

FOR OFFICIAL USE

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	(KU)	(ES)
Total Mark		

NATIONAL
QUALIFICATIONS
2009

TUESDAY, 12 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.

You must do **two** contexts only.



[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 4–10

OR

Context B: 1830s–1930s Pages 11–16

OR

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

AND

UNIT III—PEOPLE AND POWER

Tick ONE of the following boxes:

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.

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 III.

Marks

KU	ES
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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 describes the effects of better medical knowledge at this time.

Source A

Scotland's population grew at the same time as medical knowledge improved. John Williamson had worked as a weaver in Shetland. However, during his life, he also developed an early type of vaccination against smallpox. Many thousands of the islanders were protected from smallpox by his work. In Edinburgh and Glasgow better medical training helped doctors to save more lives.

1. Give **two** ways that better medical knowledge was important in causing the population to grow.

1: _____

2: _____

2	

Marks

KU	ES
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Source C describes how the government dealt with the Radicals at Bonnymuir.

Source C

Two soldiers reported seeing a party of armed Radicals. The government ordered its cavalry to capture these Radicals. They caught up with them near Bonnymuir. The Radicals fired at the cavalry. Government soldiers fired some shots in return. Four of the Radicals were wounded. They eventually arrested the Radicals.

3. Describe **two** ways the government dealt with the Radicals at Bonnymuir.

1: _____

2: _____

2

[Turn over for Question 4 on *Page eight*

Marks

KU	ES

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

The effects of factory work on Scottish children in the early nineteenth century.

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

In **Source D** a child worker describes what it was like to work in a Dundee factory in 1824.

Source D

It was a Tuesday morning when I first entered a spinning mill. The air was thick with dust which choked my lungs. I was only seven years of age. I started work at half past five but did not finish until half past seven at night.

4. Why is **Source D** useful as evidence for investigating the effects of factory work on Scottish children in the nineteenth century?

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

- A It is a primary source
- B It is a secondary source
- C It was spoken by an eyewitness who had worked as a child in a factory (mill)
- D It was written by someone who had only read about child labour in factories
- E It was written to show the benefits of factory work for children

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

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2

Marks

KU	ES

Source E is about conditions in the New Lanark factories.

Source E

The New Lanark factories are particularly clean. There are even blinds at the southern windows to keep the factories cool. A large amount of time is devoted to the education of the child workers. Robert Owen is a good employer.

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

What does Source D , on <i>Page eight</i> , tell us about the bad effects of factory work on children?	What does Source E , on <i>Page nine</i> , tell us about the good effects of factory work on children?

4

[Turn over

Marks

	KU	ES
2		

6. Look again at your answers to Question 5.

Now write **two** conclusions you have reached about the effects of factory work on children.

1: _____

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.

Marks

KU	ES

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 the effect of better medical knowledge at this time.

Source A

Scotland's population grew at the same time as medical knowledge improved. Hospitals became cleaner when the link between dirt and disease was better understood. Doctors began to sterilise equipment before operations. Penicillin was developed to fight infections. These changes had a big impact.

1. Give **two** ways that better medical knowledge was important in causing the population to grow.

1: _____

2: _____

2	
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[Turn over

Marks

KU	ES
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Source C describes how the government dealt with militant Suffragettes.

Source C

Many Suffragettes were imprisoned. Some went on hunger strike to draw attention to their campaign. At first, many were force-fed. However, the public were outraged at this. Later, a new law allowed the government to release and re-arrest these women when they regained their strength.

3. Describe **two** ways the government dealt with militant Suffragettes.

1: _____

2: _____

2

[Turn over

Marks

KU	ES

Source E is about conditions in coal mines.

Source E

I employ many children as trappers in my mine. The trapper is generally cheerful and happy. Like other children of his age he is busy with some childish game—like cutting sticks or modelling figures in clay. Some even practise writing letters with chalk on the door.

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

What does Source D , on <i>Page fourteen</i> , tell us about the bad effects on children of working in a coal mine?	What does Source E , on <i>Page fifteen</i> , tell us about the good effects on children of working in a coal mine?

4

[Turn over

Marks

6. Look again at your answers to Question 5.

Now write **two** conclusions you have reached about the effects of working in coal mines on children.

1: _____

2: _____

KU	ES

2

[END OF CONTEXT IB]

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.

Marks

KU	ES

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 describes the effects of better medical knowledge at this time.

Source A

The National Health Service had important successes. By the 1950s the spread of killer diseases like tuberculosis was stopped by the introduction of free X-rays. Diseases like polio had almost been wiped out by vaccinations. Antibiotics were developed to fight infections. Scotland’s population grew at the same time as medical knowledge improved.

1. Give **two** ways that better medical knowledge was important in causing the population to grow.

1: _____

2: _____

2

[Turn over

Marks

KU	ES
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Source B explains why Scottish people moved from the countryside to the towns and cities.

Source B

Scotland's towns and cities grew in size as both men and women left the countryside. Farming meant working outside in all weathers. Towns offered the chance of better wages. The countryside seemed dull to young people. Many hoped for a better life.

2. Give **three** reasons why Scottish people moved from the countryside to the towns and cities.

1: _____

2: _____

3: _____

3	

Marks

KU	ES
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Source C describes how the government dealt with militant Suffragettes.

Source C

Many Suffragettes were imprisoned. Some went on hunger strikes to draw attention to their campaign. At first, many were force-fed. However, the public were outraged at this. Later, a new law allowed the government to release and re-arrest these women when they had regained their strength.

3. Describe **two** ways the government dealt with militant Suffragettes.

- 1: _____

- 2: _____

2

[Turn over

Marks

KU	ES

Source E is about the effects of the motor car.

Source E

The number of cars has grown since the 1950s. Cars are very useful for going to work. More and more people are using their cars to go on holiday. Travelling on motorways is faster and safer than ordinary roads.

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

5. Complete the table below.

What does Source D , on <i>Page twenty</i> , tell us about the bad effects of cars on people's lives?	What does Source E , on <i>Page twenty-one</i> tell us about the good effects of cars on people's lives?

4

[Turn over

Marks

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

Now write **two** conclusions you have reached about the effects of motor cars on people's lives.

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*

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

Marks

KU	ES
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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 describes problems facing builders of the Central Pacific Railroad.

Source A

Work began on the railroad in 1862 and it was opened in 1869. There was always the danger of landslides and falling rocks. Many men were killed or injured when blasting went off too early. The shortage of workers was solved by using immigrant workers who came from China.

- 1.** Describe **two** problems facing the builders of the Central Pacific Railroad.

1: _____

2: _____

2

Marks

KU	ES

Source B shows problems faced when building the Central Pacific Railroad.

Source B



BLASTING POWDER EXPLODES TOO EARLY

2. Give **three** ways that **Source A** agrees with **Source B** about the problems faced when building the Central Pacific Railroad.

1. **Source A** says: _____

and also **Source B** shows or says: _____

2. **Source A** says: _____

and also **Source B** shows or says: _____

3. **Source A** says: _____

and also **Source B** shows or says: _____

Marks

KU	ES
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Source C is about the importance of the buffalo to the Native Americans.

Source C

There used to be millions of buffalo on the plains. The buffalo hide can provide the material to make a teepee. They also use it to make their clothes. It is their main source of food. When the buffalo are extinct, the Native Americans must also die away.

3. Give **three** reasons why the buffalo was important to the Native Americans.

- 1: _____

- 2: _____

- 3: _____

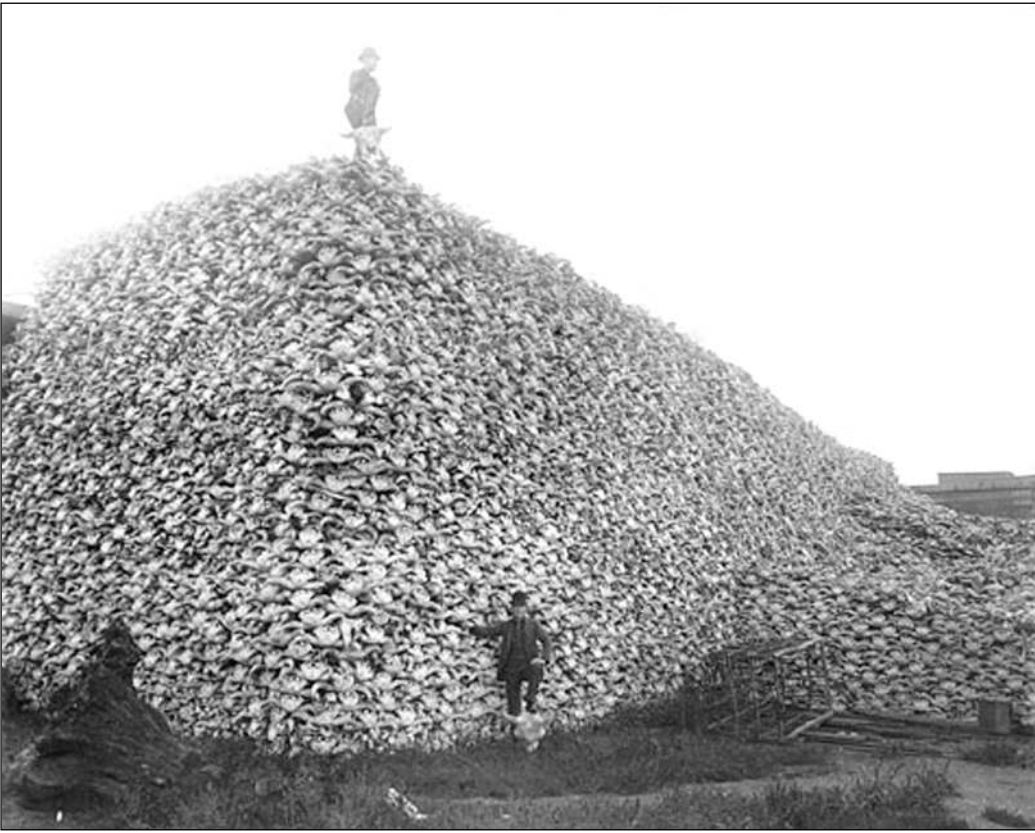
3

Marks

KU	ES

Source D is a photograph of a huge pile of buffalo skulls.

Source D



Buffalo skulls piled high by the railroad cause concern about the destruction of the buffalo.

4. Why is **Source D** useful as evidence of the destruction of the buffalo?

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

- A It shows us that the number of buffalo was rising
- B It shows us that huge numbers of buffalo were being killed
- C It was taken to encourage families to move West
- D It was taken by an eyewitness who had seen the destruction of the buffalo
- E It was taken by someone who had only read about the destruction of the buffalo

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

<input type="text"/>	<input type="text"/>
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2

Marks

KU	ES
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Source E is a letter from a gold prospector in 1850.

Source E

Now I will tell you what we have done since we got here. We have made \$16,000. There are many gold prospectors out here. A man who will work can make a great fortune in three years. My advice to you is to come out and make your fortune while it is available. Everyone has a good life.

5. Why is **Source E** useful evidence of why gold prospectors went in search of gold?

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 gold prospectors
- D** It tells us the bad things about mining for gold
- E** It tells us the good things about mining for gold

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

2

Marks

Source G is a speech by an ex-member of the Ku Klux Klan to a group of black people in 1875.

Source G

<p>I am pleased that you now have the right to vote for the man you think best. I came to meet you to the jeers of some white people. I want you to go to school and then go to work in law offices, farms or stores. We must have but one flag, one country. You should be able to live your lives in peace. We may differ in colour, but without a doubt, we are equal.</p>

7. How can you tell that the speaker wanted black people to have rights? Give **three** reasons.

1: _____

2: _____

3: _____

3

KU	ES

Marks

KU	ES

Source H describes the attitude of the Ku Klux Klan towards black people.

Source H

By 1877, the black population found themselves under attack. The Klan wanted to take away their right to vote. Many black people were beaten up to stop them from voting. The period of Reconstruction was over. The Ku Klux Klan would not accept black people as equal citizens. The Klan wanted to close down all schools for black people.

8. Give **three** ways that **Source G** disagrees with **Source H** about attitudes towards black people.

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 IIIA*]

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

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 describes how British rule helped the Indian people.

Source A

The Indians benefited from British rule. The British built dams and irrigation canals to help Indian farmers increase food production. They built roads and railways to make travel easier. They opened schools and colleges which trained Indians to become doctors, lawyers and teachers.

1. Describe **two** ways British rule helped Indian people.

- 1: _____

2: _____

2

Marks

KU	ES

Source B describes British rule in India.

Source B

In 1900 only 1 out of 4 villages had a school. Only a very few Indians earned their living from industry. The British developed roads, railways, canals and irrigation schemes. But trains were overcrowded and travel was often uncomfortable. Only a very few dams were built.

2. Give **three** ways that **Source A** and **Source B** disagree about British rule.

1. **Source A** says: _____

but **Source B** says: _____

2. **Source A** says: _____

but **Source B** says: _____

3. **Source A** says: _____

but **Source B** says: _____

3

[Turn over

Marks

KU ES

Source C is a newspaper photograph of a railway accident, taken on 7 July 1931.

Source C



Railway accident near Kumarathi. Many casualties were reported.

3. Why is **Source C** useful as evidence of the problems of railway travel?

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

- A It shows how safe railways were
- B It shows accidents took place
- C It was taken to encourage railway travel
- D It was taken by an eyewitness who had seen the accident
- E It was taken by someone who had only read about the accident

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

2

Marks

KU	ES
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Source F describes Gandhi's tactics.

Source F

Gandhi organised peaceful protests against British rule such as non-payment of taxes. Only the government could make salt and taxed it heavily. Gandhi led thousands of his followers to the coast where they made salt from seawater. He encouraged them to break the law. The police made thousands of arrests.

6. Give **three** ways that **Source E** agrees with **Source F** about Gandhi's tactics.

1. **Source E** says: _____

and also **Source F** says: _____

2. **Source E** says: _____

and also **Source F** says: _____

3. **Source E** says: _____

and also **Source F** says: _____

3

[Turn over

Marks

KU	ES
3	

Source G was written by a member of Lord Mountbatten’s staff.

Source G

Lord Mountbatten was appointed Viceroy of India in 1946. He was a great leader who inspired those who worked with him. No other Viceroy in history had been so trusted. The Indian people liked Mountbatten. Their leaders Gandhi and Nehru respected him.

7. How can you tell that the writer of **Source G** was impressed by Lord Mountbatten? Give **three** reasons.

- 1: _____

- 2: _____

- 3: _____

Marks

KU	ES

Source H is a photograph taken in 1948.

Source H



Viceroy Mountbatten with his wife and Nehru

8. Why is **Source H** useful as evidence of how friendly Mountbatten was with Nehru?

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

- A It is a primary source
- B It is a secondary source
- C It was taken by someone who only read about Nehru and Mountbatten
- D It shows us that Mountbatten and Nehru were enemies
- E It shows us that Mountbatten and Nehru got on well.

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

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2

[END OF CONTEXT IIB]

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

Marks

KU	ES

Source B describes the effects of World War One on Russian soldiers in 1915.

Source B



“Lack of rifles leads to slaughter of thousands of Russian troops.”

2. Give **three** ways that **Source A** agrees with **Source B** about the effects of World War One on Russian soldiers.

1. **Source A** says: _____

and also **Source B** shows or says: _____

2. **Source A** says: _____

and also **Source B** shows or says: _____

3. **Source A** says: _____

and also **Source B** shows or says _____

Marks

KU	ES
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Source C is about the difficulties facing the Provisional Government by October 1917.

Source C

The Provisional Government is facing serious difficulties. The food situation is no better than it was before the Tsar. In Petrograd we are facing famine. All the factories are on strike. Kerensky and other leaders are worried.

3. Explain why the Provisional Government was in difficulty by October 1917. Give **two** reasons.

1: _____

2: _____

2	

Source F is a photograph taken during the Civil War in 1920.

Source F



Starving Russian peasants

6. Why is **Source F** useful as evidence of conditions during the Russian Civil War?

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

- A It is a primary source
- B It is a secondary source
- C It was taken by someone who only read about the Civil War
- D It shows us that the Russians were happy during the Civil War
- E It shows us that the Russians were suffering during the Civil War

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

2

[Turn over

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

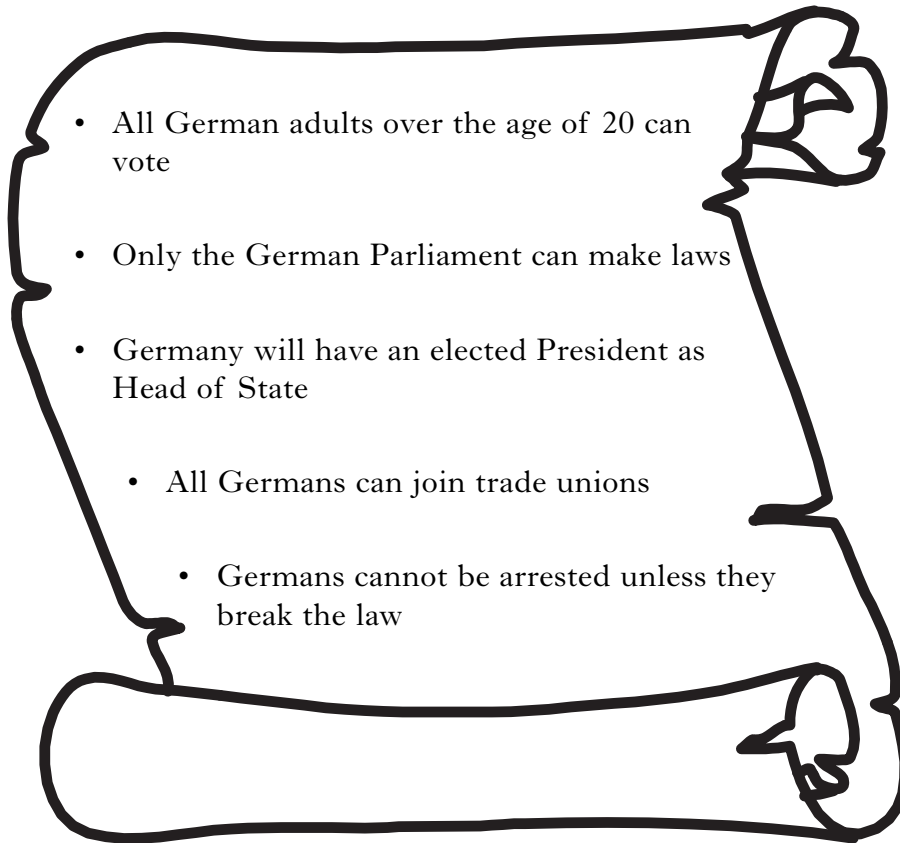
CONTEXT D: GERMANY 1918–1939

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

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

Source A describes the rights that Germans had in the Weimar Republic.

Source A



1. Describe **two** rights Germans had in the Weimar Republic.

1: _____

2: _____

2

Marks

KU ES

Source E is a photograph taken at the time of hyper-inflation in 1923.

Source E



Wages were taken in washing baskets to workers

5. Why is **Source E** useful as evidence of the effects of hyper-inflation in 1923?

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 only read about hyper-inflation
- D** It shows us that money became valuable during hyper-inflation
- E** It shows us that money became worthless during hyper-inflation

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

2

Marks

KU	ES
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Source G was written by a young German who was at a Nazi rally in 1932.

Source G

Hitler was late and we were all excited waiting for him to arrive. Suddenly he was on the platform but I could barely see him. Along with 120,000 people we raised our hands in salute. When he finished his speech we all shouted with joy. Hitler really is our saviour.

7. How can you tell that the writer supported Hitler? Give **three** reasons.

- 1: _____

- 2: _____

- 3: _____

3

FOR OFFICIAL USE
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Unit I		
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Unit III A		
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Unit III B		
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Unit III C		
	KU	ES
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5		
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7		
8		
Total		

Unit III D		
	KU	ES
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4		
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Total		

ACKNOWLEDGEMENTS

Unit III Context A Source D—Photograph of a bison skull pile. Public Domain.

Unit III Context B Source H—Photograph of Nehru with Lord and Lady Mountbatten. Public Domain.

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Unit III Context C Source F—Photograph is reproduced by kind permission of Ria Novosti.

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