



2011 History

Standard Grade – General

Finalised Marking Instructions

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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 and 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.
PE	indicates presented evidence is present.
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 or non-existent.
C	indicates that the candidate has simply copied presented evidence.
CO	indicates the candidate has used content only in response to an ES1 item.
NPE	indicates no presented evidence has been used.
NR	indicates no relevant recall.

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 General Level

Marks should be awarded to the candidate for:

carrying out the correct process
using relevant presented evidence
using relevant recall

Section A (Knowledge and Understanding)

All answers to items in Section A of the paper **must** make use of at least one piece of relevant recall to obtain full marks.

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.

The use of duly selected, presented evidence is permitted. Only where a candidate has **done nothing at all** with presented evidence should it then be regarded as simple copying.

Section B (Enquiry Skills)

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

At General Level the correct demonstration of **process** or application of judgement where required must be **automatically rewarded if reinforced with relevant and appropriate evidence: eg**

“This source is ^{P✓}useful as it was written during a period of great change [✓]in farming.” = 2 marks

“The two sources ^{P✓}agree that Hitler was [✓]hated.” = 2 marks ✓

“This source is not complete as it does not mention the use of poison gas.” = 2 marks ^{P✓}

“I agree that machinery improved coal mining as it increased [✓]productivity.” = 2 marks ^{P✓}

Full marks cannot be awarded if no process is demonstrated or no judgement made where this is required – do not deduct a mark as the candidate will be already penalised by not achieving the process point.

The letter “P” in the margin indicates that a process mark is available for this question: tick and award a mark once reinforced with relevant evidence.

NB: A process mark is **only** awarded in **ES1, ES2, ES4** and **ES6** and **only one process mark** can be awarded **per question**.

At General Level, in an **ES1** item, the following response is worthy of 2 marks:

“This source is useful^{P✓} as it is a primary source written at/near the time.”[✓]

“This source is reliable^{P✓} as it was written by an eye-witness.”[✓]

Content requires a specific example of presented evidence.

Accuracy/Limitation needs to be supported with valid recall.

In an **ES2** item, 1 mark is given for a simple comparison and 2 marks for a developed comparison. Examples are given in the Marking Instructions.

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 – it does not need to be reinforced, eg
“His attitude is positive/negative; sympathetic/critical” = 1 mark.

In an **ES4** item, asking candidates to put a source into its historical context, full marks cannot be awarded unless the candidate refers to evidence in the source **and** to relevant recalled evidence.

In an **ES5** item (selection of evidence) straight copying is permissible in support of or against the given issue. 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 4 marks.

In order to obtain full marks, in an **ES6** item, asking for a conclusion, the candidate must use presented evidence **and** recalled evidence. Any response based solely on presented evidence or on recalled evidence only may attract a maximum of 2 marks – even if the process is correct.

NB A response giving 3 points of recall and 1 point of presented evidence = 4 marks.
A response giving 3 points of presented evidence and 1 point of recall = 4 marks.

In the Marking Instructions, the abbreviations K1, K2, and K3 have been used to indicate the particular sub skills of the EGRC to which an individual question relates:
K1: describe; K2: explain; K3: state the importance.

The abbreviations ES1 – ES6 have similarly been used to relate to the skills of:

ES1: evaluating evidence; ES2: comparing sources; ES3: evaluating attitude; ES4: putting evidence in context, ES5: selection and organisation of evidence; ES6: providing a conclusion.

2011 History – Standard Grade

General Level

Marking Scheme

UNIT I – Context A: 1750s – 1850s
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Section A

In answering questions in Section A, candidates are required to carry out the appropriate process and may use the relevant presented evidence. In order to obtain full marks for a question, candidates **must** include recalled evidence in their answer.

1. The candidate explains why living in Scottish towns and cities led to a high death rate using **presented evidence** such as:

- 1 • drinking infected water
- 2 • eating contaminated food/food containing poisonous chemicals
- 3 • the air was polluted

and **recalled evidence** such as:

- 1 • homes were overcrowded
- 2 • houses close together/badly ventilated
- 3 • slum housing/no control over building of houses
- 4 • buildings were so high little light got into few windows/houses
- 5 • streets seldom cleaned/large dunghills near houses
- 6 • very poor sanitation/no toilets in houses
- 7 • air pollution from nearby factories
- 8 • people slept on straw on floor which attracted vermin
- 9 • some people lived in cellars which were damp
- 10 • people lived in rooms above pigsties
- 11 • dirty/unhygienic living conditions/little use of soap.

KU2 (4)

2. The candidate describes changes in the distribution of Scotland's population between 1750 and 1850 using **presented evidence** such as:

- 1 • many people left the country areas
- 2 • by 1850 half of Scotland's population lived in towns and cities

and **recalled evidence** such as:

- 1 • Highland glens were empty/people left the Highlands/Highland Clearances
- 2 • Scots began to move to the central area of Scotland between Edinburgh and Glasgow
- 3 • Highlanders moved to fishing villages on the coast
- 4 • movement from the Highlands to the Lowlands of Scotland
- 5 • depopulation in farming/rural areas in Lowland Scotland
- 6 • people moved to new industrial towns such as Airdrie
- 7 • people left the islands and moved to the mainland
- 8 • people left Scotland to move abroad.

KU1 (3)

Section B

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

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

P

- contemporaneity: primary source written at the time (when conditions on farms were changing)
- authorship: an eyewitness account of changes in farming in Scotland
- content: details of ways farm workers' conditions improved by 1850s eg ...
- accuracy: matches candidate's own knowledge, eg .../an official statistical account unlikely to be biased
- purpose: to inform the public about changes in working conditions on farms
- limitation: only applies to conditions in one parish/only gives positive view of working conditions improving/omits eg ...

ES1 (3)

4. The candidate selects evidence of **agreement** with the issue from **Source C** such as:

- 1 • farm labourers were paid good wages
- 2 • their wages are more steady than factory workers
- 3 • a growing demand for female workers
- 4 • female workers are well paid.

The candidate selects evidence of **disagreement** with the issue in **Source D** such as:

- 5 • new machines meant fewer jobs available on farms
- 6 • wages were low/fell
- 7 • had to work very long hours/12-14 hours a day
- 8 • hardship of working outside in all weathers.

ES5 (5)

Full marks cannot be obtained unless relevant evidence is selected from both sources.

5. The candidate comes to a conclusion using **presented evidence** as outlined above and **recalled evidence** such as:

For the issue

P

- 1 • new machines made many tasks easier/less physically hard work
- 2 • machines meant many jobs could now be done quickly freeing workers up to do other jobs
- 3 • new iron plough meant ploughman could plough more carefully and easily
- 4 • farm machinery not used on large scale until late 19th century, so until then there was plenty of work available
- 5 • to compete with factories farmers had to increase labourers' wages
- 6 • more regular female work provided additional family income.

Against the issue

- 7 • some farm machinery led to accidents
- 8 • much work remained manual, involving back breaking work
- 9 • clearing stones and lifting potatoes were hard manual tasks
- 10 • many farm labourers reduced to poverty/begging/relying on poor relief
- 11 • much of the work was seasonal/few jobs to be done in winter so workers laid off
- 12 • younger labourers were hired day by day/no work for many day labourers
- 13 • shepherds still lived a lonely life with their flock of sheep
- 14 • many farm labourers forced to move away to find work in dirty mill towns
- 15 • often the whole family had to work to make ends meet.

ES6 (4)

Answers based on presented evidence only or on recalled knowledge only merit a maximum of two marks.

Section A

In answering questions in Section A, candidates are required to carry out the appropriate process and may use the relevant presented evidence. In order to obtain full marks for a question, candidates **must** include recalled evidence in their answer.

1. The candidate explains why unhealthy living conditions led to a high death rate using **presented evidence** such as:

- 1 • the houses were overcrowded
- 2 • beds were rare/people slept on the floor in their work clothes
- 3 • water supplies were poor/a single pipe provided water for one or more closes

and **recalled evidence** such as:

- 1 • large dung hills/streets seldom cleaned
- 2 • open sewers
- 3 • lack of ventilation
- 4 • rickets caused by lack of sunlight
- 5 • TB/chest problems caused by dampness
- 6 • typhus caused by poor personal hygiene/lice
- 7 • typhoid caused by lack of clean water
- 8 • cholera caused by lack of clean water
- 9 • dysentery and diarrhoea caused by lack of cleaning facilities
- 10 • slum housing/little control over building of houses
- 11 • poor sanitation/no toilets in houses
- 12 • air pollution from nearby factories.

KU2 (4)

2. The candidate describes changes in the distribution of Scotland's population between 1830 and 1930 using **presented evidence** such as:

- 1 • people were leaving country areas
- 2 • most people were living in the Central Belt/across central Scotland

and **recalled evidence** such as:

- 1 • people moved to work in the industrial towns eg, Dundee, Glasgow
- 2 • people left the Borders to move to the cities and towns
- 3 • the Highlands depopulated/almost all was deserted/movement from the Highlands to the Lowlands of Scotland
- 4 • people moved to the mainland away from the islands
- 5 • Highland people moved to fishing villages on the coast eg Helmsdale, Bettyhill
- 6 • people left Scotland to move abroad
- 7 • people moved to the suburbs with the expansion of railways.

KU1 (3)

Section B

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

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

P

- contemporaneity: primary source written at/near the time (when conditions in coal mines were changing)
- authorship: an eye-witness account: first hand experience of conditions for workers in coal mines
- content: details on reasons why conditions in coal mines were improving eg ...
- accuracy: matches candidate's own knowledge eg .../possible exaggeration eg ...
- purpose: to inform about changes in working conditions in mines
- limitation: content only refers to the period up to 1896/only gives positive view of changes in working conditions in coal mines/omits eg ...

ES1 (3)

4. The candidate selects evidence of **agreement** with the issue from **Source C** such as:

- 1 • there has been progressive improvement in the safety of mines
- 2 • the health of the miners has improved
- 3 • there are fewer cases of "Black Spit" (than 20 years ago).

The candidate selects evidence of **disagreement** with the issue from **Source D** such as:

- 4(a) • new technology has caused more risks
- 4(b) • deeper mines increased risks
- 5 • early equipment and machines were often dangerous and unreliable
- 6 • fatal accidents are not uncommon
- 7 • in 1909 ten men were killed in Ayrshire.

ES5 (5)

Full marks cannot be obtained unless relevant evidence is selected from both sources.

5. The candidate comes to a conclusion using **presented evidence** such as that given above and **recalled evidence** such as:

For the issue

P

- 1 • new machines provided easier work/machines were easier to operate
- 2 • cages prevented accidents on ladders/dangling on ropes
- 3 • the Davy lamp improved safety
- 4 • wagonways used underground helped the movement of coal
- 5 • steam and electrical power for drainage reduced the risk of flooding
- 6 • ventilation fans made work safer
- 7 • metal or concrete pit props reduced the risk of cave-ins
- 8 • electric lighting improved visibility
- 9 • wire rope/better lifting apparatus made it easier to get coal out
- 10 • mechanical conveyer belts made coal extraction easier
- 11 • pit ponies pulled wagons of coal instead of putters
- 12 • gelignite used with a fuse instead of gun powder
- 13 • Mines Act 1842 prevented women and children from working down the mines – improved safety
- 14 • 1850 – Mine Inspectors appointed – improved safety
- 15 • 1860 – boys under 12 forbidden to go underground
- 16 • 1862 – mines must have at least two exits
- 17 • 1872 – mine managers required a certificate – improved safety
- 18 • from 1894 – minimum wage for miners
- 19 • 1909 – 8 hour day introduced for miners/1917 – 7 hour day
- 20 • 1911 – baths at pit heads.

Against the issue:

- 21 • the threats of roof falls, cave-ins and explosions were ever present
- 22 • mining remained a mainly manual occupation/machines did not replace picks and shovels until well into the 20th century
- 23 • miners continued to work long hours
- 24 • British mines were slow to modernise/use new technology.

ES6 (4)

Answers based on presented evidence only or on recalled knowledge only merit a maximum of two marks.

UNIT I – Context C: 1880s – Present Day

Section A

In answering questions in Section A, candidates are required to carry out the appropriate process and may use the relevant presented evidence. In order to obtain full marks for a question, candidates **must** include recalled evidence in their answer.

1. The candidate explains why unhealthy living conditions led to a high death rate in Scotland's towns and cities using **presented evidence** such as:

- 1 • less than half of Scotland's population had a fixed bath
- 2 • poor sanitation/widespread use of chamber pots encouraged disease
- 3 • people living in one-room houses 3 times more likely to die of tuberculosis

and **recalled evidence** such as:

- 1 • many tenements only had cold water taps
- 2 • TB made worse because tenements often damp/dirt in tenements helped spread TB
- 3 • tenements had shared toilets
- 4 • sewerage/drainage poor
- 5 • rickets caused by lack of sunlight
- 6 • lack of facilities for washing clothes
- 7 • houses were cheaply built and of a poor standard
- 8 • private landlords did not make repairs eg toilets
- 9 • street rubbish/middens at back encouraged vermin
- 10 • air pollution from nearby factories.

KU2 (4)

2. The candidate describes how the distribution of Scotland's population changed between 1880 and 1980 using **presented evidence** such as:

- 1 • many people were leaving the country areas
- 2 • most people were living in Central Belt/across central Scotland

and **recalled evidence** such as:

- 1 • most of Highland Scotland was deserted
- 2 • movement to industrial towns and/or cities eg Glasgow, Dundee etc
- 3 • movement from the Borders to cities and towns
- 4 • movement out of cities to New Towns eg East Kilbride, Glenrothes.
- 5 • movement from city centres to new estates in suburbs/edges of city eg Craigmillar, Easterhouse, Sighthill, Wester Hailes
- 6 • late 20th century saw movement from urban to rural areas
- 7 • movement to Aberdeen/NE of Scotland due to oil industry
- 8 • people moved to the mainland away from the islands
- 9 • people left Scotland to move abroad.

KU1 (3)

Section B

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

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

P

- contemporaneity: primary source written at/near the time (when women were involved in the war effort)
- authorship: an eyewitness account/a politician who would know details of the extent of women's role in wartime
- content: details on how women's employment changed eg ...
- accuracy: matches candidate's own knowledge, eg ... possible exaggeration, eg ...
- purpose: to inform the public about the changes in women's employment
- limitation: only gives a positive view of changes in women's employment/omits eg ...

ES1 (3)

4. The candidate selects evidence of **agreement** with the issue from **Source C** such as:

- 1 • they have not been confined to nursing
- 2 • they have taken the place of men in the factories
- 3 • women have become postmen/policemen
- 4 • women have come into the office

The candidate selects evidence of **disagreement** with the issue from **Source D** such as:

- 5 • they still did not receive as much pay as men even for doing the same job
- 6 • they could not expect promotion above a man
- 7 • when the war finished many married women were sacked
- 8 • those (women) in a job saw their wages cut.

ES5 (5)

Full marks cannot be obtained unless relevant evidence is selected from both sources.

5. The candidate comes to a conclusion using **presented evidence** such as that given above and **recalled evidence** such as:

For the issue

P

- 1 • women had proved they could work in factories as well as men
- 2 • the First World War made it more acceptable for women to work
- 3 • improved working conditions for women eg canteens, nurseries etc
- 4 • women's wages did rise during wartime
- 5 • many women preferred the hours, wages and freedom of factory work rather than more traditional employment eg domestic service
- 6 • women worked in a range of industries eg munitions, land army etc
- 7 • some women were promoted/given more responsibility
- 8 • women gained new skills which helped some keep their jobs
- 9 • high number of war dead and wounded left jobs open for women after the war.

Against the issue

- 10 • returning soldiers demanded their jobs back
- 11 • old attitudes of male breadwinners/women as housewives and mothers remained
- 12 • many women forced to return to old jobs eg domestic service after the war
- 13 • some employers removed improved conditions to discourage women workers eg nurseries
- 14 • new inventions such as the typewriter/telephone/radio opened up job opportunities for women after the war
- 15 • 1919 Sex Discrimination Act made it illegal to sack women on the basis of gender alone
- 16 • better birth control/Marie Stopes Clinics allowed women to plan families better and follow a career.

ES6 (4)

Answers based on presented evidence only or on recalled knowledge only merit a maximum of two marks.

Section A

In answering questions in Section A, candidates are required to carry out the appropriate process and may use relevant presented evidence. In order to obtain full marks for a question, candidates **must** include recalled evidence in their answer.

1. The candidate assesses the importance of posters like **Source A** in encouraging men to join up in 1914 using **presented evidence** such as:

- 1 • many posters appealed to conscience (eg “Daddy, what did you do in the Great War?”)
- 2 • other posters promised a great adventure
- 3 • other posters appealed to a sense of duty

and **recalled evidence** such as:

- 1 • appeals to patriotism
- 2 • desire for excitement/combat portrayed as glorious
- 3 • desire to escape boring or monotonous jobs/lives/secure steady wage
- 4 • propaganda detailing German atrocities in Belgium
- 5 • guarantees of training/staying with your friends (Pals’/Chums’ battalions)
- 6 • pressure from friends/relatives
- 7 • men not in uniform were pressured by girlfriends/strangers/white feathers
- 8 • influence of newspaper articles
- 9 • pressure at public events (eg football matches, music halls)
- 10 • influence of parades/official recruitment activities.
- 11 • short war expected (“Over by Christmas” 1914) and didn’t want to miss out.

KU3 (4)

2. The candidate describes how conscientious objectors were treated during the First World War using **presented evidence** such as:

- 1 • people called them cowards/nicknamed them “conshies”
- 2 • many sent to front as stretcher bearers/faced same risks as regular soldiers

and **recalled evidence** such as:

- 1 • subjected to ridicule/verbal abuse/white feathers
- 2 • newspaper campaigns against them (eg articles or cartoons attacking conscientious objectors)
- 3 • many conscientious objectors were beaten/physically assaulted
- 4 • military tribunals/courts martial
- 5 • some accepted non-combat duties (eg ambulance drivers)
- 6 • imprisonment of absolutists/pacifists
- 7 • harsh treatment in prison (eg hard labour, solitary confinement, removal of clothes, uncooked food)
- 8 • some died as a result of their treatment in prison.

KU1 (3)

Section B

In answering questions in Section B, candidates are required to carry out the appropriate process and to use 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 C** using **evidence** such as:

P

- contemporaneity: a primary source written from memory/as a memoir/looking back at/near the time (when the First World War had just begun)
- authorship: eyewitness account: first hand experience
- content: details attitude towards outbreak of war, eg ...
- accuracy: matches candidate's own knowledge, eg ...
- purpose: to show the enthusiasm at the outbreak of war/why the outbreak of war was popular
- limitation: only the opinion of one person, others could differ/doesn't mention other (negative) attitudes eg .../omits eg ...

ES1 (3)

4. The candidate compares **Sources C** and **D** using **evidence** such as:

P

- 1 • Sources **disagree** about the length of the war:
Source C says: (newspapers predicted) a very short war/over by Christmas (1914) at the latest
Source D says: war drags on/none of us can see an end to it
- 2 • Sources **disagree** about support for the war:
Source C says: (I was caught up in) the excitement of it all/everyone was so happy
Source D says: we all hate it (here)
- 3 • Sources **disagree** about soldiers enjoying the experience:
Source C says: (it felt like the beginning of) a great adventure
Source D says: (the trenches are) hell on earth/I want out of this madness
- 4 • Sources **disagree** about soldiers' attitude towards fighting the Germans:
Source C says: everyone was...desperate to get to the front (and take on the Germans)
Source D says: I want to go home – we all do
- 5 • Only **Source D** mentions: the effects of trench conditions on morale (wet and muddy and usually cold).

ES2 (4)

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

P

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

- 1 • diseases very common in the trenches
- 2 • men crowded together in unhygienic muddy conditions
- 3 • constant strain of noisy shellfire/explosions/gunfire led to shellshock

and **recalled evidence** such as:

- 1 • terrible smell in the trenches/rotting corpses
- 2 • discomfort caused by lice/flies
- 3 • lack of proper washing facilities/latrines
- 4 • lack of fresh/clean drinking water
- 5 • problems caused by disease such as trench foot/trench mouth or trench fever
- 6 • unpleasant weather (eg could be extremely warm in summer)
- 7 • food was monotonous
- 8 • danger of poison gas
- 9 • danger of repairing trenches/threat of snipers/being caught on barbed wire
- 10 • coping with seeing friends wounded or killed
- 11 • exhausted due to lack of sleep/all the hard work
- 12 • nuisance of rats searching for food.

ES4 (4)

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

Section A

In answering questions in Section A, candidates are required to carry out the appropriate process and may use relevant presented evidence. In order to obtain full marks for a question, candidates **must** include recalled evidence in their answer.

1. The candidate assesses the importance of propaganda posters in encouraging people to support the war effort using **presented evidence** such as:

- 1 • women were encouraged to work in factories/munitions
- 2 • older men were encouraged to volunteer as air raid wardens
- 3 • young women especially were asked to take the place of men in vital war work like farming

and **recalled evidence** such as:

- 1 • housewives were asked not to waste food/“Dig for Victory”
- 2 • propaganda encouraged men to join armed forces
- 3 • propaganda encouraged women to join armed forces eg Wrens, WAAF etc
- 4 • propaganda to beware of spies, fifth columnists etc
- 5 • encouraged evacuation of children/asked people to take in evacuees etc
- 6 • urged people to be cautious about what they say
- 7 • direction of labour eg Bevin Boys
- 8 • encouraged people to assist in Civil Defence eg Red Cross, fire watchers
- 9 • kept up morale.

KU3 (4)

2. The candidate describes how the Berlin Blockade affected the people of Berlin using **presented evidence** such as:

- 1 • by January 1949 Berlin was down to between two and three weeks' of food
- 2 • only 2% of the population was desperate enough to go (east)

and **recalled evidence** such as:

- 1 • by January 1949 Berlin was down to one week's supply of coal/fuel
- 2 • Berliners had no warning of blockade so had little chance to stockpile food or fuel
- 3 • difficulty in obtaining everyday items eg soap, clothing etc
- 4 • Berlin needed 4,000 tons of supplies per day to survive
- 5 • increased tension between USSR and West (Berlin was on front line of Cold War)
- 6 • cut off communications between East and West.

KU1 (3)

Section B

In answering questions in Section B, candidates are required to carry out the appropriate process and to use 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 C** using **evidence** such as:

P

- contemporaneity: a primary source written at the time (of the bombing of Hiroshima/end of the Second World War)
- authorship: well informed account from a member of the American government/eyewitness
- content: details of the attitudes of the Americans/Japanese eg ...
- accuracy: matches candidate's own knowledge eg...
- purpose: to inform about why bombing Hiroshima was a mistake/why A Bomb should not have been used
- limitation: only the opinion of one man,/most other people had a different view at the time/doesn't mention reasons for bombing Japan, eg .../omits eg ...

ES1 (3)

4. The candidate compares **Sources C** and **D** using **evidence** such as:

P

- 1 • Sources **disagree** that using the atomic bomb was right:
Source C says: using the atomic bomb was a mistake
Source D says: using the atomic bomb was justified
- 2 • Sources **disagree** that the bomb helped end the war sooner:
Source C says: using this barbarous weapon on Hiroshima and Nagasaki was of no real help in our war against Japan
Source D says: I have no doubt Hiroshima and Nagasaki made them surrender sooner
- 3 • Sources **disagree** that Japan was ready to surrender:
Source C says: the Japanese were already defeated and ready to surrender
Source D says: the Japanese government had decided to fight on to the last man
- 4 • Sources **disagree** about the saving/loss of lives:
Source C says: it was all a dreadful waste of life
Source D says: the bomb saved the lives of thousands of prisoners as well as Allied servicemen
- 5 • Only **Source C** mentions: conventional bombing was increasingly effective.

ES2 (4)

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

5. The candidate evaluates the completeness of **Source E** to describe the use of new technology in the Second World War using **presented evidence** such as:

P

- 1 • one of the most important weapons of World War 2 was the tank
- 2 • develop effective weapons to use against the tank such as the anti-tank gun
- 3 • the atomic bomb killed hundreds of thousands

and **recalled evidence** such as:

- 1 • development of infantry weapons to use against the tank eg the bazooka
- 2 • use of radar to detect enemy aircraft
- 3 • improvements in aircraft design eg Spitfire, jet fighters, heavy bombers
- 4 • anti-aircraft guns to shoot down planes
- 5 • search lights to detect aircraft at night
- 6 • bouncing bombs against dams/incendiary/high explosive bombs
- 7 • V1/V2 rockets which could reach London and other long range targets
- 8 • ULTRA decoding machine
- 9 • Sonar to defeat submarines
- 10 • OBOE radar used as a beacon by British bombers/to find targets.

ES4 (4)

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

UNIT III – Context A: USA 1850 – 1880

Section A

In answering questions in Section A, candidates are required to carry out the appropriate process and may use relevant presented evidence. In order to obtain full marks for a question, candidates **must** include recalled evidence in their answer.

1. The candidate explains why settlers moved West using **presented evidence** such as:

- 1 • desire for good farmland
- 2 • bringing civilisation to the wilderness

and **recalled evidence** such as:

- 1 • government publicity encouraging people to move/Homestead Act
- 2 • fulfilling Manifest Destiny/making the American Dream a reality
- 3 • searching for gold/"gold rush"
- 4 • looking for a better way of life
- 5 • religious freedom
- 6 • civilise the native Americans
- 7 • looking for adventure
- 8 • seeking employment.

KU2 (3)

2. The candidate assesses the importance of the events at Fort Sumter using **presented evidence** such as:

- 1 • the Confederates opened fire on naval expedition
- 2 • the attack started an outburst of patriotic fever/support in the North

and **recalled evidence** such as:

- 1 • General Beauregard demanded surrender of the fort
- 2 • battle was bloodless – no lives lost
- 3 • Northern States were opposed to slavery/southern states depended on it
- 4 • slavery was seen by many as the chief cause of the war
- 5 • disagreement over tariffs
- 6 • secession/southern states wanted to opt out
- 7 • Northern States wanted to preserve the union
- 8 • election of Lincoln seen as the last straw
- 9 • leaders unwilling to compromise.

KU3 (3)

Section B

In answering questions in Section B, candidates are required to carry out the appropriate process and to use 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 identifies the attitude of the author of **Source C** towards the Black Codes using **evidence** such as:

- 1 • **(holistic)**: there were **positive and/or negative** features of the Black Codes
- 2 • **pleased** that they could go to school/enter into legal marriage (“it was great...”)
- 3 • **unhappy** that they could not vote (“it was terrible...”)
- 4 • believed it **unfair** that penalties were worse for law breaking (“was not fair”).

ES3 (3)

4. The candidate compares **Sources C** and **D** using **evidence** such as:

P

- 1 • Sources **agree** that black Americans could now sue in court:
Source C says: they were allowed to sue in court
Source D says: did have the power to sue in court
- 2 • Sources **agree** about black Americans being able to get legally married:
Source C says: (allowed to) enter into legal marriage
Source D says: they were able to legally marry
- 3 • Sources **agree** that black Americans could not bear arms:
Source C says: they were not allowed to bear arms
Source D says: they were prohibited from bearing arms
- 4 • Sources **agree** about black Americans having restrictions on job opportunities:
Source C says: in South Carolina they were restricted to agriculture and domestic service
Source D says: they were stopped from working in various jobs other than farming or manual labour
- 5 • Sources **agree** that black Americans could own property:
Source C says: black Americans were given the right to own property
Source D says: black Americans did have the power to sue in court and also own property
- 6 • Only **Source C** mentions that black Americans were restricted from voting
- 7 • Only **Source C** mentions that black Americans were given heavier penalties for law breaking.

ES2 (4)

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

Section A

In answering questions in Section A, candidates are required to carry out the appropriate process and may use relevant presented evidence. In order to obtain full marks for a question, candidates **must** include recalled evidence in their answer.

1. The candidate assesses the importance of Muslim Direct Action in bringing about independence using **presented evidence** such as:

- 1 • the killings convinced the British that governing India was impossible
- 2 • unless there was an independent Muslim state India would be destroyed in a civil war

and **recalled evidence** such as:

- 1 • Lord Mountbatten was sent out to negotiate independence
- 2 • no alternative but to grant Partition
- 3 • British army was stretched to control the violence
- 4 • Muslims had given up on constitutional methods/everything else had failed
- 5 • caused major riots eg in Calcutta
- 6 • Congress reluctantly agreed to Partition
- 7 • won wider support from Muslims
- 8 • Jinnah saw it as successful
- 9 • it further divided Hindus and Muslims.
- 10 • Britain reassessing Empire due to domestic/economic reasons.

KU3 (3)

2. The candidate explains why Partition led to violence using **presented evidence** such as:

- 1 • Hindu and Muslim communities in India were divided by their beliefs and practices
- 2 • leaders of the Muslim league would fight a civil war rather than accept the transfer of power to the Hindu majority
- 3 • the Muslim minority believed it had to fight for its very existence

and **recalled evidence** such as:

- 1 • Gandhi was no longer influential
- 2 • religious minorities in both states (Sikhs and Hindus in Pakistan and Muslims who had hoped to be in Pakistan were still in India)
- 3 • religious minorities had land/property/businesses seized
- 4 • ethnic killing and reprisals
- 5 • terrified crowds
- 6 • communities in the Punjab torn apart
- 7 • movement of masses of people caused problems.

KU2 (3)

Section B

In answering questions in Section B, candidates are required to carry out the appropriate process and to use 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 identifies the attitude of the author of **Source C** towards the caste system using **evidence** such as:

- 1 • **(holistic): is critical/is negative/is against** it
- 2 • **feels** it is **not fair/wrong** that Hindus are born into a caste society (“it is unfair”)
- 3 • **sad** that it divides Indian society (“sadly...”)
- 4 • **believes** that it **prevents equality/unity**. (“never equal...not be united”)

ES3 (3)

4. The candidate compares **Sources C** and **D** using **evidence** such as:

- 1 • The sources **agree** about being born into a caste:
Source C says: Hindus/they are born into a caste society
Source D says: Hindus/they are born into a system which divides them into 4 castes
- 2 • The sources **agree** that the system divides them:
Source C says: it divides Indian society
Source D says: it divides them into 4 castes
- 3 • The sources **agree** about how it prevents society from being equal:
Source C says: until it is destroyed Indians will never be equal
Source D says: prevent Indians from being equal
- 4 • The sources **agree** they cannot be united:
Source C says: the country will not be united
Source D says: they will never take united action
- 5 • Only **Source D** mentions that Muslims believe everyone is born equal.

ES2 (4)

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

P

Section A

In answering questions in Section A, candidates are required to carry out the appropriate process and may use relevant presented evidence. In order to obtain full marks for a question, candidates **must** include recalled evidence in their answer.

1. The candidate explains why the Tsar was so powerful using **presented evidence** such as:

- 1 • the Tsar was an autocrat/rule by one man
- 2 • the Tsar controlled elections to the Duma

and **recalled evidence** such as:

- 1 • no political parties were allowed
- 2 • trade unions were forbidden
- 3 • ministers were chosen by the Tsar (but he did not have to take their advice)
- 4 • vast number of officials administered the country for the Tsar/maintained Tsarist regime
- 5 • the people did not have the freedom to say or do as they wanted/censorship
- 6 • the secret police (Okhrana) spied on the people to keep them in line
- 7 • troublemakers were arrested and exiled to Siberia
- 8 • the police and the army kept strict order and were loyal to the Tsar
- 9 • the Russian Orthodox Church taught people to respect the Tsar and obey him.

KU2 (3)

2. The candidate assesses the importance of the First World War in causing suffering for Russian civilians using **presented evidence** such as:

- 1 • the supply of goods for civilian market fell/little for peasants to buy
- 2 • state tried to keep soldiers well equipped and adequately fed at expense of civilians

and **recalled evidence** such as:

- 1 • food shortages
- 2 • appalling working conditions in factories (long hours and compulsory overtime)
- 3 • fuel shortages/extremely low temperatures in winter caused great suffering
- 4 • high inflation/prices rose much faster than wages
- 5 • military defeats lowered morale/royal family seemed out of touch
- 6 • huge numbers of casualties/every family suffered personal loss
- 7 • fewer peasants to cultivate the land/more work for those left behind
- 8 • transport system collapsed/animals often taken from peasants for war effort.

KU3 (3)

Section B

In answering questions in Section B, candidates are required to carry out the appropriate process and to use 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 identifies the attitude of the author towards treatment of peasants during collectivisation in **Source C** using **evidence** such as:
- **(holistic)**: has a **negative** attitude/is **against** the harsh treatment of the peasants/is **critical**
 - **stunned/taken back/horrified** to see women weeping hysterically (“I was shocked”)
 - **pitied** the peasants (who had been rounded up) (“I felt sorry for them”)
 - **opposed** this suffering/**believed** suffering **served no purpose** (“could not support/... pointless”) **ES3 (3)**
4. The candidate compares **Sources C** and **D** using **evidence** such as:
- P**
- Sources **agree** that female peasants were extremely distressed by the experience:
Source C says: women weeping hysterically
Source D says: women wailed
 - Sources **agree** that soldiers helped officials enforce collectivisation:
Source C says: guarded by soldiers
Source D says: (local officials often with) soldiers went into the villages and rounded up peasants
 - Sources **agree** that the aim (of collectivisation) was to eliminate/liquidate the Kulaks:
Source C says: this was liquidation of the Kulaks
Source D says: the Kulaks must be liquidated as a class
 - Sources **agree** that land was forcibly taken away from peasants during collectivisation:
Source C says: torn away from their farms
Source D says: driven from their homes/property confiscated
 - Only **Source C** says: peasants were shipped off to some distant labour camp
 - Only **Source D** says: women were insulted (by the collectivisers). **ES2 (4)**

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

UNIT III – Context D: Germany 1918 – 1939

Section A

In answering questions in Section A, candidates are required to carry out the appropriate process and may use relevant presented evidence. In order to obtain full marks for a question, candidates **must** include recalled evidence in their answer.

1. The candidate assesses the importance of hyperinflation in causing hardship for the German people using **presented evidence** such as:

- 1 • decline in people's health, especially in towns
- 2 • pensioners and middle class could not afford rising prices

and **recalled evidence** such as:

- 1 • death rate increased/deaths from hunger
- 2 • money became worthless causing great suffering
- 3 • working class suffered a fall in their standard of living
- 4 • workers had to rush to spend their wages before prices went up
- 5 • people's savings in the bank lost their value causing hardship
- 6 • people sold items of value to buy necessities to survive
- 7 • those on fixed benefits, eg unemployed, suffered badly
- 8 • many people were reduced to poverty due to soaring prices
- 9 • people couldn't afford fuel and suffered from the cold
- 10 • people couldn't afford soap so cleanliness suffered
- 11 • barter for goods as money was worthless
- 12 • wealthier found it hard to adapt as unused to hardship/poverty.

KU3 (3)

2. The candidate explains why the Hitler Youth Movement was popular with youngsters in Nazi Germany using **presented evidence** such as:

- 1 • allowed boys to get together with other boys/to go camping and hiking
- 2 • enjoyed taking part in parades/made them feel important

and **recalled evidence** such as:

- 1 • enjoyed the friendship/companionship of group activities
- 2 • liked the music/songs of Hitler Youth
- 3 • attracted by the uniform and badges
- 4 • impressed by the flags/insignia
- 5 • some enjoyed the drill and military activities
- 6 • made them feel patriotic
- 7 • liked the feeling of belonging to an organisation
- 8 • enthusiastic about the sporting activities
- 9 • were proud to serve Hitler – the Führer
- 10 • pleased they were playing a part in rebuilding Germany.
- 11 • opportunities for adventure
- 12 • enjoyed learning new skills eg first aid/cooking
- 13 • freedom from parental control.

KU2 (3)

Section B

In answering questions in Section B, candidates are required to carry out the appropriate process and to use 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 identifies the attitude of the author of **Source C** towards the treatment of the Jews during Kristallnacht using **evidence** such as:

- 1 • **(holistic)**: author has a very **negative/critical** attitude/is **against**
- 2 • **frightened /horrified** by attacks on Jews (“terrifying attacks”)
- 3 • **ashamed** of the behaviour he had witnessed/**sickened** by the attacks/**thinks** it’s the **worst** attack (“nothing as sickening as this”)
- 4 • **surprised/upset/amazed/disbelief** that the police had done nothing to stop the violence (“incredibly...”).

ES3 (3)

4. The candidate compares **Sources C** and **D** using **evidence** such as:

P

- 1 • Sources **agree** that gangs of Nazis were responsible for the attacks on the Jews:
Source C says: gangs of Nazi hooligans took part in the terrifying attacks on Jews
Source D says: Jews were chased by gangs of young Nazis
- 2 • Sources **agree** that Jewish shops were wrecked:
Source C says: streets were littered with wreckage of Jewish shops
Source D says: Jewish shops were smashed
- 3 • Sources **agree** that Jewish synagogues were set on fire:
Source C says: synagogues were gutted by flames
Source D says: its impossible to say how many synagogues may have been burned
- 4 • Sources **agree** that the police did nothing to stop the trouble:
Source C says: no attempt was made by the police to stop the rioters
Source D says: during the entire day hardly a policeman was to be seen
- 5 • Only **Source D** mentions that Jews were arrested
- 6 • Only **Source D** mentions that the widespread destruction did not begin seriously until the afternoon.

ES2 (4)

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

[END OF MARKING INSTRUCTIONS]