

FOR OFFICIAL USE

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**F**

(KU) (ES)

Total  
Mark

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**1540/401**

NATIONAL  
QUALIFICATIONS  
2011

FRIDAY, 20 MAY  
9.00 AM – 10.00 AM

**HISTORY**  
**STANDARD GRADE**  
Foundation Level

**Fill in these boxes and read what is printed below.**

Full name of centre

Town

Forename(s)

Surname

Date of birth

Day    Month    Year

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Scottish candidate number

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Number of seat

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

Before leaving the examination room you must give this book to the Invigilator. If you do not, you may lose all the marks for this paper.

Answer **only two** contexts:

**one** from Unit I

and

**one** from Unit III.



**[BLANK PAGE]**

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

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

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

**Tick your Contexts below.**

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

**Tick ONE of the following boxes:**

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

**OR**

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

**OR**

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

**UNIT III—PEOPLE AND POWER**

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

**OR**

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

**OR**

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

**OR**

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

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

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

**[Turn over**

**[BLANK PAGE]**



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

**Source B**

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

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

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

2

Marks

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

**Source C**

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

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

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

2

**[Turn over**



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

**Source E**

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

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

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

4

[Turn over



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

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

**CONTEXT B: 1830s–1930s**

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

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

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

**Source A**

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

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

**3**

**[Turn over**



Marks 

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

**Source C**

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

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

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

2

**[Turn over**



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

**Source E**

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

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

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

**4**

**[Turn over**







Marks 

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

**Source C**

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

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

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

2

**[Turn over**



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

**Source E**

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

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

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

4

**[Turn over**



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

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

**UNIT III—PEOPLE AND POWER**

**CONTEXT A: USA 1850s–1880s**

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

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

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

**Source A**

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

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

**3**







Marks

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

**Source E**

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

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

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

\_\_\_\_\_

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

\_\_\_\_\_

2

















Marks 

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

**Source F**

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

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

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

2

**[Turn over**













Marks

KU	ES
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**Source E** describes how the Bolsheviks seized power in 1917.

**Source E**

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

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

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

\_\_\_\_\_

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

\_\_\_\_\_

2





**Source H** is about War Communism.

**Source H**

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

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

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

but **Source H** says: \_\_\_\_\_  
\_\_\_\_\_

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

but **Source H** says: \_\_\_\_\_  
\_\_\_\_\_

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

but **Source H** says: \_\_\_\_\_  
\_\_\_\_\_

3

[END OF CONTEXT IIIC]

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





Marks 

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

**Source C**

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

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

3

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

**Source D**

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

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

3

[Turn over



Marks 

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

**Source F**

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

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

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

2

**[Turn over**





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 Markers please complete this grid.

Unit I		
	KU	ES
1		
2		
3		
4		
5		
6		
Total		

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

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

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

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

## ACKNOWLEDGEMENTS

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

Foundation Level Unit III Context C Source F—Photograph of Bolsheviks taken in 1917 during the October/November revolution. Unable to trace copyright holder.

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