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1540/27/01

NATIONAL 2012

FRIDAY, 25 MAY QUALIFICATIONS 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 Turn to <i>Page three</i> when you are told to do so.	er Number of seat
Before leaving the examination room you must give this you may lose all the marks for this paper.	s book to the Invigilator. If you do not,
Answer only two contexts: one from Unit I and one from Unit II.	





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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 fo	llowing boxes:
Cont	ext A: 1750s-	1850s	Pages	5–10
OR				
Cont	text B: 1830s-	1930s	Pages	11–16
OR				
Cont	text C: 1880s-l	Present Day	Pages	17–22
UNIT II—I	NTERNATIO	NAL COOPERATION	ON ANI	CONFLICT
Cont	ext A: 1890s-	1920s	Pages	24–31
OR				
Cont	text B: 1930s-	1960s	Pages	32–39
Write your answe	ers in the spac	es provided.		

[Turn over

Go to your Context in Unit I.

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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:

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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:_				
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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.

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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.		

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

4

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6	Look again at your answers to Question 5.	WIWKS	KU	ES
0.	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.

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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.

to the tov	vns after	1830? G	live thre	e reasons.	
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2:					
3:					

Source B is about the 1842 Mines Act.

Source B



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

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2:	

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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:_____

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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

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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 <i>Page fourteen</i> , tell us about how the Suffragettes lost support for votes for women?	What does Source E , on <i>Page fifteen</i> , tell us about how the Suffragettes won support for votes for women?

4

DO NOT

			WRITE IN THIS MARGIN	
6.	Look again at your answers to Question 5.	Marks	KU	ES
	Now write two conclusions you have reached about the Suffragette campaign and votes for women.			
	1:			
	2:			
		. 2		
	$[END\ OF\ CONTEXT\ 1B]$			
No	w turn to the ONE Context you have studied and are going to answer in Unit II.			

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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.	•	l many of Sco wns after 1880		m the countryside
	1:			
	2:			
	3:			

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

Source B

1970 Equal Pay Act 1975 Sex Discrimination Act

These acts apply to all places of work

Women and men are to be paid equally for the same job

Women must have equal job opportunities

Penalties may be imposed

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

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 $\textbf{Source C} \ describes \ the \ steps \ taken \ to \ reduce \ killer \ diseases \ in \ Scotland.$

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:
	Descr	ibe tw	o exar	nples.						

1:_____

2:_____

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

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

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

votes for women

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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 <i>Page twenty</i> , tell us about how the Suffragettes lost support for votes for women?	What does Source E , on <i>Page twenty-one</i> , tell us about how the Suffragettes won support for votes for women?

4

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			WRI IN T MAR	THIS
6	Look again at your answer to Question 5.	Marks	KU	ES
0.	Now write two conclusions you have reached about the Suffragette campaign and votes for women.			
	1:			
	2:			
		2		
	$[END\ OF\ CONTEXT\ 1C]$			
No	w 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

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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	
	1:	-	
	2:	-	
		2	

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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.

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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.

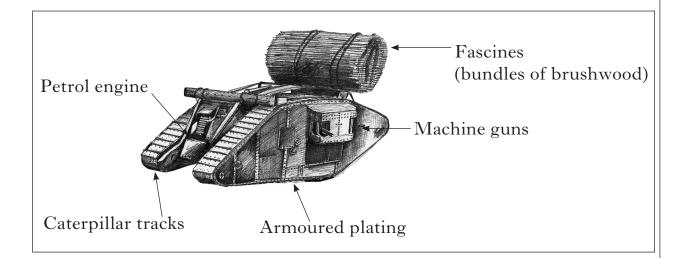
- **A** It is a primary source
- **B** It tells us that the tank could sink in the mud
- **C** It tells us that the tank could crush the barbed wire
- **D** It was written to show that tanks were very useful weapons
- **E** It was written to show that tanks were not useful weapons

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: _____

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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	thre	e reasons.								

1:_____

2:_____

3:_____

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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
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 ${f Source}~{f G}$ 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:_____

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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	Η	about	the	Treaty	of
	Versailles.	Give three	ways	that they	dis	agree.			

1.	Source G says:
	but Source H says:
2.	Source G says:
	but Source H says:
3.	Source G says:
	but Source H says:

 $[END\ OF\ CONTEXT\ IIA]$

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

[1540/27/01] Page thirty-one [**Turn over**

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

Marks KU ES

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	
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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.

1.	Source A shows:	
	and also Source B says:	
2.	Source A shows:	
	and also Source B says:	
3.		
	and also Source B says:	

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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:_____

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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:_____

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

Source E

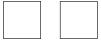


5. Why is **Source E** useful as evidence of Government wartime propaganda?

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.
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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:_____

[Turn over

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 a	about
	the Cuban Missile Crisis? Give three pieces of evidence.	

1:			

2:			

3:	:			
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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:

 $[END\ OF\ CONTEXT\ IIB]$

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				
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Unit II A						
	KU	ES				
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3						
4						
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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