

AND

UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

Tick ONE of the following boxes:

Context A: 1790s–1820s Pages 24–30

OR

Context B: 1890s–1920s Pages 32–37

OR

Context C: 1930s–1960s Pages 39–45

Write your answers in the spaces provided.

Some sources have been adapted or translated.

Turn to your chosen Context in Unit I.

[Turn over

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

Marks

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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 people left the Highlands in the early nineteenth century.

Source A

Everything changed when the war ended in 1815. The market for Highland kelp (seaweed) collapsed. The landlords replaced the people with sheep. The evicted families arrived on the coast from the glens. They were already facing hunger. Meanwhile the population was rising steeply which meant there was less land. Only the potato crop stopped starvation.

- 1.** Why did many people leave the Highlands at this time? Give **three** reasons.

1: _____

2: _____

3: _____

3

Marks

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Source B is about diseases which affected Scotland in the early nineteenth century.

Source B

Scottish newspapers were full of cures for illnesses. Many of these medicines were useless. Smallpox was a killer disease. However by 1800 vaccination was being widely used. In these years doctors did not understand why other diseases happened. Many people died from fevers. Thousands died when cholera broke out in 1832 and 1846.

2. What were **two** diseases that killed many Scottish people in the early nineteenth century?

1: _____

2: _____

2

[Turn over

Marks

KU	ES
2	

Source C is about the effects of the Factory Act of 1833.

Source C

NOTICE

The Factory Act of 1833 is now the Law.

As a result, Mr Baxter, the owner of the factory announces that:

- no children under the age of 9 will be employed in the mill
- children between 9 and 13 will not be allowed to work more than nine hours a day
- children between 13 and 18 will be limited to twelve hours a day
- all children under the age of 13 have to attend school for two hours a day

Signed: Robert Arnott, (Supervisor)

3. Give **two** ways in which the Factory Act of 1833 was important in improving working conditions for children.

1: _____

2: _____

[Turn over for Question 4 on *Page eight*

Marks

KU	ES

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

The failure of the Radicals in Scotland between 1815–1830.

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

Source D is from the Glasgow Courier, April 1820.

Source D

I watched the Radicals training on Glasgow Green. They left about four o'clock. As they straggled along the canal bank, only a few more men joined them. When they arrived at Bonnymuir, there were no more than forty or fifty Radicals. The Government cavalry which moved from Kilsyth to Bonnymuir then charged the Radicals. Eighteen Radicals were taken prisoner.

4. Why is **Source D** useful evidence for investigating Radicals' actions in Scotland between 1815–1830?

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

- A it is a primary source
- B it is a secondary source
- C it was written by an eyewitness of the Radicals' actions
- D it was written by someone who had only read about the Radicals' actions
- E it gives us information about the reasons for discontent.

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

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In **Source E** a historian describes the actions of the government in 1820.

Source E

There were often riots after 1815. The Radical War in Scotland worried the government but they easily put it down. This was because they had spies inside the Radical groups. They also had loyal cavalry troops ready to deal with any trouble. Eighteen Radicals were taken prisoner at Bonnymuir. The government hanged the leaders. The Radical War was over.

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

What does Source D tell us about the weaknesses of the Radicals in 1820?	What does Source E tell us about the strengths of the government in 1820?

4		
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[Turn over

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

Marks

KU	ES
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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 people left the Highlands in the nineteenth century.

Source A

<p>Up to one third of the entire population left the western Highlands and Hebrides during the 1840s and 1850s. During the famine years, nearly 17,000 people emigrated to Canada and Australia. Landowners got rid of tenants by cruelly evicting them. Between 1848 and 1852 prices fell for black cattle. The fishing industry was also in difficulty. Many families were desperate to leave.</p>
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1. Why did many people leave the Highlands at this time? Give **three** reasons.

1: _____

2: _____

3: _____

3

[Turn over

Marks

KU	ES
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Source B is about diseases which affected Scotland in the late nineteenth century.

Source B

People in the overcrowded towns were often too weak to stand up to disease. Illnesses like influenza, which today make us poorly, were often killers. About one person in three had their lungs eaten up by tuberculosis. People dreaded the epidemics which came and went. Cholera was the most terrifying.

2. What were **two** diseases that killed many Scottish people in the late nineteenth century?

1: _____

2: _____

2

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

Marks

KU	ES

The effects of Militant Suffragette actions on support for votes for women.

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

Source D is from the Edinburgh Evening Dispatch of 24th March 1913.

Source D

Militant Suffragettes Attacked in Edinburgh

On Saturday evening I saw two Suffragettes standing in an open cab in North St David Street, blocking the traffic. One woman started to speak but she was quickly interrupted by an angry crowd. Several of the crowd then climbed onto the cab in an attempt to remove the speaker. She resisted, and eventually a police inspector forced his way through the crowd, and ordered the women to drive off. When they left, the crowd booed and hissed them.

4. Why is **Source D** useful as evidence for investigating the effects of Militant Suffragette action?

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

- A** it is a primary source
- B** it is a secondary source
- C** it was written by an eyewitness of militant Suffragette action
- D** it was written by someone who only read about militant Suffragette action
- E** it tells us that most people supported the militant Suffragettes.

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

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2

Marks

KU	ES

Source E is about Militant Suffragettes.

Source E

The Suffragettes turned to militant methods. As part of their campaign the Suffragettes broke windows, poured acid on bowling greens and caused major disturbances. These actions gained them publicity in the newspapers. The women believed they were right in their struggle and their sacrifices gained them respect. Even their opponents started taking the Suffragettes more seriously.

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

5. Complete the table below.

What evidence in Source D tells us that Militant Suffragette action damaged the cause of votes for women?	What evidence in Source E tells us that Militant Suffragette action helped the cause of votes for women?

4

[Turn over

Marks

6. Write **two** conclusions you have reached about the effects of Militant Suffragette action.

1: _____

2: _____

2

KU	ES

[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.**

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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 people left the Highlands in the 1880s.

Source A

In Inchrannie many Highlanders had lived off good, fertile ground. To make way for larger farms the landlords moved them to poor, higher ground. At the same time they were no longer allowed to graze their sheep. They were also forced to pay high rents for the land. They were evicted if they killed any animals on their land.

1. Why did many people leave the Highlands at this time? Give **three** reasons.

1: _____

2: _____

3: _____

[Turn over

Marks

KU	ES
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Source B is about diseases which affected Scotland in the twentieth century.

Source B

Despite the National Health Service, disease still killed many people. Tuberculosis continued to cause many deaths. Other killer diseases, however, have increased. An increase in smoking led to more people suffering from cancer. Unhealthy eating has caused an increase in heart disease.

2. What were **two** diseases that killed many Scottish people in the twentieth century?

1: _____

2: _____

2

Marks

KU	ES

Source C is about the effect of the Sex Discrimination Act of 1975 on women at work.

Source C

DAILY NEWS

Monday 25th May 1986

WOMEN WORKING THEIR WAY TO THE TOP

There is some evidence that the Sex Discrimination Act is helping women.

- Most jobs are now open to women
- Top manager posts are filled by people of either sex
- Married women find it easier to continue working
- But men on average still earn much more than women

3. Give **two** ways in which the Sex Discrimination Act has been important in helping women at work.

1: _____

2: _____

2

[Turn over

Marks

KU	ES

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

The effects of Militant Suffragette actions on support for votes for women.

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

Source D is from the Edinburgh Evening Dispatch of 24th March 1913.

Source D

Militant Suffragettes Attacked in Edinburgh

On Saturday evening I saw two Suffragettes standing in an open cab in North St David Street, blocking the traffic. One woman started to speak but she was quickly interrupted by an angry crowd. Several of the crowd then climbed onto the cab in an attempt to remove the speaker. She resisted, and eventually a police inspector forced his way through the crowd, and ordered the women to drive off. When they left, the crowd booed and hissed them.

4. Why is **Source D** useful as evidence for investigating the effects of Militant Suffragette action?

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

- A** it is a primary source
- B** it is a secondary source
- C** it was written by an eyewitness of militant Suffragette action
- D** it was written by someone who only read about militant Suffragette action
- E** it tells us that most people supported the militant Suffragettes.

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

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2

Marks

KU	ES

Source E is about Militant Suffragettes.

Source E

The Suffragettes turned to militant methods. As part of their campaign the Suffragettes broke windows, poured acid on bowling greens and caused major disturbances. These actions gained them publicity in the newspapers. The women believed they were right in their struggle and their sacrifices gained them respect. Even their opponents started taking the Suffragettes more seriously.

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

5. Complete the table below.

What evidence in Source D tells us that Militant Suffragette action damaged the cause of votes for women?	What evidence in Source E tells us that Militant Suffragette action helped the cause of votes for women?

4

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[Turn over

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

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

Marks

KU	ES

UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

CONTEXT A: 1790s–1820s

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 a cartoon drawn by James Gillray, an English cartoonist, in 1796.

Source A



“The horrors promised by the French Revolution”

Source C describes the effects of the French War on Britain.

Marks

KU	ES
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Source C

The Continental System interfered with British trade. Less grain was imported and the price of bread rose. Some farm workers lost their jobs. However the huge demand for cannon meant new, larger ironworks opened creating more work. Millworkers were needed to produce uniforms for the Army and Navy. But better machinery in mills also led to unemployment for handworkers.

3. Explain how the war against France affected employment in Britain. Give **three** pieces of evidence.

- 1: _____

- 2: _____

- 3: _____

3

Source D describes life in the British Navy.

Source D

Britain had a fleet of ships called men-of-war. Each man-of-war needed a crew of up to 800 men. Conditions below deck were very unpleasant. Sleeping quarters were crowded. Discipline was severe. The food was often revolting. Therefore, many sailors had to be forced into the Navy by press gangs.

4. In what **two** ways were conditions on board ship important in causing suffering for British sailors?

- 1: _____

- 2: _____

2

Marks

KU	ES
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Source E is by a historian, David Howarth.

Source E

Press gangs rounded up seamen and forced them on board ships. Sailors lived below deck where it was damp and dark. Crews were huge. This led to overcrowding, but not for admirals who lived in well decorated cabins. Sailors did protest, usually about eating biscuits containing maggots or about unfair punishments.

5. Give **three** ways **Source D** agrees with **Source E** about life in the British Navy.

1. **Source D** says: _____

and also **Source E** says: _____

2. **Source D** says: _____

and also **Source E** says: _____

3. **Source D** says: _____

and also **Source E** says: _____

3

[Turn over

Marks

KU	ES
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Source F is from a letter sent by the British poet Lord Byron who fought in the Greek War of Independence in 1823.

Source F

Greece is suffering under Turkish rule. When I arrived here Greek people were poor. The large Turkish army was doing well and their fleet blockaded the coast. I have been asked to join with the Greeks' best and bravest fighters. I hope to help the Greeks succeed in their struggle for independence. I urge people in Britain to support Greece.

6. Why is **Source F** useful evidence of what British people thought about the Greek War of Independence?

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

- A it is a primary source
- B it is a secondary source
- C it was written by someone who had only read about the Greek War of Independence
- D it tells us British people thought they should help the Greeks in their struggle for independence
- E it tells that British people thought the Greeks did not deserve independence.

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

2

Marks

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Source G is by a historian.

Source G

Like all people ruled by the Turks, the Greeks enjoyed certain freedoms which made their life easier. They did not have to fight in the Turkish army. Instead the Greeks worked in business and became rich. However, they rebelled against the Turks to try and become an independent nation. During the war the Greek soldiers committed terrible crimes against the Turks. The Turkish army were doing badly.

7. Give **three** ways **Source F** disagrees with **Source G** about the Greek War of Independence.

1. **Source F** says: _____

but **Source G** says: _____

2. **Source F** says: _____

but **Source G** says: _____

3. **Source F** says: _____

but **Source G** says: _____

3	

[Turn over

Marks

KU	ES
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Source H is from a history book.

Source H

Napoleon built up a new army. However, the Austrians, Prussians, Russians and Swedes joined with Britain to form the Fourth Coalition. The Allied armies beat Napoleon at the Battle of the Nations. The Allies then invaded France. They captured Paris in 1814. Napoleon felt the position was hopeless and left for the island of Elba.

8. Describe **two** successes of the Fourth Coalition which helped defeat Napoleon.

1: _____

 2: _____

2

[*END OF CONTEXT IIA*]

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

[Turn over for Unit IIB on *Page thirty-two*

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

UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

CONTEXT B: 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 taken from the popular British newspaper the Daily Mail, 5th February, 1903.

Source A

Britain's navy is not a menace to anyone. However, a large German navy will be a great threat to Britain and to the whole world. The British government is right to be worried about the growth of the German navy. Germany is not acting in a friendly way towards Britain. Germany is a warlike country. The shortage of space at home forces Germany to conquer colonies belonging to other countries or die.

1. Why is **Source A** useful as evidence of what British people thought about the German navy?

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

- A** it is a primary source
B it is a secondary source
C it is a German point of view
D it is a British point of view
E it is written to tell us that the German navy was no threat to Britain.

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

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2

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Source C is about the assassinations in Sarajevo, in 1914.

Source C

On the 28th June 1914 the Archduke visited Sarajevo. That morning eight assassins hid in the crowds. One assassin threw a bomb at the royal car injuring two officers. Later the Archduke and his wife went to visit the injured in hospital. Their driver lost his way. By chance Gavrilo Princip, another assassin, was nearby. He shot at the Archduke and his wife at point blank range.

3. Describe **two** ways the assassins tried to kill the Archduke in Sarajevo on the 28th June 1914.

1: _____

2: _____

2

Source D is a photograph taken in London in December 1914.



Marks

KU	ES
2	
	3

4. Why is **Source D** useful as evidence about how the British people reacted to the outbreak of war in 1914?

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

- A** it is a primary source
- B** it is a secondary source
- C** it shows a large number of men volunteering to join the army
- D** it shows that few people wanted to join the army
- E** it was taken to show the horrors of war.

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

Source E is about women’s war work.

Source E

The employment of women was not always popular. Women did vital work in the munitions factories. They also began working in the Land Army, where they took the places of male farm workers who had joined the army. By working on the land, these women helped to make sure that the country was supplied with food.

5. Explain how women’s work helped win the First World War. Give **three** reasons.

- 1: _____

- 2: _____

- 3: _____

[Turn over

[BLANK PAGE]

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

UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

CONTEXT C: 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 a photograph taken in London when war was declared on 3 September 1939.

Source A



1. Why is **Source A** useful as evidence about how the British people felt about the outbreak of war in 1939?

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

- A it is a primary source
- B it is a secondary source
- C it shows how happy people were about the outbreak of war
- D it shows how serious people were about the outbreak of war
- E it was taken to show evacuation taking place.

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

Marks

KU	ES

Source B is from a lady's diary in which she writes about war being declared on 3 September 1939.

Source B

When we turned on the radio we heard there was to be an important announcement. We held our breath as we listened to Mr Chamberlain's speech saying we were at war with Germany. Then almost immediately, to our horror, the air raid sirens sounded. My knees were knocking together with fear. I felt a strong desire to be sick. Later, I spent the rest of the day putting gummed paper on windows.

2. How can you tell the writer was worried by the outbreak of war? Give **three** reasons.

1: _____

2: _____

3: _____

3

Marks

KU	ES
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Source C is taken from “The Second World War” by S. L. Case.

Source C

After 1941, many women helped in the war effort. The attitude towards women changed as a result. They released men to fight. Women in the Land Army helped to overcome the food shortage. The factory girls assisted in keeping up the flow of ammunition. Without the contribution made by women during the war, Britain could not have kept up its war effort.

3. Explain how the work done by women helped Britain win the war. Give **three** reasons.

1: _____

2: _____

3: _____

3

[Turn over

Marks

KU	ES
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Source D is about air raids in Scotland.

Source D

In Scotland, Clydebank suffered heavy bombing in March 1941. Factories and shipyards were destroyed and Glasgow, Edinburgh, Aberdeen and Dundee were also heavily bombed. Many people were killed. Thousands were made homeless. It came as a great shock to them to wake up in their shelters and discover their houses and streets had disappeared.

4. In what **two** ways were air raids important in causing suffering to Scottish civilians?

1: _____

2: _____

2

Marks

KU	ES
3	

Source E is from a secret government report.

Source E

During the two nights of the Clydebank Blitz in March 1941, there were 647 dead and 1680 injured. 6385 houses were damaged. The shipyards were seriously damaged. Greenock and Gourock were also hit very hard. In Edinburgh a fireman came out into the street, there was a rumble and the whole building came down.

5. Give **three** ways **Source D** agrees with **Source E** about the ways Scottish civilians suffered during air raids.

1. **Source D** says: _____

and also **Source E** says: _____

2. **Source D** says: _____

and also **Source E** says: _____

3. **Source D** says: _____

and also **Source E** says: _____

3

[Turn over

Marks

KU	ES
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Source H is part of a speech made by President Kennedy to the people of the USA on 22 October 1962.

Source H

Krushchev and the Russians have placed weapons on Cuba to start a war against the countries in the West. It is obvious that Krushchev wants to attack America because these large weapons can kill millions of people. He is angry that America has missiles in Turkey which is close to Russia. Krushchev has one main target. That target is to threaten the peace and security of the American people.

8. Give **three** ways **Source G** disagrees with **Source H** about the Cuban Missile Crisis.

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 IIC]

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		
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Unit II		
	KU	ES
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ACKNOWLEDGEMENTS

Unit II Context A Source A—Photo of *Promised Horrors of the French Invasion* by Gillray (1796) taken from page 339 of *William Pitt The Younger* by William Hague. ISBN 0 00 714720 1. Permission is being sought from Bridgeman Art Library.

Unit II Context B Source D—Photograph of recruits at Southwark Town Hall, London in December 1915 taken from page 53 of *The Western Front* by Richard Holmes. ISBN 0 563 537841. Published by Getty Images. Reproduced by permission of Getty Images.

Unit II Context C Source A—Photograph of when war was declared in London on 3 September 1939 taken from page 35 of *The Era of the Second World War* by Tony and Steve Lancaster with Lisa Fabry. ISBN 78986852. Published by Getty Images. Reproduced by permission of Getty Images.

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