

FOR OFFICIAL USE

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1540/27/01

NATIONAL TUESDAY, 14 MAY
QUALIFICATIONS 9.00 AM – 10.00 AM
2013

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.



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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

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**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 events during the Radical Wars in 1820.

Source A



A group of badly armed Radicals was defeated by government soldiers at Bonnymuir. Afterwards two of the Radical leaders were hanged. Eighteen other Radical prisoners were transported to Australia for life.

1. The Bonnymuir Radicals were treated harshly. Give **two** examples.

1: _____

 2: _____

2

Source E describes conditions in a mill in Paisley in 1833.

Source E

The number of workers in this mill is 107. All workers appear to be in good health. James Balderstone, the overseer, declares that he never knew any worker become deformed by the work. There have been no accidents from the machinery in the last twelve months.

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 how working in factories harmed Scottish children?	What does Source E , on <i>Page nine</i> , tell us about how working in factories did not harm Scottish children?
<hr/>	<hr/>

4

[Turn over

Source E describes conditions in a coal mine in 1842.

Source E

Very young boys have never been allowed to work underground in our pits. No girls work in our pits. There is a school attached to the coal mine and most of the girls and boys attend. At age twelve the boys go down the pit. We think they are no use before that age.

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 how working in coal mines harmed some Scottish children?	What does Source E , on <i>Page fifteen</i> , tell us about how working in coal mines did not harm all Scottish children?
<hr/>	<hr/>

4

[Turn over

Source E describes the experience of women working during the First World War.

Source E

The war did affect the working lives of women. They were allowed to do many of the jobs only done by men before the war. Women now did jobs such as working as postwomen. They did not receive equal pay with men. However, women's pay did go up during the war.

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 twenty</i> , tell us about the bad experiences of women workers during the First World War?	What does Source E , on <i>Page twenty-one</i> , tell us about the good experiences of women workers during the First World War?
<hr/>	<hr/>

4

[Turn over

<i>Marks</i>	KU	ES
2		

6. Look again at your answers to Question 5.

Now write down **two** conclusions you have reached about the effects of World War I on women.

1: _____

2: _____

[END OF CONTEXT 1C]

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 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 is about problems settlers faced when travelling West.

Source A



There were many problems on the journey. Many of the Native Americans would try to steal cattle and horses. One of the worst things that could happen was that a wagon wheel could break and they could not get another.

1. People faced problems travelling West by wagon train. Describe **two** problems.

1: _____

2: _____

Marks

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Source B describes problems faced by people travelling West.

Source B

We left home this morning and travelled sixteen miles. We learned that eleven wagons had been attacked by Native Americans. We then had a steep climb up a mountain and the wagons got stuck. We could not risk breaking a wheel as we could not get another one.

2. **Source A** agrees with **Source B** about problems faced by people travelling West. Give **three** ways that they agree.

1. **Source A** says/shows: _____

and also **Source B** says: _____

2. **Source A** says/shows: _____

and also **Source B** says: _____

3. **Source A** says/shows: _____

and also **Source B** says: _____

3

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Source C describes how the attack on Fort Sumter led to the Civil War.

Source C

The Confederate General Beauregard demanded Fort Sumter's surrender. Major Anderson, the fort's commander, refused. So next day the Confederates opened fire and the soldiers in Fort Sumter fired back. They shot at each other for thirty-three hours. The people of the North wanted revenge. The Civil War had started.

3. The attack on Fort Sumter was an important cause of the outbreak of the Civil War. Give **two** pieces of evidence.

1: _____

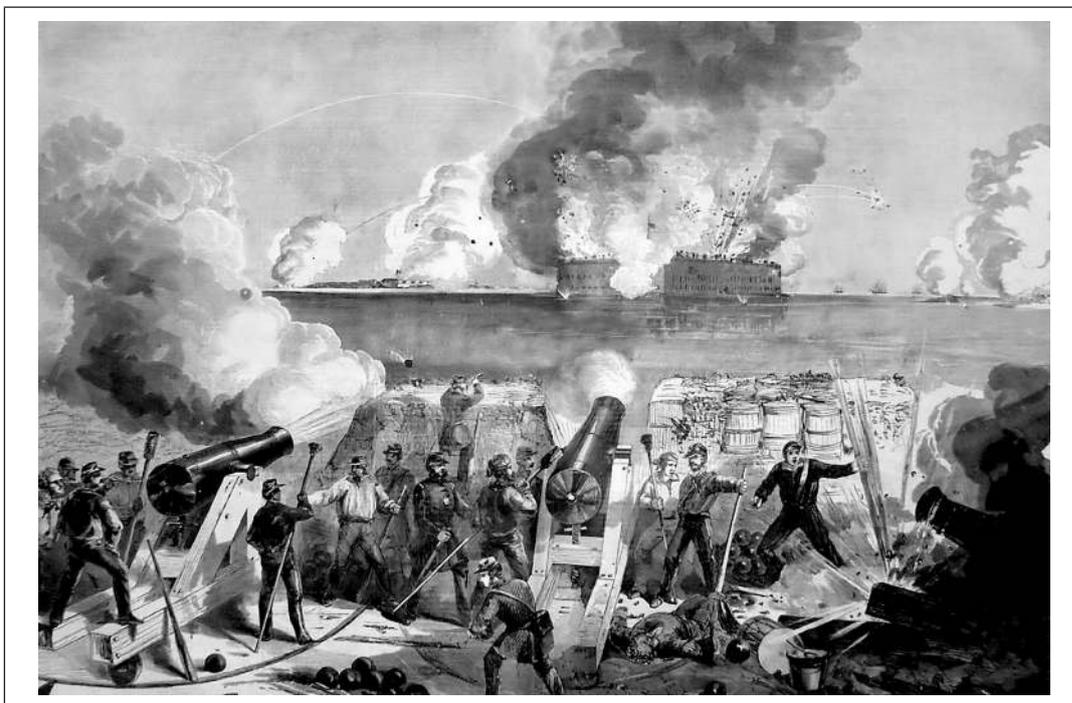
2: _____

2

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Source D is a picture from a newspaper in April 1861.

Source D



4. Why is **Source D** useful as evidence of the attack on Fort Sumter?

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

- A It is a primary source
- B It is a secondary source
- C It was to show that Fort Sumter was attacked by soldiers with big guns
- D It was to show that Fort Sumter was never attacked
- E It is a picture of slaves on a plantation

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

2

[Turn over

Source G is by a Native American in 1871 talking about life on a reservation.

Source G

We are prisoners on this reservation. We can not feed ourselves and we rely on food from the government. They have taken our weapons and our horses. We are hunters and warriors. This is no way for a warrior to live.

7. Why is **Source G** useful as evidence of life on reservations for the Native Americans?

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

- A** It was said to encourage Native Americans to move to the reservations
- B** It says that the Native Americans are unhappy on the reservations
- C** It says that the Native Americans are happy on the reservations
- D** It is a primary source
- E** It is a secondary source

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

2

Marks

KU ES

Source D is a photograph of Salt Tax protestors on the beach at Dandi in April 1930.

Source D



4. Why is **Source D** useful as evidence of the Salt Tax protests?
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 to show that Indians protested against the Salt Tax
 - D It was taken to show that Indians supported the Salt Tax
 - E It is a picture of Indians harvesting corn

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

2

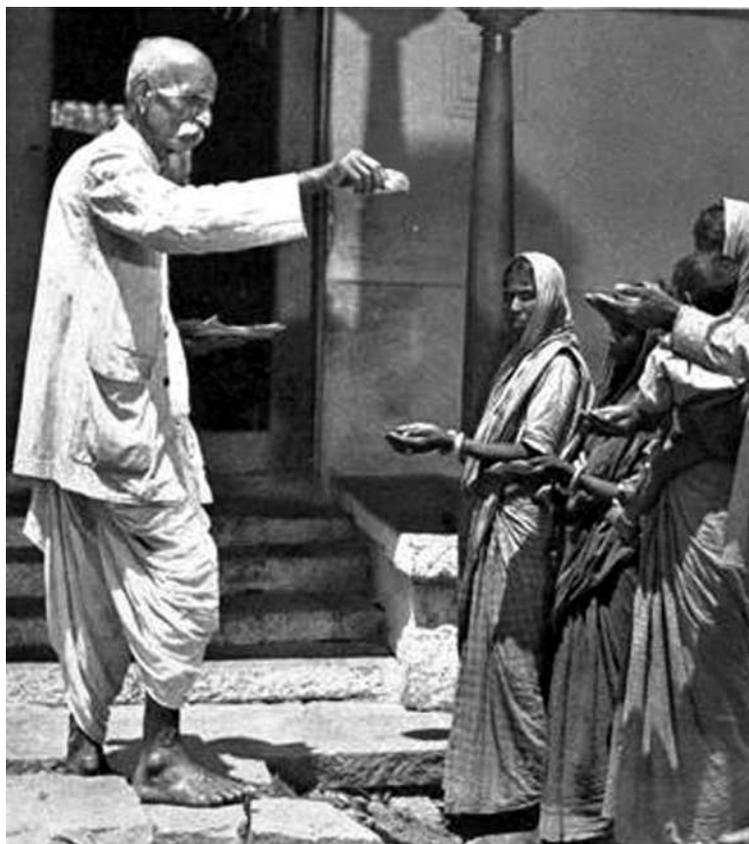
[Turn over

Marks

KU ES

Source E is a photograph taken in the 1930s of Untouchables receiving their wages.

Source E



The wages of Untouchables are wrapped in a leaf and dropped from a safe distance into their hands.

5. Why is **Source E** useful as evidence of how Untouchables were treated?

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

- A It was taken to encourage the caste system
- B It shows the man will not touch the women
- C It shows the man wants to shake hands with the women
- D It is a primary source
- E It is a secondary source

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

2

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

Source A is about problems facing Russian civilians during the First World War.

Source A

	<p>The First World War affected Russian civilians in many ways. There were shortages of everything. People had to queue all the time. The queues often stretched far into the distance, so people had to wait a very long time to get to the front of the queue.</p>
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1. The First World War caused problems for Russian civilians. Describe **two** problems.

1: _____

2: _____

Marks

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Source B is about the rights German people had in the Weimar Republic.

Source B

The Weimar Republic gave people many human rights. Germans now had the right of free speech. They could hold political meetings. They had freedom of religious belief. Few other countries at this time allowed people so many rights and freedoms.

2. **Source A** agrees with **Source B** about the rights German people had in the Weimar Republic. Give **three** ways that they agree.

1. **Source A** says: _____

and also **Source B** says: _____

2. **Source A** says: _____

and also **Source B** says: _____

3. **Source A** says: _____

and also **Source B** says: _____

3

[Turn over

Source D describes the events in Munich on 9th November 1923.

Source D

On the morning of 9th November President Ebert announced a state of emergency. At midday 2000 armed Nazis marched to a military base in Munich. They were met by mounted police. A shot was fired, probably by a Nazi and the police returned fire. Fourteen Nazis were killed including the person next to Hitler. Most Nazis fell to the ground and took cover.

4. **Source C** disagrees with **Source D** about the events of the Munich Beer Hall Putsch. Give **three** ways that they disagree.

1. **Source C** says/shows: _____

but **Source D** says: _____

2. **Source C** says/shows: _____

but **Source D** says: _____

3. **Source C** says/shows: _____

but **Source D** says: _____

3

[Turn over

In **Source F** an eyewitness describes hyperinflation in Germany in 1923.

Source F

There were extraordinary scenes. Housewives had to shop several times a day because a pound of butter might rise in cost five times within 24 hours. Workers had to exchange six weeks' pay for a pair of shoes.

6. Why is **Source F** useful as evidence of the effects of hyperinflation on the German people?

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 to inform people of the effects of hyperinflation
- D It was written to inform people of the reasons for the hyperinflation
- E It tells us many people benefited from the hyperinflation

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

2

[Turn over

Source H is the cover page of a monthly magazine for girls in the Hitler Youth. It was published in 1936.

Source H



'Das Deutsche Mädel' was the monthly magazine for girls in the Hitler Youth Organisation. It clearly showed what was expected of girls. This edition shows girls hiking along a beach.

8. Why is **Source H** useful evidence of what girls did in the Hitler Youth?

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

- A It was produced to show what girls in Nazi Germany would learn at school
- B It shows that girls in the Hitler Youth took part in outdoor activities
- C It shows that girls in the Hitler Youth were taught about motherhood
- D It is a primary source
- E It is a secondary source

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

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2

[END OF CONTEXT IIID]

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

[END OF QUESTION PAPER]

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Markers please complete this grid.

Unit I		
	KU	ES
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Unit III A		
	KU	ES
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7		
8		
Total		

Unit III B		
	KU	ES
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3		
4		
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6		
7		
8		
Total		

Unit III C		
	KU	ES
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Unit III D		
	KU	ES
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Total		

ACKNOWLEDGEMENTS

Unit I Context B Source A—Photograph of Suffragette in Prison (Ref HGE: 3424522). © Hulton Archive/Getty Images.

Unit I Context C Source C—Photograph of Suffragette in Prison (Ref HGE: 3424522). © Hulton Archive/Getty Images.

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Unit III Context B Source D—Photograph of Salt Tax protesters on the beach at Dandi, April 1930. Unable to trace copyright holder.

Unit III Context B Source E—Photograph of Untouchables receiving their wages. Unable to trace copyright holder.

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