



# **2011 History**

## **Standard Grade – Credit**

### **Finalised Marking Instructions**

© Scottish Qualifications Authority 2011

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Delivery: Exam Operations Team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Delivery: Exam Operations Team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

## Information for markers

The following general instructions are provided for the guidance of markers at all levels.

It is vitally important that all markers are totally familiar with the candidate performance requirements, as set out in the correct arrangements document, for both assessable elements at each level in terms of:  
process; the place of recalled evidence, where this is required.

## Marking conventions

Markers must carefully observe the following points:

All marking on candidate scripts must be in red biro.

All marking must be carefully placed **in the correct column** on the right of the script: KU marks in the left column; ES marks in the right column.

Half marks must not be used.

All of the candidate's work must be marked unless it has been clearly deleted – even when more than one context in a unit has been attempted.

When a candidate has attempted more than one context in a unit the marks for each element must be taken from the better context for inclusion in the total mark. The weighting of marks in favour of Enquiry Skills will usually mean that the better ES mark should be taken. In such a case, **both KU and ES marks must be taken from the same context.**

Where a candidate has attempted more than one context in a unit, and it is not clear which one is better, do not total the marks, but include a note of the marks by element for each context and mark the script for special attention by placing the letters **PA** on the top right hand corner.

**Please make good use of the following indications of where marking credit has or has not been awarded. Place the symbol beside the appropriate section of the answer.**

A single red line underneath a response indicates that part of an answer is suspect.

✓	indicates a relevant, credited piece of evidence.
R	indicates that recall has been credited.
DP	indicates a developed point of evidence.
P	indicates that the process is apparent.
X	indicates irrelevance.
SE	indicates a serious error.
NP	indicates that process is suspect weak or non-existent.
C	indicates that the candidate has <b>simply</b> copied presented evidence.
PE	indicates presented evidence is present (useful in an ES4, ES6 question).
CO	indicates the candidate has used content only in response to an ES1 item.
NR	indicates no relevant recall.
NPE	indicates no presented evidence has been used (useful in an ES4, ES6 question).
NB	indicates no balance has been provided (useful in an ES6 question).

(NB: A tick in the right hand margin indicates that a misplaced part of an answer has been read. Marks are not deducted for badly written or barely legible answers.)

## **Marking at Credit Level**

Marks should be awarded to the candidate for:

- carrying out the correct process
- using relevant recalled evidence
- using relevant presented evidence (in Section B, Enquiry Skills, only)

In Section B any item which requires the use of relevant recall is clearly indicated and full marks can only be awarded to these items when such recall is used.

### **Section A (Knowledge and Understanding)**

All questions are based on recalled evidence. A **selection** of possible recall is given in the Marking Instructions. The marker should use professional judgement to determine the relevance of other possible recall.

In a K3 answer (assessing the importance) the candidate should be credited for either explaining the importance of the one-presented factor and/or by assessing the relative importance of relevant recalled evidence. In both cases a judgement should be offered.

### **Section B (Enquiry Skills)**

NB: At Credit Level process in itself is not rewarded. However, a mark should be deducted if not addressed (N.P.).

In an ES1 item in Unit I it is not enough to say that a source is useful because it deals with the issue/investigation under discussion or that it was written at the time etc. The evaluation must make specific reference to the actual source/s as in all ES1 type items.

Examples:

This source is useful as it was written during a period of great changes in farming in the late 18<sup>th</sup> century = 1 mark

This source is useful as it was written by a reputable historian who will have studied the relevant primary sources =1 mark.

NB: Content requires a specific example of presented evidence.  
Accuracy/Limitation needs to be supported with valid recall.

In an ES2 question 1 mark is given for a simple comparison and 2 marks for a developed comparison. Examples are given in the Marking Instructions. Be aware that it is perfectly legitimate for candidates to “mix and match” – examples are not prescriptive.

In an ES3 item, candidates should exhibit understanding of the attitudes conveyed in the source. As in all items, straight copying or listing should be penalised. A holistic comment, even if the only comment made, can be awarded a mark as long as it is relevant/valid.

In an ES4 item, asking the candidate to put a source into its historical context, full marks cannot be awarded unless relevant recall is given. Indeed, reference to both presented evidence and recall is required for full marks.

In an ES5 item (Question 4 of Unit I) listing or copying of relevant evidence from the presented sources **is allowed** and should be **fully credited**. However, quotes need to “stand alone” and avoid over use of ellipses.

Recall or personal judgement **cannot** be credited at all.

If evidence is selected on only **one** side of the given issue, the maximum obtainable is 3 marks.

In an ES6 item (Question 5 in Unit I) the candidate must:

- use presented evidence
- show relevant recall
- show some balance of answer

If any of the above three requirements is not met, the maximum obtainable is 2 marks.

(NB: There is no need for a balanced conclusion as such but the answer must show balance).

In the Marking Instructions, the abbreviations K1 – K3, and E1 – E6 have been used to indicate the particular sub skills of the extended EGRC to which an individual question relates:

K1: description; K2: explanation; K3: importance;

ES1: evaluation; ES2: comparison; ES3: point of view; ES4: set in context;

ES5: select evidence; ES6: present conclusion.

## 2011 History – Standard Grade

### Credit Level

### Marking Scheme

<b>UNIT I – Context A: 1750s – 1850s</b>
--

#### Section A

In answering questions in Section A, candidates are required to carry out the appropriate process, using relevant recalled evidence.

1. (a) The candidate assesses the extent to which improvements in diet and food supply was the main factor in the increase in Scotland's population, from the 1750s to the 1850s, using **evidence** such as:

- 1 • agricultural revolution meant more food was produced to feed the growing population
- 2 • increased food supply meant no famines
- 3 • railways transported fresh food and milk to towns
- 4 • growth of overseas trade meant more food could be imported if necessary
- 5 • farming improvements led to a better, more varied, nutritious diet eg fresh vegetables and fruit, meat, dairy products, potatoes
- 6 • fertility of mothers increased as a result of improved diet
- 7 • babies born healthier/decline in infant mortality as a result of improved diet
- 8 • better fed so healthier/more resistance against disease

**and other possible factors such as those given in 1 (b) or the following:**

- 9 • some better housing eg New Town, model villages
- 10 • Public Health Acts gave councils power to improve conditions eg improved sanitation
- 11 • building of drains and sewers improved sanitation
- 12 • provision of fresh, clean water
- 13 • better personal hygiene/greater use of soap
- 14 • cheaper coal meant warmer, drier homes
- 15 • cheaper cotton led to cleaner clothes
- 16 • greater opportunities to marry/people marrying younger and so having bigger families
- 17 • lack of effective contraception
- 18 • some diseases disappeared, eg plague, malaria
- 19 • potato famine increased immigration from Ireland
- 20 • high tax on alcohol led to a decline in alcoholism.

**KU3 (8)**

1. (b) The candidate assesses the extent to which improvements in medicine and medical care was the main factor in the increase in Scotland's population from the 1750s to the 1850s using **evidence** such as:

- 1 • vaccination against killer disease smallpox
- 2 • use of chloroform as a safe anaesthetic in surgery
- 3 • Lister's use of carbolic sterilisation reduced infection
- 4 • establishment of Edinburgh Medical School improved medical training
- 5 • building of more hospitals
- 6 • improved standard of nursing/midwifery led to fewer deaths in childbirth
- 7 • better understanding of connection between dirt and disease
- 8 • better quarantine procedures prevented reintroduction of bubonic plague.

and other possible factors such as those given in 1 (a)

**KU3 (8)**

**In marking the 8 mark essay, 1 mark should be awarded for each relevant piece of correctly applied evidence, up to a maximum of 6 marks. Each piece of evidence may only be developed for a maximum of 1 additional mark. A further 2 marks may be awarded for process, ie whether the response is indeed an "essay", constructed in paragraphs, at least two and separate from, a valid introduction and a clear conclusion. Such additional marks should be indicated as +1 or +2. A total mark should be written in the appropriate column.**

## Section B

In answering question in Section B, candidates are required to carry out the appropriate process using relevant presented evidence and recalled knowledge where appropriate. Where **recall is required** in an answer this is stated in the question paper.

2. The candidate evaluates the usefulness of **Source A** using evidence such as:

- contemporaneity: a primary source written at the time when many cotton mills were being built/when inventions were being made in the cotton industry
- authorship: written by (informed) eyewitness
- content: details on the impact of new technology on workers eg ...
- accuracy: matches candidate's own knowledge eg ...
- purpose: to inform people about the impact new technology in the textile industry had on Scottish people/workers
- limitation: only discusses impact on Lochwinnoch, experience elsewhere may have been different/omits eg ...

**ES1 (4)**

3. The candidate selects and organises evidence **for the issue** using evidence such as:

### Source A

- 1 • cotton mills boosted other industries
- 2 • workers in the cotton mills lived well and dressed well
- 3 • mills employed hundreds of people.

### Source B

- 4 • spinning machines meant handloom weavers were in great demand (more work available)
- 5 • earned higher wages (up to the 1820s)
- 6 • could take time off work when they wanted/they could work as much/little as they liked.

### Source C

- 7 • mill workers were paid higher wages.

The candidate selects and organises evidence **against the issue** using evidence such as:

### Source A

- 1 • mill workers worked very long hours
- 2 • hot conditions in the cotton mills damaged the workers' health.

### Source B

- 3 • power loom meant less demand/work for the handloom weaver
- 4 • resulted in their/weavers' wages falling
- 5 • many weavers now lived in terrible poverty.

### Source C

- 6 • servants became cheeky, disobedient and careless
- 7 • the heat made the workers sweat all the time
- 8 • the noise damaged the workers' hearing
- 9 • constant strain on their eyes damaged their eyesight.

ES5 (6)

**A maximum of three marks can be awarded if the relevant evidence is selected from only one side of the issue.**

4. The candidate offers a **balanced conclusion** on the issue using **presented evidence** such as that given in answer 3 and **recalled evidence** such as:

#### **For the issue:**

- 1 • produced clothing for the growing population
- 2 • wealth created for further investment
- 3 • employed children from orphanages and the poor house
- 4 • factory wages were better than farm labourers
- 5 • new machinery made work easier/machines easy to operate
- 6 • brought money in for poor families/eased financial pressure on large families
- 7 • had some advantages over the domestic system eg...
- 8 • working conditions in some mills were clean and well ventilated
- 9 • at New Lanark Robert Owen refused to employ children under the age of ten/provided free education for children/banned physical punishment
- 10 • Owen improved living conditions for his workers by paying them when there was no work/selling food and fuel cheaply to his workers
- 11 • some mills provided good houses for their workers.

#### **Against the issue**

- 12 • many factory workers lived in terrible conditions in industrial towns
- 13 • workers struggled to keep up with the machines
- 14 • factories had harsh rules/strict discipline
- 15 • people lost the freedom they had enjoyed working at home
- 16 • machinery was dangerous/accidents occurred
- 17 • led to greater use of child labour/very young children employed in mills
- 18 • children grew deformed due to their work/seriously injured by the machines
- 19 • machines had to be repaired/cleaned while still running
- 20 • workers laid off when there was no work available.
- 21 • poor ventilation/dust particles causing lung disease.

ES6 (5)

**A conclusion which takes into account one side only and/or is based solely on either presented evidence or recall can be awarded a maximum of two marks.**



**Section A**

In answering the questions in Section A, candidates are required to carry out the appropriate process using relevant recalled evidence.

**1. (a)** The candidate assesses the extent to which improvements in diet and food supply was the main factor in the increase in Scotland's population from the 1830s to the 1930s using **evidence** such as:

- 1 • food was more varied
- 2 • fresh fruit was available all year around
- 3 • less food contamination
- 4 • cheaper food/cheaper imports
- 5 • railways transport fresh food/fresh milk to the towns
- 6 • revolution in agriculture helped feed the urban population/increased food production helped feed growing population
- 7 • detail of agricultural revolution eg enclosures, scientific farming methods
- 8 • fertility of mothers increased as a result of improved diet
- 9 • infant mortality dropped/babies were born healthier as a result of improved diet
- 10 • better nutrition led to a reduction of disease such as rickets
- 11 • refrigerated ships bring food from overseas

**and other possible factors such as those given in 1 (b) or the following:**

- 12 • Irish immigration
- 13 • early marriage leads to larger families
- 14 • clean water supplies means less disease
- 15 • improvements in town conditions
- 16 • better welfare provision eg Liberal Welfare Reforms
- 17 • lack of effective contraception
- 18 • improved standards of living
- 19 • improvements in hygiene/cheap soap
- 20 • improvements in clothing – cotton.

**KU3 (8)**

1. (b) The candidate assesses the extent to which improvements in medicine and medical care was the main factor in the increase in Scotland's population from the 1830s to the 1930s using **evidence** such as:

- 1 • improved medical knowledge eg better understanding of connection between dirt and disease/bacteria
- 2 • antiseptics: Lister's use of carbolic sterilisation reduced infection
- 3 • Simpson's use of chloroform as a safe anaesthetic in surgery
- 4 • vaccinations against killer diseases: 1853 smallpox; 1897 tetanus etc
- 5 • decline in killer diseases eg cholera, typhoid, diphtheria etc
- 6 • improved midwifery led to fewer deaths in childbirth
- 7 • after 1858, all doctors had to be fully qualified
- 8 • cleaner hospitals reduced infection
- 9 • Liberal Welfare Reforms eg medical inspections
- 10 • National Insurance Act: free medical care for workers before 1939.

**And other possible factors such as those given in 1 (a)**

**KU3 (8)**

**In marking the 8 mark essay, 1 mark should be awarded for each relevant piece of correctly applied evidence, up to a maximum of 6 marks. Each piece of evidence may only be developed for a maximum of 1 additional mark. A further 2 marks may be awarded for process, ie whether the response is indeed an "essay", constructed in paragraphs, at least two and separate from, a valid introduction and a clear conclusion. Such additional marks should be indicated as +1 or +2. A total mark should be written in the appropriate column.**

## Section B

In answering questions in Section B, candidates are required to carry out the appropriate process using relevant presented evidence and recalled knowledge where appropriate. Where **recall is required** in an answer this is stated in the question paper.

2. The candidate evaluates the usefulness of **Source A** using evidence such as:

- contemporaneity: a primary source written at/near the time when new machines were being introduced to farming
- authorship: an actual farmworker who experienced farming change/(informed) eyewitness
- content: details of impact of farming technology eg ...
- accuracy: matches candidate's own knowledge eg ...
- purpose: to inform people about changes in farming
- limitation: only the experience of one female farm worker, experience of male farm workers may have been different/omits effects of technology in other areas eg (only tells us about Midlothian)

**ES1 (4)**

3. The candidate selects and organises evidence **for the issue** using evidence such as:

### Source A

- 1 • horse drawn turnip sower made this a light job.

### Source B

- 2 • farmers could save money/machines were less expensive than employing workers
- 3 • mechanical reaper could do the job in half a day
- 4 • production rose by 70%.

### Source C

- 5 • the mechanical binder was a superb innovation/mechanical binder could do all that a reaper did as well as ...
- 6 • men were ecstatic in their appreciation.

The candidate selects and organises evidence **against the issue** using evidence such as:

### Source A

- 1 • long hours continued to be worked on farms/I worked from 6 in the morning till 6 at night
- 2 • farm workers worked 6 days a week
- 3 • pay was poor
- 4 • harvesting was exhausting/hard work
- 5 • there were no summer holidays.

### Source B

- 6 • not all farmers embraced the machines/the old ways survived in some areas
- 7 • there was little change in dairy farming.

### Source C

- 8 • machines breaking down caused nightmares
- 9 • people in some areas could not afford machines/forced to continue old ways
- 10 • women still employed to do manual work/as sheaf binders. **ES5 (6)**

**A maximum of three marks can be awarded if the relevant evidence is selected from only one side of the issue.**

4. The candidate offers a **balanced conclusion** on the issue using **presented evidence** such as that given in answer 3 and **recalled evidence** such as:

#### For the issue:

- 1 • increased production meant cheaper food
- 2 • increased production led to better diets/improved life expectancy
- 3 • impact of other machines eg tractors, combine harvesters
- 4 • time freed up for other jobs.

#### Against the issue:

- 1 • unemployment
- 2 • people forced to leave countryside – move to towns, emigrate
- 3 • farming communities destroyed
- 4 • other factors brought benefits eg crop rotation, improved fertilisers, scientific breeding meant farmers did not have to slaughter animals
- 5 • improved farming technology in other countries meant more foreign competition
- 6 • small farms could not compete
- 7 • old farmers felt sidelined/old way of life disappearing
- 8 • farm accidents increased
- 9 • farm workers forced to learn new skills
- 10 • fewer craftsmen eg blacksmiths, carpenters required.
- 11 • high cost of repairs. **ES6 (5)**

**A conclusion which takes into account one side only and/or is based solely on either presented evidence or recall can be awarded a maximum of two marks.**

**Section A**

In answering questions in Section A, candidates are required to carry out the appropriate process using relevant recalled knowledge.

**1. (a)** The candidate assesses the extent to which improvements in diet and food supply was the main factor in the increase in Scotland's population from the 1880s to the present day using **evidence** such as:

- 1 • food was more varied
- 2 • fresh fruit/vegetables available all year round
- 3 • cheaper imports meant cheaper food
- 4 • improved motor transport meant fresh food delivered (throughout Britain)
- 5 • rising living standards; higher wages/more money for food
- 6 • better fed mothers meant healthier babies who lived longer/decline in infant mortality due to better diet
- 7 • fertility of mothers increased as a result of improved diet
- 8 • improved government control of food products eg uncontaminated milk/less food contamination
- 9 • increased use of refrigerated shipping meant foodstuffs lasted longer/available throughout the year; similarly with increased use of pre-packed foods
- 10 • Liberal Welfare Reforms provided free school meals
- 11 • provision of free school milk
- 12 • Wartime/Labour Welfare Reforms eg family allowance, National Assistance provided more money for food

**and other possible factors such as those given in 1 (b) or the following:**

- 13 • clean water supply
- 14 • better housing/demolition of slum housing/new council housing
- 15 • cheap soap/disinfectant/improvement in personal hygiene
- 16 • cheaper cotton clothing could be washed regularly
- 17 • immigration from Ireland etc
- 18 • improved sanitation eg public baths
- 19 • improved standards of living
- 20 • lack of effective contraception for much of the period.

**KU3 (8)**

1. (b) The candidate assesses the extent to which improvements in medicine and medical care was the main factor in the increase in Scotland's population from the 1880s to the present day using **evidence** such as:

- 1 • maternity clinics set up/health visitors so fewer women died in childbirth/lower infant mortality
- 2 • medical improvements: X-rays, vaccinations, antibiotics, new medicines, transplants
- 3 • cures/preventions for fatal/childhood diseases: TB, polio, measles
- 4 • killer epidemics disappeared: typhoid, smallpox, diphtheria
- 5 • Liberal Welfare Reforms eg medical inspections
- 6 • National Insurance Act: free medical care for workers before 1939
- 7 • National Health Service: free/universal and comprehensive health care
- 8 • NHS free doctors, hospitals, subsidised prescriptions
- 9 • NHS better care/new hospitals/better equipment
- 10 • better qualified doctors and nurses.

**KU3 (8)**

**and other possible factors such as those given in 1 (a):**

**In marking the 8 mark essay, 1 mark should be awarded for each relevant piece of correctly applied evidence, up to a maximum of 6 marks. Each piece of evidence may only be developed for a maximum of 1 additional mark. A further 2 marks may be awarded for process, ie whether the response is indeed an "essay", constructed in paragraphs, at least two and separate from, a valid introduction and a clear conclusion. Such additional marks should be indicated as +1 or +2. A total mark should be written in the appropriate column.**

## Section B

In answering questions in Section B, candidates are required to carry out the appropriate process using relevant presented evidence and recalled knowledge where appropriate. Where **recall is required** in an answer this is stated in the question paper.

2. The candidate evaluates the usefulness of **Source A** using evidence such as:

- contemporaneity: a primary source written at the time of rising car ownership/increasing road congestion
- authorship: written by experts in road transport/(informed) eyewitness
- content: details on congestion/increased use of cars/cost of improvements eg ...
- accuracy: matches candidate's own knowledge eg ...
- purpose: to inform people about the growing use of car transport/inform of problems due to car transport increasing
- limitation: only discusses problems in Glasgow, experience elsewhere may have been different/does not mention positive aspects car transport eg ...

**ES1 (4)**

3. The candidate selects and organises evidence **for the issue** using evidence such as:

### Source A

- 1 • cheaper car transport
- 2 • use of the motor car by shoppers.

### Source B

- 3 • cheaper car production methods made cars less expensive for the average family
- 4 • even less expensive cars increasingly were safer with brakes on all four wheels becoming more common
- 5 • the introduction of compulsory seat belts in all new cars and breathalyser test halved the number of road deaths.

### Source C

- 6 • the benefits of cars outweigh the cost
- 7 • commuting to work by car is normal
- 8 • more than 80% of shoppers now drive to the shops
- 9 • the arrival of juggernaut lorries have reduced the cost of carrying goods and so lowered prices in the shops.

The candidate selects and organises evidence **against the issue** using evidence such as:

**Source A**

- 1 • growth is apparent in street congestion
- 2 • parking difficulties
- 3 • led to difficulties experienced by public transport operators
- 4 • expanding the ring road will prove expensive.

**Source B**

- 5 • road accidents more common/in 1939 alone there were over 8,000 road deaths
- 6 • however tumbling prices led to traffic jams.

**Source C**

- 7 • the average family now spends more on their cars than on anything else, even food
- 8 • the arrival of juggernaut lorries has damaged the roads.

**ES5 (6)**

**A maximum of three marks can be awarded if the relevant evidence is selected from only one side of the issue.**

4. The candidate offers a **balanced conclusion** on the issue using **presented evidence** such as that given in answer 3 and **recalled evidence** such as:

**For the issue:**

- 1 • greater freedom eg where can live/where visit/where can go
- 2 • improved leisure time/fun in lives eg holidays/travel
- 3 • boosted tourism eg in Highlands
- 4 • created many jobs dependent on road transport
- 5 • access to out-of-town retail parks offering greater choice
- 6 • door to door travel possible
- 7 • made travel more comfortable
- 8 • allowed emergency services to travel more quickly
- 9 • isolated rural communities now a few hours' drive from cities.

**Against the issue:**

- 10 • increased noise pollution/exhaust
- 11 • decline of city centres due to out-of-town stores
- 12 • discourages people from taking exercise/people get lazy/people don't walk, cycle etc
- 13 • demolition of houses to make way for roads
- 14 • destruction of countryside
- 15 • increased social divide as wealthier move to suburbs
- 16 • decline of local shops.

**ES6 (5)**

**A conclusion which takes into account one side only and/or is based solely on either presented evidence or recall can be awarded a maximum of two marks.**



## UNIT II – Context A: 1890s – 1920s

### Section A

In answering questions in Section A, candidates are required to carry out the appropriate process using relevant recalled knowledge.

1. The candidate explains why the assassinations at Sarajevo led to the outbreak of war using recalled **evidence** such as:

- 1 • Austria-Hungary blamed assassinations in Sarajevo on Serbia
- 2 • Austria-Hungary used assassinations as an excuse to deliver an ultimatum to Serbia which Serbia was unlikely to accept/wanted an excuse to crush Serbia
- 3 • Serbia refused to accept all points which led to war being declared by Austria-Hungary
- 4 • Austro-Hungarian/Russian rivalry in the Balkans
- 5 • Russia mobilized in support of Serbia/alliance system comes into play
- 6 • Germany declares war on Russian in support of Austria-Hungary (Triple Alliance)
- 7 • Germany declares war on France and initiates Schlieffen Plan/invades Belgium
- 8 • Britain declares war on Germany following violation of Treaty of London/ultimatum.

**KU2 (4)**

2. The candidate describes the use of gas as a weapon during the war using recalled **evidence** such as:

- 1 • Germans were first to use gas at Ypres in 1915
- 2 • British use of gas eg ...
- 3 • operation of gas canisters/shells: delivery; unreliability
- 4 • different types of gas used (chlorine, mustard, phosgene, tear)
- 5 • surprise/fear/panic factor of gas
- 6 • importance of weather/wind direction
- 7 • effects of gas (suffocating/choking, blinding, blisters/burns)
- 8 • use of gas masks; soldiers urinated on hankies
- 9 • gas rarely used after 1917 as the Germans ran out of chemicals
- 10 • (initially) killed thousands
- 11 • (overall) more injuries than deaths.

**KU1 (4)**

## Section B

In answering questions in Section B, candidates are required to carry out the appropriate process using relevant presented evidence and recalled evidence where appropriate. Where **recall is required** in an answer this is stated in the question paper.

3. The candidate discusses the attitude of the author of **Source A** towards the treatment of Germany at the end of the war using **evidence** such as:
- 1 • **(holistic)** very **negative/harsh** attitude towards the treatment of Germany/**supports making an example** (of Germany) **as justified**
  - 2 • **comprehends/sympathises** with reasons why French are **vengeful/desire vengeance** (“I can understand...revenge”)
  - 3 • **agrees** that Germany should be **squeezed dry** (like a lemon)/**agrees** Germany **should be punished (severely)** (“we should get everything out of Germany that we can”)
  - 4 • **disagrees** with **lenient** treatment of Germany/mercy (“I have no time for those with high ideals”)
  - 5 • **determined** that Germany be **stripped of all its wealth/wants revenge** (“what they truly deserve”)
  - 6 • **demands** Germany’s gold, silver and jewels be **confiscated** (“I suggest... handed over”).

**ES3 (3)**

4. The candidate evaluates the degree of disagreement between **Sources A** and **B** using **evidence** such as:
- 1 • Sources **disagree** about the severity of Germany’s punishment  
**Source A** says: we should get everything that we can out of Germany (and perhaps a bit more)  
**Source B** says: (Wilson had) a forgiving attitude (towards Germany)/the best solution was to let the Germans off lightly.
  - 2 • Sources **disagree** about how much compensation Germany should pay:  
**Source A** says: all the gold Germany has (and all the silver and jewels she has) should be handed over  
**Source B** says: (Wilson urged everyone to) forget compensation.
  - 3 • Sources **disagree** about punishing Germany for her conduct during the war:  
**Source A** says: I would strip Germany as she stripped Belgium  
**Source B** says: (Wilson saw) no point in trying to settle old scores/turn the clock back.
  - 4 • Sources **agree** that the French hated the Germans/wanted revenge:  
**Source A** says: (I can understand why) the French want revenge  
**Source B** says: the French bitterly hated the Germans/wanted revenge.
  - 5 • Only **Source A** mentions: the sacrifices of Britain/the Allies as justification for Germany’s treatment
  - 6 • Only **Source B** mentions: trying to make Germany part of a new, peaceful Europe.

**ES2 (4)**

**One mark for a simple comparison. Two marks for a developed comparison.**

5. The candidate evaluates the completeness of **Source C** using **presented evidence** such as:

- 1 • Germany lost all her colonies
- 2 • Germany had to pay a large sum in compensation/repatriation (£6,600,000,000)
- 3 • Germany lost her (military) air force
- 4 • Germany lost all her submarines
- 5 • Treaty of Versailles was a dictated peace (diktat).

and from **recall evidence** such as:

- 6 • War Guilt Clause
- 7 • army reduced to just 100,000 men
- 8 • no conscription permitted
- 9 • no tanks/heavy machine guns/artillery
- 10 • the Rhineland was demilitarized
- 11 • army of occupation inside Germany
- 12 • German navy was only allowed 6 light battleships
- 13 • territorial losses (eg Alsace-Lorraine to France, Eupen and Malmedy to Belgium)
- 14 • loss of Saar coalfield (for 15 years)
- 15 • material compensation (eg transport, machinery, printing presses, fishing fleet).

**ES4 (5)**

**Full marks can only be awarded if the candidate refers to the source and uses recall in the answer.**

**Section A**

In answering questions in Section A, candidates are required to carry out the appropriate process using relevant recalled knowledge.

1. The candidate explains why the invasion of Poland led to the outbreak of the Second World War using **evidence** such as:

- 1 • Britain and France had guaranteed Polish security if attacked
- 2 • Britain and France could no longer give in to Hitler/Chamberlain realised appeasement had failed
- 3 • Britain and France had approached the Soviet Union to assist in stopping Hitler but negotiations to form an anti-Nazi alliance had failed
- 4 • details of Nazi Soviet Non-Aggression Pact
- 5 • German troops entered Poland from East Prussia/Silesia/Slovakia
- 6 • Russia attacked Poland from the East
- 7 • Britain and France give ultimatum to Germany which was ignored
- 8 • Britain and France honour their guarantee to Poland, declare war on Germany 3 September 1939.

**KU2 (4)**

2. The candidate describes the changing role of Great Britain as a world power after the end of the Second World War using **evidence** such as:

- 1 • Britain could no longer match the armed forces of USA or USSR
- 2 • Britain's armed forces especially Royal Navy were reduced
- 3 • the new Super Powers were USA and USSR
- 4 • break up of British Empire/colonies gaining independence
- 5 • British was poorer than in 1939, the war cost a lot
- 6 • Britain's war debt/owed money to USA/dependent on US aid (the Marshall Plan)
- 7 • Britain had lost confidence as a world power
- 8 • Britain was not initially an atomic power.

**KU1 (4)**

## Section B

In answering questions in Section B, candidates are required to carry out the appropriate process using relevant presented evidence and recalled knowledge where appropriate. Where **recall is required** in an answer this is stated in the question paper.

3. The candidate describes the attitude of the author of **Source A** towards the impact of air raids on the British people using **evidence** such as:
- 1 (holistic) very **positive** attitude
  - 2 he **fondly remembers** the time ("I enjoyed that time")/he **enjoys good** memories
  - 3 he **thought** the **danger made people closer**/people **worked together against the enemy** ("brought people together"/"we were united")
  - 4 he **felt** the bombing **lifted morale**/"did not destroy the spirit")
  - 5 he **admired/praised** how **calm/courageous** people were ("They set an example")
- ES3 (3)**
4. The candidate evaluates the degree of disagreement between **Sources A** and **B** using **evidence** such as:
- 1 • Sources **disagree** that it was an enjoyable time:  
**Source A** says: I enjoyed that time  
**Source B** says: there was no humour or laughter/local officials were concerned.
  - 2 • Sources **disagree** that people felt united against the enemy:  
**Source A** says: united against the enemy/brought people together  
**Source B** says: feeling of helplessness against the German bombers.
  - 3 • Sources **disagree** that people were afraid:  
**Source A** says: people showed calm and courage  
**Source B** says: it was a period of fear and horror.
  - 4 • Sources **disagree** that people were in a panic:  
**Source A** says: bombing did not destroy the spirit of the people/showed calm and courage  
**Source B** says: open signs of terror/several reports of panic.
  - 5 • Only **Source B** says: the people walked out of the city (to escape the blitz).
- ES2 (4)**

**One mark for a simple comparison. Two marks for a developed comparison.**

5. The candidate evaluates the completeness of **Source C** about the role of Civil Defence using **presented evidence** such as:

- 1 • they undertook light rescue duties
- 2 • they kept daily records of householders to confirm probable positions of casualties
- 3 • they were responsible for traffic control
- 4 • they ensured blackout regulations were followed

and from **recall** such as:

- 5 • Local Defence Volunteers/Home Guard (Dad's Army) manned roadblocks/manned aircraft batteries/patrolled coastlines, airfields, railway stations, waterways
- 6 • WVS drove ambulances/ran canteens at railway stations/ran nurseries for working mothers/collected scrap metal for aeroplanes
- 7 • Women's Land Army
- 8 • Special Police
- 9 • Royal Observer Corps on lookout for enemy planes/bomb disposal/anti-aircraft
- 10 • role of Auxiliary Fire Service
- 11 • ARP dug out bombing casualties, stretcher parties, first aid depots, ensured everyone was off the streets during air raid
- 12 • become 'Secret Army'/guerrilla warfare in event of invasion.

**ES4 (5)**

**Full marks can only be awarded if the candidate refers to the source and uses recall in the answer.**

**UNIT III – Context A: USA 1850 – 1880**

**Section A**

In answering the questions in Section A, candidates are required to carry out the appropriate process and to use relevant recalled knowledge.

1. The candidate describes the aims of the Republican Party in 1860 using **evidence** such as:
  - 1 • prevent slavery being extended beyond its current limits
  - 2 • free land for farmers
  - 3 • grant land to build railroads/subsidise the building of transcontinental railway; mining and timber companies who would get cheap federal land
  - 4 • high tariffs to protect northern industries
  - 5 • preserve the Union
  - 6 • encourage westward expansion/Manifest Destiny. **KU1 (4)**
  
2. The candidate explains why people in the North were opposed to slavery using **evidence** such as:
  - 1 • many Northerners felt slavery was morally wrong
  - 2 • it violated the principles of democracy
  - 3 • growth in abolitionist feeling
  - 4 • horror of slave life intensified sectional feeling (Uncle Tom’s Cabin)
  - 5 • Dred Scott case 1857 intensified sectional feeling
  - 6 • slave marriages had no legal status/female slaves were often sexually abused by owners
  - 7 • views of newly elected Lincoln/he would not tolerate the spread of slavery
  - 8 • Northern farmers/businessmen were unable to compete with Southern counterparts due to non existent labour costs.
  - 9 • cultural/economic differences between North and South over need for slaves. **KU2 (4)**

## Section B

In answering questions in Section B, candidates are required to carry out the appropriate process, using relevant presented evidence and recalled evidence where appropriate. Where **recall is required** in an answer this is stated in the question paper.

3. The candidate evaluates the usefulness of **Source A** using **evidence** such as:

- contemporaneity: secondary source but written with the benefit of hindsight
- authorship: written by an experienced/reputable historian who would have researched the KKK's tactics and their effect on black Americans/relevant primary sources
- content: shows details of the tactics and their effects on black Americans eg ...
- accuracy: matches with candidate's own knowledge eg ...
- purpose: to inform people about the impact the KKK's tactics had on black Americans
- limitation: only one historian's view, which others may not agree with/omits eg ...

**ES1 (4)**

4. The candidate evaluates the degree of **agreement** between **Sources A** and **B** using **evidence** such as:

- 1 • Sources **agree** that the Klan wore robes to maintain anonymity/intimidate victims  
**Source A** says: to intimidate their victims the Klan wore hooded robes  
**Source B** shows: a Klan member wearing hooded robes.
- 2 • Sources **agree** that the KKK prevented black Americans from voting:  
**Source A** says: they took steps to prevent black Americans voting  
**Source B** says: at first the priority of the Ku Klux Klan was to stop black Americans from voting.
- 3 • Sources **agree** that schools were a target of the KKK:  
**Source A** says: schools were a particular target to prevent black Americans from becoming literate  
**Source B** shows: a school house on fire/their tactics included burning schools.
- 4 • Sources **agree** that black Americans were lynched by the KKK:  
**Source A** says: they attacked and murdered black Americans, sometimes by lynching  
**Source B** shows: a person hanging from a tree/lynched.
- 5 • Sources **agree** that the KKK wanted to maintain white rule:  
**Source A** says: their main aim was to maintain white supremacy  
**Source B** says: this is a white man's government.
- 6 • Only **Source A** mentions: that they frightened their victims with burning crosses
- 7 • Only **Source A** says: they burned down homes and churches.

**ES2 (5)**

**One mark for a simple comparison. Two marks for a developed comparison.**



## UNIT III – Context B: India 1917 – 1947

### Section A

In answering questions in Section A, the candidates are required to carry out the appropriate process, using relevant recalled knowledge.

1. The candidate explains why there was discontent with British rule using **evidence** such as:
- 1 • British held the main positions of power: Viceroy, Secretary of State for India
  - 2 • British in control of Civil Service
  - 3 • British controlled the railways
  - 4 • Government of India Act gave limited diarchy to Indians but British could overrule
  - 5 • very few Indians had positions of responsibility
  - 6 • educational opportunities for Indians were limited
  - 7 • British controlled use of English language and schools
  - 8 • British were 1/3 of Indian army and most of the army officers
  - 9 • British and Indian regiments were kept strictly apart
  - 10 • British had separate clubs/dress/customs
  - 11 • British treated Indians as lower caste
  - 12 • British control allowed economic exploitation, unfair competition from British factories, Indian needs sacrificed to British economy
  - 13 • British businessmen in positions of power
  - 14 • Indian natural resources exploited
  - 15 • imposition of taxes eg salt tax
  - 16 • violent suppression in Amritsar caused anger and resentment
  - 17 • British disparaging/ignoring Indian culture/education/religion
  - 18 • growing desire for independence.

**KU2 (4)**

2. The candidate describes Gandhi's tactics in opposing British rule using **evidence** such as:

- 1 • civil disobedience
- 2 • non-violent non-cooperation with the British authorities/details of satyagraha
- 3 • fasting
- 4 • encouraging other Indians to break the law
- 5 • encouraging Indian civil servants to withdraw their labour
- 6 • organising strikes/hartals
- 7 • Indian soldiers refused to serve
- 8 • non-payment of taxes eg salt tax
- 9 • boycott of British goods/courts/schools/colleges/royal visit
- 10 • return of titles/honours/medals granted by Britain
- 11 • peaceful marches and demonstrations
- 12 • Gandhi showed that India was non-governable without Indian cooperation
- 13 • regular imprisonment of Gandhi and other Indians harmed Britain's reputation as a just power/brought huge embarrassment/shock at British heavy-handed tactics.

**KU1 (4)**

## Section B

In answering questions in Section B, candidates are required to carry out the appropriate process, using relevant presented evidence and recalled evidence where appropriate. Where **recall is required** in an answer this is stated in the question paper.

3. The candidate makes an evaluation of **Source A** using **evidence** such as:
- contemporaneity: secondary source but written with the benefit of hindsight
  - authorship: written by an experienced/reputable historian who would have researched the Cripps' Mission/relevant primary sources
  - content: details reasons for failure of Cripps' Mission eg ...
  - accuracy: matches candidate's own knowledge/agrees with other accounts of failure of mission as Indian leaders would not accept offer of self-government only after end of war
  - purpose: to inform people why Indian politicians would not accept the deal offered by British
  - limitation: only one historian's view, which others may not agree with/omits eg ...
- ES1 (4)**
4. The candidate evaluates the degree of **agreement** between **Sources A** and **B** using **evidence** such as:
- 1 • Sources **agree** that the mission failed:  
**Source A** says: so the Cripps Mission failed  
**Source B** says: Indian leaders rejected the bargain and Sir Stafford Cripps flew home.
  - 2 • Sources **agree** about the gravity of the war situation:  
**Source A** says: war situation in Asia was serious for Britain  
**Source B** says: position of Allies in all war zones was desperate.
  - 3 • Sources **agree** that Cripps was sent to India:  
**Source A** says: Sir Stafford Cripps was sent to India to offer self government  
• **Source B** says: Sir Stafford Cripps was sent to India to offer self government.
  - 4 • Sources **agree** about getting India's support:  
**Source A** says: bring all Indians loyally behind the war effort  
• **Source B** says: India had to swing fully behind the Allied war effort.
  - 5 • Sources **agree** that India was offered self-government:  
**Source A** says: Cripps to offer self-government for India  
• **Source B** says: Cripps to offer self-government for India.
  - 6 • Only **Source A** mentions: Congress leaders arguing about future negotiations with Japan.
- ES2 (5)**

**One mark for a simple comparison. Two marks for a developed comparison.**

**Section A**

In answering questions in Section A, the candidates are required to carry out the appropriate process, using relevant recalled knowledge.

1. The candidate describes the events of the February/March Revolution of 1917 using **evidence** such as:
- 1 • industrial unrest/demands for higher wages (strike at Putilov Ironworks)
  - 2 • demonstrations/demands for fuel/bread/shops looted
  - 3 • industrial strike brought Petrograd to a standstill (250,000 or more workers demonstrating)
  - 4 • students joined striking workers on streets/government beginning to lose control of streets
  - 5 • strikers clashed with police (Cossacks refused to break up crowds)
  - 6 • police fired on crowds/soldiers turned on the police
  - 7 • commander of Petrograd troops ordered crowds off streets/soldiers mutiny
  - 8 • Tsar dissolved Duma (influenced by Tsarina)
  - 9 • Duma established Provisional Committee to restore order/take over government
  - 10 • Petrograd Soviet met/revolution spreads to Moscow
  - 11 • Tsar decided to leave the front and return to Petrograd/offer to share power with Duma rejected
  - 12 • Tsar informed by generals that army no longer supported him/ stopped before he reached the city
  - 13 • Tsar abdicated in favour of his brother/did not want his son to be Tsar
  - 14 • Grand Duke Michael refused the crown and Russia ceased to be a monarchy
  - 15 • Provisional Government established.

**KU1 (4)**

2. The candidate explains why the Reds won the Civil War using **evidence** such as:

- 1 • Reds had a clear sense of purpose
- 2 • Whites did not have a common cause
- 3 • strong leadership from both Lenin and Trotsky
- 4 • Whites lacked effective leadership
- 5 • Reds controlled a compact area in the centre of Russia
- 6 • White armies were scattered
- 7 • Trotsky skilled commander of Red Army
- 8 • White leaders were lazy, brutal and corrupt
- 9 • Red Army highly disciplined
- 10 • Whites not disciplined (looting and low morale)
- 11 • Reds used their industrial resources well
- 12 • Whites mainly controlled agricultural areas
- 13 • Reds used effective propaganda against enemies
- 14 • White terror alienated peasants.
- 15 • Reds kept control of main lines of communication/key cities and railways
- 16 • foreign intervention led to growth of support for the Reds
- 17 • Whites lost Allies after 1919.

**KU2 (4)**

## Section B

In answering question in Section B, candidates are required to carry out the appropriate process, using relevant presented evidence and recalled evidence where appropriate. Where **recall is required** in an answer this is stated in the question paper.

3. The candidate makes a balanced evaluation of **Source A** using **evidence** such as:

- contemporaneity: a secondary source but written with the benefit of hindsight
- authorship: written by an experienced/reputable historian who would have researched the Five Year Plans/relevant primary sources
- content: details on the success of the Five Year Plans eg
- accuracy: matches candidate's own knowledge eg ...
- purpose: to inform people about the success of Stalin's Five Year Plans
- limitation: only the view of one historian, which others may disagree with/omits eg ...

**ES1 (4)**

4. The candidate evaluates the degree of **agreement** between **Sources A** and **B** using **evidence** such as:

- 1 • Sources **agree** that the Five Year Plans successfully modernised USSR:  
**Source A** says: the USSR was modernised (but at a great cost)  
**Source B** says: modernisation of USSR was (arguably) achieved
- 2 • Sources **agree** that many new industrial centres were established by the Five Year Plans:  
**Source A** says: huge industrial plants (like Magnitogorsk) were built  
**Source B** says: large industrial sites (like Chelyabinsk) were constructed.
- 3 • Sources **agree** that the Five Year Plans increased USSR's electricity supply:  
**Source A** says: electric power boosted considerably (by the giant Dnieper dam)  
**Source B** says: output of electricity steadily increased.
- 4 • Sources **agree** that the Five Year Plans increased the USSR's output of coal:  
**Source A** says: new mines were opened (in Kazakhstan) to increase the output of coal  
**Source B** says: output of coal steadily increased.
- 5 • Sources **agree** that the Five Year Plans brought rapid industrialisation to USSR:  
**Source A** says: rapid industrialisation was achieved  
**Source B** says: Stalin pushed through these changes quickly.

- 6 • Only **Source A** says: cities improved with broad avenues/modern buildings/advanced subways.
- 7 • Only **Source B** says: shows workers were happy/behind Stalin/supporting his Five Year Plans.

**ES2 (5)**

**One mark for a simple comparison. Two marks for a developed comparison.**

### Section A

In answering questions in Section A, the candidates are required to carry out the appropriate process, using relevant recalled evidence.

1. The candidate describes the events of the Beer Hall Putsch of 1923 using **evidence** such as:
- 1 • Von Kahr (Governor of Bavaria) was making a speech
  - 2 • Nazi SA men surrounded the building
  - 3 • Hitler and some Nazis interrupted the meeting in the Beer Hall in Munich
  - 4 • Ludendorff present and supported Hitler
  - 5 • 25 Nazis burst in/Goering led 25 Nazis into the hall
  - 6 • Hitler climbed on a chair in the Beer Hall and fired a shot
  - 7 • Von Kahr and Bavarian leaders (Police Chief, Von Seisser and Army Chief, Von Lossow) ordered into a private room/threatened into offering support to the Nazis
  - 8 • Hitler declared a national revolution
  - 9 • Ludendorff let Von Kahr and others go once they agreed support
  - 10 • Von Kahr and other leaders withdrew support and ordered putsch to be crushed
  - 11 • Next day Hitler marched to the town centre in Munich, with 3,000 Nazis
  - 12 • Nazi supporters were forced back by troops and police
  - 13 • Hitler dislocated his shoulder and ran off
  - 14 • 16 Nazis and 3 policemen were killed
  - 15 • Hitler was later arrested.

**KU1 (4)**

2. The candidate explains why it was so difficult to oppose the Nazi Government after 1933 using **evidence** such as:
- 1 • difficulties involved in publicising their views
  - 2 • groups like the White Rose and Kreisau Circle had to meet in secret
  - 3 • little co-operation between opposition groups
  - 4 • outspoken individuals (Bonhoeffer, Niemoller) were rounded up
  - 5 • opposition leaders were arrested, put in concentration camps or killed
  - 6 • overseas assistance was lacking
  - 7 • many leaders fled from Germany
  - 8 • groups were often infiltrated by the Gestapo/spies
  - 9 • all opposition was declared illegal/banned after 1933 (Enabling Act)
  - 10 • Trade Unions were declared illegal
  - 11 • intimidation by the SS
  - 12 • fear of concentration camps
  - 13 • Nazis controlled the media
  - 14 • Nazis kept a tight control over the young
  - 15 • Nazi propaganda
  - 16 • widespread support for the Nazis
  - 17 • Nazi control of the courts
  - 18 • brutal treatment/hanging of opponents
  - 19 • rivalry between left-wing parties mean they do not unite in opposition
  - 20 • established churches provided no organised opposition.

**KU2 (4)**

## Section B

In answering question in Section B, candidates are required to carry out the appropriate process, using relevant presented evidence and recalled evidence where appropriate. Where **recall is required** in an answer this is stated in the question paper.

3. The candidate makes a balanced evaluation of **Source A** using **evidence** such as:
- contemporaneity: a secondary source but written with the benefit of hindsight
  - authorship: written by experienced/reputable historians who would have researched the German Labour Service/militarism relevant primary sources
  - content: details on the importance of militarism in Nazi Germany eg ...
  - accuracy: matches candidate's own knowledge eg ...
  - purpose: to inform people about the importance of militarism in Nazi Germany/role of Labour Service in Nazi Germany
  - limitation: only the views of two historians, which others may not agree with/omits eg ...

**ES1 (4)**

4. The candidate evaluates the degree of **agreement** between **Sources A** and **B** using **evidence** such as:
- 1 • Sources **agree** about young men having to serve on public works schemes:  
**Source A** says: every male between the ages of 18 and 25 had to do six months in public work camps  
**Source B** says: Hitler made it compulsory for 18-25 year old German men to do six months service in the Labour Service Corps
  - 2 • Sources **agree** about the Labour Corps being given jobs on public works schemes:  
**Source A** says: had to do six months in public work camps  
**Source B** says: men given work on public work schemes
  - 3 • Sources **agree** about there being military discipline in the camps:  
**Source A** says: camp discipline was semi-military  
**Source B** says: within Labour Service Corps military discipline was stressed
  - 4 • Sources **agree** that men marched with spades rather than rifles:  
**Source A** says: men drilled with spades instead of rifles  
**Source B** shows: men marching with spades instead of rifles
  - 5 • Sources **agree** that men were regarded as a militaristic labour force/ "soldiers of work":  
**Source A** says: men regarded themselves as "soldiers of work"  
**Source B** says: men were encouraged to see themselves as "soldiers of work"

- 6 • Only **Source A** mentions: camp leaders were given **ranks**
- 7 • Only **Source B** mentions: that men from the Labour Service Corps would be presented to Hitler for **inspection at the annual Nuremberg Rally.**
- 8 • Only **Source B** mentions: within the Labour Service Corps **drill** was endless.

**ES2 (5)**

**One mark for a simple comparison. Two marks for a developed comparison.**

[END OF MARKING INSTRUCTIONS]