FOR OFFICIAL USE

F

	(KU)	(ES)
Total Mark		

1540/27/01

NATIONAL QUALIFICATIONS 2012

FRIDAY, 25 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 II.

SQA ©

[BLANK PAGE]

Answer questions from Unit I and Unit II.

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

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

Tick your Contexts below.

UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

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 II—INTERNATIONAL COOPERATION AND CONFLICT

☐ **Context A: 1890s–1920s ..... Pages 24–31**

OR

☐ **Context B: 1930s–1960s ..... Pages 32–39**

Write your answers in the spaces provided.

Go to your Context in Unit I.

[Turn over

[BLANK PAGE]

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

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

UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

CONTEXT A: 1750s–1850s

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

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

Source A explains why people moved from one part of Scotland to another in the early nineteenth century.

Source A

> By the early nineteenth century many people were leaving the countryside. New ways of farming meant many families lost their land. Others could no longer find work in the countryside. Old ways of life in villages began to disappear. Many people went in search of better wages in the industrial towns.

1. Why did many of Scotland's people move from the countryside to towns in the early nineteenth century? Give **three** reasons.

1: _____

_____

2: _____

_____

3: _____

_____ **3**

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source B is about the 1833 Factory Act.

Source B

2. Why was the 1833 Factory Act important in improving working conditions for children? Give **two** pieces of evidence.

1: _____

_____

2: _____

_____ **2**

DO NOT WRITE IN THIS MARGIN

Marks	KU	ES

Source C describes the steps taken in Fraserburgh to protect people from killer diseases.

Source C

> In Fraserburgh, street scavengers were employed to remove filth from the streets. In 1841, gas lighting was introduced. A few years later pavements were laid in Broad Street to stop dirt collecting in holes and ruts.

3. What steps were taken in Fraserburgh to stop the spread of killer diseases? Describe **two** examples.

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 parliamentary system in Scotland in the early nineteenth century.

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

Source D is from "Change in Scotland 1750–1850" written by the historians Wendy Doran and Richard Dargie, published in 1991.

Source D

> Only 4,200 men, out of a population of over two million, could vote in Scotland. Open voting meant landlords could bribe and threaten voters. The Whig Party decided to reform parliament. Large new industrial towns, like Paisley, had no MP.

4. Why is **Source D** useful as evidence for investigating the parliamentary system in Scotland in the early nineteenth century?

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

A It was written by an eye-witness to the parliamentary system in the 1830s

B It was written by people who had studied the parliamentary system in Scotland in the 1830s

C It was written to show the benefits of the parliamentary system in the 1830s

D It tells us that the parliamentary system needed to be reformed

E It tells us that the parliamentary system didn't need reformed

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

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source E describes the changes made to the parliamentary system in 1832.

Source E

> The 1832 Reform Act increased the number of voters in Scotland to over 65,000. It gave the vote to many middle class Scots, such as factory owners in towns. Working class men and women, however, did not get the vote. Eight more MPs were given to new industrial towns, including Paisley.

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

What does **Source D**, on *Page eight*, tell us about the **problems** of the parliamentary system in 1830?	What does **Source E**, on *Page nine*, tell us about the **improvements** to the parliamentary system after 1832?

4

[Turn over

DO NOT WRITE IN THIS MARGIN

Marks	KU	ES

6. Look again at your answers to Question 5.

Now write down **two** conclusions you have reached about the parliamentary system in Scotland in the early nineteenth century.

1: _____

_____

2: _____

_____ **2**

[*END OF CONTEXT 1A*]

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

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

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

UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

CONTEXT B: 1830s–1930s

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

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

Source A explains why people moved from one part of Scotland to another after 1830.

Source A

> By 1830, many people were leaving the countryside. New ways of farming meant that fewer workers were needed. Life in the towns seemed more attractive, especially to the young. Old ways of life in the countryside began to disappear. The countryside offered few opportunities for high wages.

1. Why did many of Scotland's people move from the countryside to the towns after 1830? Give **three** reasons.

1: _____

_____

2: _____

_____

3: _____

_____ **3**

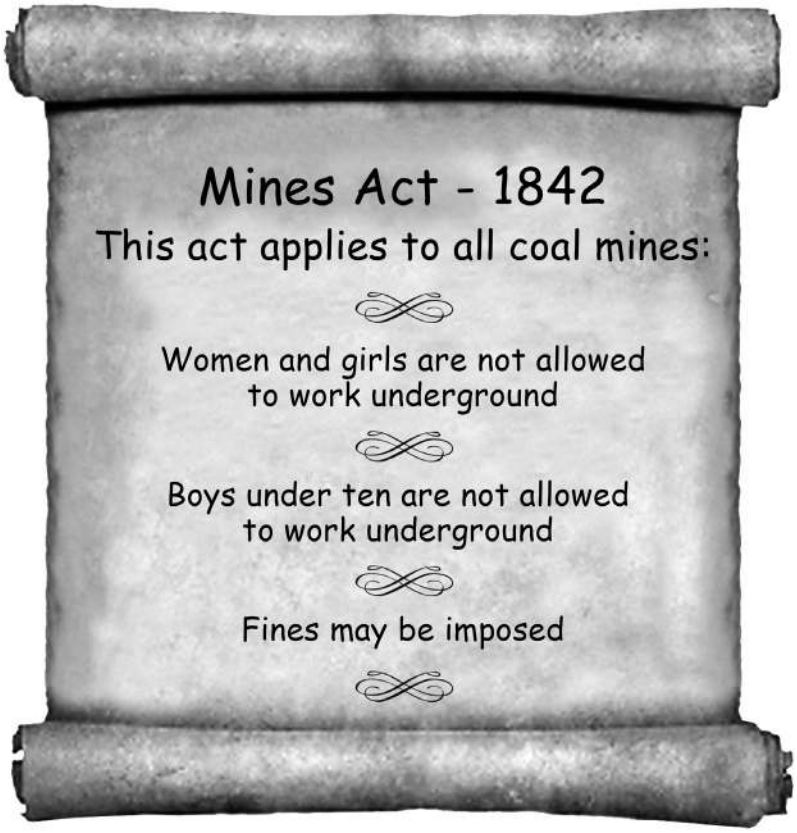
[Turn over

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source B is about the 1842 Mines Act.

Source B



2. Why was the 1842 Mines Act important in improving working conditions for children? Give **two** pieces of evidence.

1: _____

_____

2: _____

_____ **2**

DO NOT WRITE IN THIS MARGIN

Marks	KU	ES

Source C describes the steps taken in Fraserburgh to protect people from killer diseases.

Source C

> In Fraserburgh, street scavengers were employed to remove filth from the streets. In 1841, gas lighting was introduced. A few years later pavements were laid in Broad Street to stop dirt collecting in holes and ruts.

3. What steps were taken in Fraserburgh to stop the spread of killer diseases? Describe **two** examples.

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 Suffragette Campaign and Votes for Women.

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

Source D is from "Confronting the Suffragette Mythology" written by the historian C.J. Bearman, published in 2007.

Source D

> In 1911, the Suffragette campaign became more militant. Bombs and arson attacks made the Suffragettes very unpopular. Support for the movement dropped every time there were incidents of increased violence. By 1914, King George V was receiving threatening letters every day. The government could not give in to such terrorism.

4. Why is **Source D** useful as evidence for investigating the Suffragettes and votes for women?

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

A It was written by an eye-witness to the Suffragette campaign

B It was written by someone who had studied the Suffragette campaign

C It was written to show the benefits of the Suffragettes' actions

D It tells us that the Suffragettes' actions harmed the cause of votes for women

E It tells us that the Suffragettes' actions did not harm the cause of votes for women

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

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source E describes the effects of the militant tactics used by the Suffragettes.

Source E

> Many Suffragettes were arrested for their militant actions. The bravery of the Suffragettes won admiration from women of all classes. In 1913, Emily Davison died from her injuries after she ran in front of the king's horse at the Derby. Vast sympathetic crowds lined the streets at her funeral. Everyone was talking about votes for women.

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

What does **Source D**, on *Page fourteen,* tell us about how the Suffragettes **lost** support for votes for women?	What does **Source E**, on *Page fifteen,* tell us about how the Suffragettes **won** support for votes for women?

4

[Turn over

DO NOT WRITE IN THIS MARGIN

Marks	KU	ES

6. Look again at your answers to Question 5.

Now write **two** conclusions you have reached about the Suffragette campaign and votes for women.

1: _____

_____

2: _____

_____ **2**

[*END OF CONTEXT 1B*]

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

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

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

UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

CONTEXT C: 1880s–Present Day

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

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

Source A explains why some Scots moved from one part of Scotland to another after 1880.

Source A

> Moving from the countryside caused the rapid growth of towns. In the Highlands and the Borders, people were being forced off their farms. They had to move to the towns or cities to find somewhere to stay. Cities like Glasgow offered plenty of jobs in shipbuilding or in factories.

1. Why did many of Scotland's people move from the countryside to the towns after 1880? Give **three** reasons.

1: _____

_____

2: _____

_____

3: _____

_____ **3**

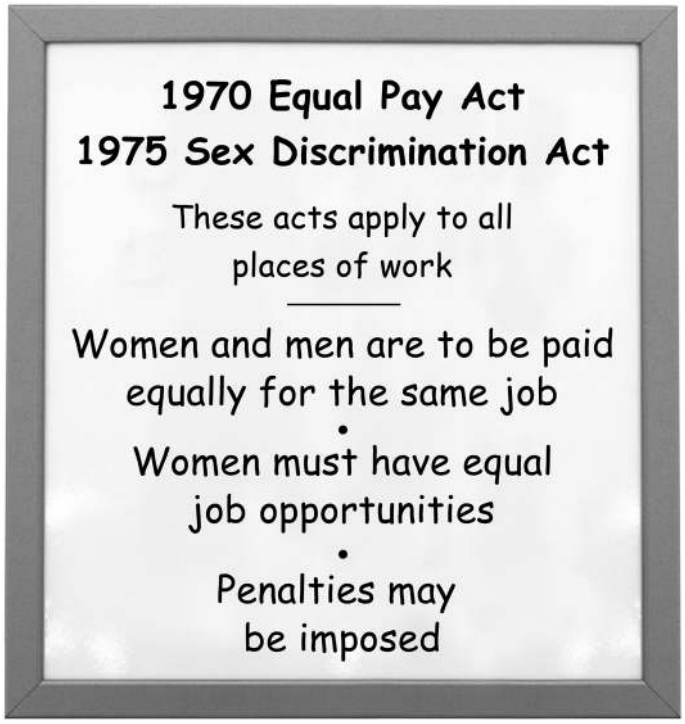
[Turn over

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source B is about the 1970 Equal Pay Act and the 1975 Sex Discrimination Act.

Source B



2. Why were Government acts important in improving the working lives of women? Give **two** pieces of evidence.

1: _____

_____

2: _____

_____ **2**

DO NOT WRITE IN THIS MARGIN

Marks	KU	ES

Source C describes the steps taken to reduce killer diseases in Scotland.

Source C

> School children received free school meals and free milk which helped them survive disease. Fewer young children died from simple illnesses like measles or influenza. Vaccinations would later protect children from more serious diseases like tuberculosis or polio.

3. What steps were taken to reduce killer diseases in Scotland? Describe **two** examples.

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 Suffragette Campaign and Votes for Women.

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

Source D is from "Confronting the Suffragette Mythology" written by the historian C.J. Bearman, published in 2007.

Source D

> In 1911, the Suffragette campaign became more militant. Bombs and arson attacks made the Suffragettes very unpopular. Support for the movement dropped every time there were incidents of increased violence. By 1914, King George V was receiving threatening letters every day. The government could not give in to such terrorism.

4. Why is **Source D** useful as evidence for investigating the Suffragettes and votes for women?

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

A It was written by an eye-witness to the Suffragette campaign

B It was written by someone who had studied the Suffragette campaign

C It was written to show the benefits of the Suffragettes' actions

D It tells us that the Suffragettes' actions harmed the cause of votes for women

E It tells us that the Suffragettes' actions did not harm the cause of votes for women

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

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source E describes the effects of the militant tactics used by the Suffragettes.

Source E

> Many Suffragettes were arrested for their militant actions. The bravery of the Suffragettes won admiration from women of all classes. In 1913, Emily Davison died from her injuries after she ran in front of the king's horse at the Derby. Vast sympathetic crowds lined the streets at her funeral. Everyone was talking about votes for women.

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

What does **Source D**, on *Page twenty*, tell us about how the Suffragettes **lost** support for votes for women?	What does **Source E**, on *Page twenty-one*, tell us about how the Suffragettes **won** support for votes for women?

4

[Turn over

DO NOT WRITE IN THIS MARGIN

Marks	KU	ES

6. Look again at your answer to Question 5.

Now write **two** conclusions you have reached about the Suffragette campaign and votes for women.

1: _____

_____

2: _____

_____ **2**

[*END OF CONTEXT 1C*]

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

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

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

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

UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

CONTEXT A: 1890s–1920s

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

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

Source A is about the naval arms race between Britain and Germany.

Source A

> Rivalry between the Great Powers led to a naval arms race. Britain was in the lead at the start because her navy was stronger. To keep her lead, Britain built an improved battleship called HMS Dreadnought.

1. Describe the naval arms race that took place between Britain and Germany. Give **two** pieces of evidence.

1: _____

_____

2: _____

_____ **2**

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source B is about the assassination of Archduke Franz Ferdinand at Sarajevo.

Source B

> When Archduke Franz Ferdinand was murdered at Sarajevo in Bosnia, Austria blamed Serbia. This gave Austria an excuse to declare war on Serbia. The assassination also caused Germany to go to war in support of Austria. However, Britain declared war on Germany for invading Belgium.

2. Why was the assassination at Sarajevo an important cause of the First World War? Give **two** reasons.

1: _____

_____

2: _____

_____ **2**

[Turn over

DO NOT WRITE IN THIS MARGIN

Marks KU ES

Source C was written by historian Craig Mair in his book "Britain at War 1914–1919", published in 1982.

Source C

> Tanks had huge caterpillar tracks. One soldier said the tanks looked like giant toads. Many tanks carried "fascines" or huge rolls of tightly bundled brushwood to help cross the trenches. They easily crushed the barbed wire. Tanks had machine guns to shoot down the enemy.

3. Why is **Source C** useful as evidence of how the tank was used during the First World War?

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

A It is a primary source

B It tells us that the tank could sink in the mud

C It tells us that the tank could crush the barbed wire

D It was written to show that tanks were very useful weapons

E It was written to show that tanks were not useful weapons

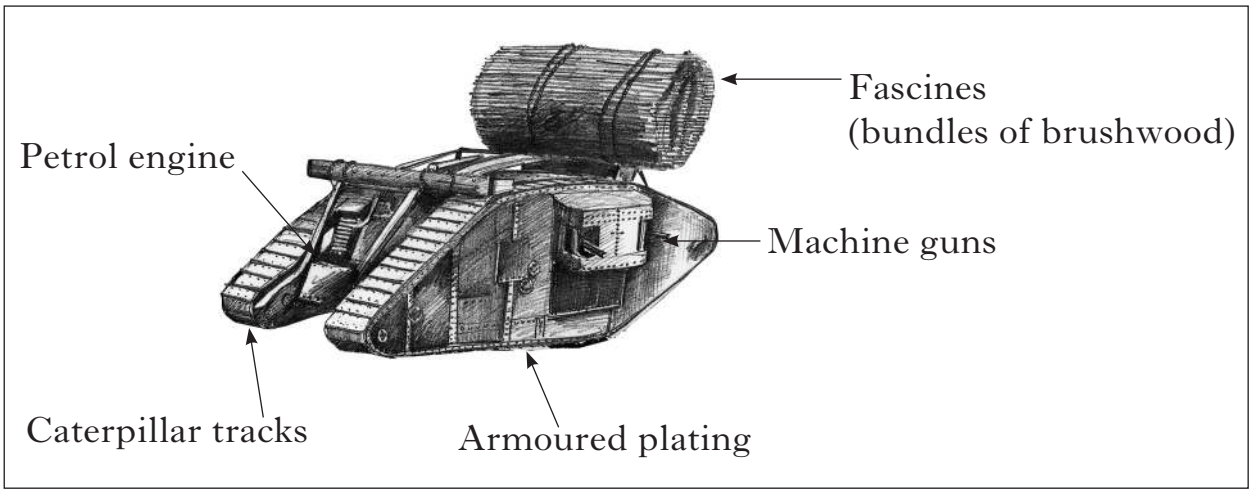
Write the **two** correct letters in the boxes. ☐ ☐ **2**

DO NOT WRITE IN THIS MARGIN

Marks KU ES

Source D is a picture of a tank in the First World War.

Source D



4. **Source C** agrees with **Source D** about tanks in the First World War. Give **three** ways that they **agree**.

1. **Source C** says: _____

   _____

   and also **Source D** shows: _____

   _____

2. **Source C** says: _____

   _____

   and also **Source D** shows: _____

   _____

3. **Source C** says: _____

   _____

   and also **Source D** shows: _____

   _____ **3**

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source E is about the role played by women in the First World War.

Source E

> Women joined the V.A.D. (Voluntary Aid Detachment) to nurse soldiers back to health. By working as drivers, the women freed men for fighting service. Women also worked in munitions factories producing vital shells and bullets. Many were killed in explosions.

5. Why did women's war work help win the First World War? Give **three** reasons.

1: _____

_____

2: _____

_____

3: _____

_____ **3**

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source F is a poster produced during the First World War by the British Government.

Source F

6. Why is **Source F** useful as evidence of Government wartime propaganda?

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

A It is a primary source

B It is a secondary source

C It was published to encourage men to join the army

D It was published to stop men from joining the army

E It shows a man telling us to eat less bread

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

[Turn over

DO NOT WRITE IN THIS MARGIN

Marks	KU	ES

Source G is about German attitudes towards the Treaty of Versailles.

Source G

> The Germans described the Treaty as a "Diktat"—a dictated peace which was very unfair. They hated the war guilt clause. Germany blamed France and Russia for starting the war. They believed having to pay for the cost of the war was a disgrace.

7. How can you tell that the Germans were unhappy with the Treaty of Versailles? Give **three** pieces of evidence.

1: _____

_____

2: _____

_____

3: _____

_____ **3**

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source H was written by Clemenceau, the French Prime Minister, about the Treaty of Versailles.

Source H

> It is right that the Germans should pay for all the damage they have done. They are to blame for starting the war. They do not deserve to have an army. The treaty is very fair as Germany should not be able to attack France again.

8. **Source G** disagrees with **Source H** about the Treaty of Versailles. 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 IIA*]

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

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

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

UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

CONTEXT B: 1930s–1960s

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

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

Source A "The Streets of Clydebank are Bombed" is from the Daily Record, March 15, 1941.

Source A

1. Why is **Source A** useful as evidence of the effects of the Clydebank Blitz?

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

A It was taken to show the damage done

B It was taken to show that no damage was done

C It is a secondary source

D It shows us people were bombed out of their homes

E It shows us people were back in their homes

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

DO NOT WRITE IN THIS MARGIN

Marks KU ES

Source B is about the effects of the Clydebank Blitz.

Source B

> On the nights of 13 and 14 March 1941, German bombers attacked the munitions factories and shipyards of Clydebank. Whole streets of houses were destroyed. Rubble from collapsed buildings was everywhere. 528 civilians were killed. 48,000 civilians were made homeless. But the Clydebank Blitz had not broken the people's spirit.

2. **Source A** agrees with **Source B** about the effects of the Clydebank Blitz. Give **three** ways that they **agree**.

1. **Source A** shows: _____

   _____

   and also **Source B** says: _____

   _____

2. **Source A** shows: _____

   _____

   and also **Source B** says: _____

   _____

3. **Source A** shows: _____

   _____

   and also **Source B** says: _____

   _____ **3**

[Turn over

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source C is about the importance of radar during the Second World War.

Source C

> In the late 1930s, British scientists invented radar. Radar operators could track approaching German aircraft long before they arrived over their target. This meant British fighter aircraft could be sent up to shoot them down.

3. Why was radar important in the Second World War? Give **two** reasons.

1: _____

_____

2: _____

_____ **2**

DO NOT WRITE IN THIS MARGIN

Marks	KU	ES

Source D describes the role of the Home Guard during the Second World War.

Source D

> The Home Guard was set up to defend Britain from a German invasion. At first, it set up road blocks to spot enemy agents. It also protected airfields. During the Blitz the Home Guard carried out rescue operations.

4. Describe how the Home Guard defended Britain during the Second World War. Give **two** pieces of evidence.

1: _____

_____

2: _____

_____ **2**

[Turn over

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source E is a British Government poster from the Second World War.

Source E

5. Why is **Source E** useful as evidence of Government wartime propaganda?

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

A It tells us that the Government wants men to join the army

B It is a primary source

C It is a secondary source

D It was published to encourage people to grow their own food

E It was published to encourage people to buy more vegetables

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

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source F explains why the United Nations was set up.

Source F

> The United Nations was set up to replace the League of Nations. Its main aim was to maintain world peace. It also wanted to encourage the people of the world to work together. In April 1945, over forty countries signed the UN charter.

6. Why was the United Nations set up? Give **three** reasons.

1: _____

_____

2: _____

_____

3: _____

_____ **3**

[Turn over

DO NOT WRITE IN THIS MARGIN

Marks	KU	ES

Source G is from a speech by President Kennedy about the Cuban Missile Crisis.

Source G

> Russia has placed missiles on Cuba. I'm worried that these missiles can hit our capital, Washington DC. I am asking the Russian leader, Khrushchev, to stop this reckless threat to world peace. Sadly, we are forced to blockade Cuba to protect America.

7. How can you tell that President Kennedy was unhappy about the Cuban Missile Crisis? Give **three** pieces of evidence.

1: _____

_____

2: _____

_____

3: _____

_____ **3**

DO NOT WRITE IN THIS MARGIN

Marks | KU | ES

Source H is about the Cuban Missile Crisis.

Source H

> Russia was not to blame for the Cuban Missile Crisis. America was more of a threat to world peace than Russia. Russia did not want to bomb Washington. There was no need to blockade Cuba.

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

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 IIB*]

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

[*END OF QUESTION PAPER*]

FOR OFFICIAL USE

Markers please complete this grid.

Unit I		
	KU	**ES**
1		
2		
3		
4		
5		
6		
Total		

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

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

ACKNOWLEDGEMENTS

Unit II Context A Source F—Poster, "Who's Absent? Is it You?" produced during the First World War by the British Government. Reproduced by permission of the Imperial War Museum.

Unit II Context B Source E—Poster "Dig on for Victory" produced during the Second World War by the British Government. Permission is being sought from the Imperial War Museum