

2005 History

Standard Grade – Credit Level

Finalised Marking Instructions

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments.

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.

No half marks can be awarded.

All of the candidates' 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 simply copied presented evidence.
PE	presented evidence is present (useful in an ES5 item).
CO	candidate has used content only in response to an ES1 item

NR indicates no relevant recall.
NPE indicates no presented evidence has been used.
NB indicates no balance has been provided.

(NB: A tick in the right hand margin indicates that a misplaced part of an answer has been read.
Marks are no longer deducted for badly written or illegible 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.

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 18th 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

In an ES2 question 1 mark is given for a simple comparison and 2 marks for a developed point. 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.

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.

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**.

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.

2005 History - Standard Grade

Credit Level

Marking Scheme

UNIT I – Context A: 1750s – 1850s

Section A

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

1. The candidate assesses the importance of cholera as a public health problem using **evidence** such as:

- disease became an epidemic – spreading all over Britain
- 1831-32 epidemic claimed 10,000 lives in Scotland – more in England
- further epidemics occurred in 1848-49 and 1853-54
- symptoms were dreadful – often ending in a painful death
- general ignorance of the cause – miasmatic theory preferred
- real cause, infected drinking water, not understood

and other possible evidence such as:

- health risks from killing animals in the street
- health risks from eating diseased meat/contaminated food
- other diseases existed: typhoid; typhus; TB etc
- overcrowding/poor living conditions caused problems
- poor water supply was major problem
- lack of sewerage caused sanitation problems
- lack of washing facilities
- ignorance of bacteria/sepsis

KU3 (5)

2. The candidate describes in what ways the 1832 Reform Act improved democracy in Scotland using **evidence** such as:

- men paying rates at £10.00 pa, given the vote
- in counties votes given to men owning land worth £10.00 pa
- vote extended to men renting land @ £50.00 pa
- 1 in 8 Scots men could now vote
- 8 more MPs in Scotland
- parchment barons eliminated in Scotland
- more men could vote

KU1 (3)

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 a balanced evaluation of **Source A** using **evidence** such as:

- contemporaneity: primary source written at the time of changes in textile manufacturing
- authorship: eyewitness report from a contemporary observer
- content: details of the use of new textile machinery
- accuracy: factual account, matching candidate's presented evidence
- purpose: to comment on textile changes/support use of new machinery
- limitation: possible biased account – in favour of machinery/factory production

ES1 (4)

4. The candidate identifies evidence **for the issue** that changes in textile manufacture brought benefits for Scots such as:

Source A

- answered a growing demand for textiles
- material was supplied for export/trade
- textiles were needed for domestic use
- new machinery provided easy work
- employment was provided
- brought in money for poor families
- eased financial pressures on large families

Source B

- machine spinning was easily learned
- supplied work for the young
- created work for weavers

Source C

- produced a more efficient work force
- could provide reasonable conditions (at New Lanark)
- many mills were built – providing employment

The candidate identifies evidence **against the issue** such as:

Source A

- young children (9-12 year olds) were used

Source B

- brought about discipline at work
- brought about an alien world for many
- created a hostile environment
- created dust which could cause TB
- employed cheap labour (wages were low)

Source C

- tried to produce an obedient workforce
- factory work could be unappealing (especially in small country mills)
- conditions were disagreeable in the urban mills of Paisley and Glasgow

ES5 (6)

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

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

For the issue

- clothing produced for the growing population
- wealth created for further investment
- replaced often inefficient and unproductive domestic system
- employed children from orphanages and poor houses
- Arkwright's water frames and Crompton's mules were machines which required little skill
- machinery was operated by water or steam power – not human labour
- factories often offered accommodation for workers
- factory work was better than begging/being homeless
- factory wages were regular and better than elsewhere
- New Lanark regime offered education/co-operative shopping/no physical punishment

Against the issue

- low wages paid to child workers
- machines caused unemployment among skilled workers (hand-loom weavers)
- factory conditions were often harsh
- long hours
- insufficient meal times/rest breaks/toilet breaks/machinery kept going without a cease
- severe punishments/beatings from overseers
- fines for slightest 'offence'
- frequent accidents from unguarded machinery or tiredness
- deafness caused by noise of machinery
- hostile environment: humid; lack of ventilation
- worker combinations were forbidden
- workers laid off when there was no work available

ES6 (5)

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

UNIT I – Context B: 1830s – 1930s

Section A

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

1. The candidate assesses the importance of cholera as a public health problem using **evidence** such as:

- were 4 epidemics: 1831-32; 1848-49; 1853-54; 1866-67
- struck with enormous speed
- were thousands of deaths
- up to 50% fatalities amongst those contracting the disease
- was no respecter of social class – rich died as well as poor
- dreadful symptoms – ending in a painful death
- general ignorance of the cause – miasmatic theory
- no understanding of real cause – infected drinking water
- cholera was easily caught by touch/washing victim/drinking contaminated water

and other possible evidence such as:

- other killer diseases existed: typhoid; typhus; TB; scarlet fever; diphtheria and smallpox
- widespread overcrowding
- poorly constructed housing: damp; ill ventilated
- lack of cleanliness: lice spread disease
- inadequate supplies of clean water
- lack of personal hygiene: no soap; changes of clothing
- lack of street paving, drainage etc
- lack of sewerage/existence of cess pits
- vermin spread disease
- unhealthy diet/lack of nutrition/lowered resistance/caused rickets
- lack of medical knowledge/germ theory not known till Pasteur in 1867
- poor hospital facilities/lack of doctors and nurses
- medical care was expensive and many could not afford it
- government laissez faire policy/few public health laws passed

KU3 (5)

2. The candidate describes the 1918 Reform Act using **evidence** such as:

- gave the vote to all men over the age of 21
- eliminated previous male voting inconsistencies
- male servants; soldiers in barracks; sons at home could now vote
- gave women the vote for the first time
- gave the vote to women over the age of 30
- women voters had to be householders or married to householders or graduates
- nearly trebled the electorate to 21 million
- more men/people could vote

KU1 (3)

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 a balanced evaluation of **Source A** using **evidence** such as:
- contemporaneity: primary source written at the time of developments in the coalmining industry
 - authorship: eyewitness report from a contemporary observer
 - content: useful evidence on conditions in Alloa
 - accuracy: factual account matching candidates presented evidence
 - purpose: to comment on conditions in a coal-mining area
 - limitation: only one person's view/in one area/possible bias

ES1 (4)

4. The candidate identifies evidence **for the issue** that coalmining brought benefits for the Scots such as:

Source A

- provided work for the whole family

Source B

- answered a growing demand for coal
- coalmining became a large industry
- new and deeper pits (jobs always available)
- employed a lot of people

Source C

- high wages could be earned
- many worked only 5 days
- pay nearly double that of farm workers

The candidate identifies evidence **against the issue** such as:

Source A

- very late shifts worked
- child care for miners' families was unsatisfactory
- heavy work for women
- women suffered/reduced to tears

Source B

- coalmining towns were often overcrowded

Source C

- miners lived in squalor/houses were often filthy
- some miners expected to work a 6 day week
- women workers had no time or energy to do housework

ES5 (6)

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

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

For the issue

- coalmining was the basis of the Scottish economy
- mine owners became rich
- technological change made some jobs easier/safer
- coal was used to heat homes, light streets etc
- coal enabled other industries to thrive and employ Scots workers
- miners' jobs were relatively secure
- coalmining families received free coal/sometimes accommodation
- coalmining towns were often caring communities

Against the issue

- mining was dangerous for the workers
- technological change/deeper pits brought more problems
- accidents were common: flooding; explosions; rock falls
- coal dust caused lung diseases
- laissez faire attitude meant mine owners were reluctant to install safety measures
- workers often dependent on the company: tied houses
- truck system tied workers to mine shop

ES6 (5)

A conclusion which takes account of one side only and/or is based solely on either presented evidence or recall can be awarded 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 using relevant recalled knowledge.

1. The candidate assesses the importance of government action in improving health care using **evidence** such as:

Pre 1914

- free school meals for needy children
- free medical inspection for schoolchildren
- grants for treatment for poor children
- National Health Insurance Act 1911
- provided sickness benefit for insured workers
- free medical treatment from panel doctor

Inter-war period

- Ministry of Health set up
- free milk for school children
- maternity clinics helped mothers and babies
- health visitors gave advice to families

Post 1945

- establishment of National Health Service
- provided free medical services for all
- free vaccinations against killer diseases

Other factors which helped improve health

- better housing
- improved diet
- advances in medical care
- improved hygiene
- better standard of living
- improved public health
- advances in family planning

KU3 (5)

2. The candidate describes the progress made towards greater democracy in Britain between 1900 and 1918 using **evidence** such as:

- gave the vote to all men over the age of 21
- eliminated previous male voting inconsistencies
- male servants; soldiers in barracks; sons at home now could vote
- women given the vote for the first time
- gave the vote to women over the age of 30
- women voters had to be householders or married to householder
- nearly trebled the electorate to 21 million
- more people could vote

KU1 (3)

Section B

In answering the 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 a balanced evaluation of **Source A** using **evidence** such as:
- contemporaneity: primary source written during a period of great change in road transport
 - authorship: written by an eyewitness/a contemporary observer with first hand experience
 - content: described the impact road transport had on life in the 1930s
 - accuracy: a balanced account/matches other evidence on impact of changes in road transport, eg ...
 - purpose: to keep a record of his experiences/for his own use
 - limitation: only one person's opinion/limited to the 1930s

ES1 (4)

4. The candidate identifies evidence **for the issue** from the sources that changes in road transport brought benefits for the people of Scotland such as:

Source A

- made it easier for people to make journeys (adventures)
- on bank holidays many people set off in their cars
- families would go to the countryside or seaside

Source B

- people could travel faster on motorways
- motorways relieved bottlenecks in towns

Source C

- motorways reduced journey times
- motorways have fewer fatal accidents than ordinary roads

The candidate identifies evidence from the sources **against the issue** that changes in road transport did not bring benefits for the people of Scotland such as:

Source A

- cars often broke down
- caused traffic congestion in towns

Source B

- towns cut in two by busy roads
- dangerous for pedestrians to try to cross busy roads
- motorways led to houses being demolished
- people living near motorways suffered from the noise/fumes/needed double glazing to reduce noise
- many lives are disturbed by motorways

Source C

- still overcrowded
- motorways caused great damage to the environment
- they use up a lot of the countryside
- they are very expensive to build
- fatal accidents did occur

ES5 (6)

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

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

For the issue

- gives people the freedom to go wherever they want to go
- deliveries can be made door to door/at any time
- lorries reduced the cost of transporting goods/helped to improve cost of living
- by-passes take traffic away from town centres
- large bridges and tunnels have reduced travelling time and distance
- remote communities benefited from motor transport
- provided many employment opportunities
- boosted tourism

Against the issue

- expense of maintaining a car
- encourages people to be lazy/take less exercise
- leads to closure of local shops
- other forms of transport declined, such as railways/trams
- decline in public transport meant non car owners suffered
- increased social divide with wealthy moving to suburbs
- town centres declined

ES6 (5)

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

UNIT II – Context A: 1790s – 1820s

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 British civilians were affected by the French Wars using **evidence** such as:

- effects of Continental System
- disruption of trade/fishing
- some business depressed
- low wages for many workers
- unemployment
- agricultural change required to feed the nation: good and bad points
- prices of basic foods rose
- taxes increased to pay for the war
- new taxes introduced (window tax; income tax)
- political censorship increased
- radical movements suppressed
- new restrictive laws introduced: against sedition; anti-combinations etc
- Corn Laws passed
- press gangs/military forcement

KU2 (4)

2. The candidate describes the difficulties faced by the Congress System using **evidence** such as:

- Metternich intended it to have very limited functions
- sovereign power took precedence over Congress power
- sovereign rulers exercised their own wishes
- no real commitment to multi-lateral action
- difficulties with interfering in the internal affairs of one state: Troppau; Verona
- little regard has been paid to wishes of national groups
- many delegates were more interested in stamping out revolution
- difficulties with the Carbonari uprising in Italy
- distrust among Congress members: Russian expansion worries etc
- problems over Greek independence

KU1 (4)

Section B

In answering the 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 answer this is stated in the question paper.

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

- contemporaneity: primary source written at the time of the war between Britain and France
- authorship: an informed observer: the Prime Minister of Britain
- content: details of reasons for opposing France
- accuracy: to inform parliament of the ongoing situation
- purpose: correct evidence: fits other stated evidence, eg
- limitation: biased: a British view, omits other evidence. eg ...

4. The candidate compares **Sources A** and **B** using evidence such as:

The Sources agree that the death of the French King was a factor

- **Source A** says: oppose a nation which has murdered its monarch
- **Source B** says: the killing of Louis XVI destroyed sympathy for France

The Sources agree that the Edict of Fraternity was a factor

- **Source A** says: provocative French decrees promising military assistance/encouraging revolution
- **Source B** says: Edict of Fraternity might have resulted in war

The Sources agree that the opening of the River Scheldt was a major factor

- **Source A** says: France is insisting on opening R Scheldt – we cannot stand by
- **Source B** says: opening of the R Scheldt made a conflict inevitable

The Sources agree that the opening of the Scheldt broke international treaties

- **Source A** says: France tramples upon the ancient treaties of our allies
- **Source B** says: in defiance of international treaties

The Sources disagree about the extent of the provocation of the Edict of Fraternity

- **Source A** says: highly provocative decrees of 1792
- **Source B** says: might have resulted in war – crisis postponed

Only **Source A** mentions that Britain had to oppose French ambitions/force of arms.

ES2 (5)

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

UNIT II – Context B: 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 in what ways the attitudes of soldiers were changed by their experiences using **evidence** such as:

- war was not always exciting due to the boredom of mundane tasks: guard duty; wiring; sandbagging
- war was exhausting due to stress from exertions: wiring parties; raids; stand-to etc
- war was disgusting due to poor food/rats/lice etc
- soldiers were shell shocked at sights and sounds around them/possibility of death
- war made you ill: from effects of disease: trench fever; trench foot etc
- war conditions were terrible: in the trenches: mud; cold; lack of sanitation; primitive sleeping arrangements etc
- war made you depressed: at the lack of any military breakthrough; sheer pointlessness
- war could wound: from the effects of weapons; gunfire; shelling; gas etc
- years of war caused a drop in morale: after the failure of offensives/death of friends etc
- years of war produced war weariness/disenchantment
- lack of success led to a lack of faith in war leaders
- 1914 feelings of adventure, enthusiasm and optimism changed to a mood of pessimism
- French soldiers mutinied
- German soldiers increasingly gave up
- war could produce a sense of comradeship and shared dangers/feeling of achievement

KU2 (4)

2. The candidate describes some of the difficulties faced by the League of Nations using **evidence** such as:

- defeated powers not allowed to be members
- Russia not allowed to join
- USA did not join
- no peace-keeping force
- disagreement among member nations
- need to get unanimous agreement before it would act
- lack of commitment from members
- difficulties over arms control/disarmament
- flaws in the Covenant
- unable to halt the ambitions of the major powers
- failure of sanctions
- failure to act over Fiume
- failure to get Poland to leave Vilna
- failure to get its own members to tow the line over the Ruhr

KU1 (4)

Section B

In answering the 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 a balanced evaluation of **Source A** using **evidence** such as:

- contemporaneity: primary source written at the time of the outbreak of World War One
- authorship: first hand experience: a contemporary diarist
- content: details examples of international tension
- accuracy: produced as a diary – a ‘true record’ of feelings at the time
- purpose: to express feelings of enthusiasm for war
- limitation: biased: a German view; omits other evidence; eg ...

ES1 (4)

4. The candidate compares **Sources A** and **B** using evidence such as:

Sources disagree about whether Germany was to blame

- **Source A** says: Germans are going to defend ourselves
- **Source B** says: German militarism/Kaiser’s ambitions were to blame

Sources disagree about the Kaiser’s part in causing the war

- **Source A** says: calls him Glorious – (enthusiastically supports the Kaiser)
- **Source B** says: he is militaristic/swaggering/boastful

Sources disagree about Russia’s part in causing the war

- **Source A** says: Russia was going to attack Germany/Russians are dirty intriguers
- **Source B** says: Germany wanted to trample Russia/Germans are aggressors

Sources agree that a principal cause was the German/Russian squabble

- **Source A** says: always felt that Russia wanted to attack Germany
- **Source B** says: Germany wanted to trample the Russians

Sources agree that a factor was German-British (naval) rivalry

- **Source A** says: (Germany will) put the British (Navy) in its place
- **Source B** says: Germans wanted to take control of the seas

ES2 (5)

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

UNIT II – Context C: 1930s – 1960s

Section A

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

1. The candidate explains in what ways the lives of German civilians were affected by the Second World War using **evidence** such as:

- loss of loved ones – killed at war or in air raids
- introduction of air raid precautions/restrictions/blackout
- families split up/evacuation of children/men conscripted
- destruction of homes by bombing
- shortage of food and other supplies
- rationing introduced 1939/rations further reduced in 1942
- faced threats from secret police/concentration camps
- restrictions on personal freedoms
- disruption to daily life caused by bombing
- long hours at work: 60 hour week

KU2 (4)

2. The candidate describes some of the difficulties facing the United Nations using **evidence** such as:

- difficulties over arms control/disarmament
- difficulties over role of observers/peace-keepers: Middle East; Belgian Congo
- despite UN intervention fundamental causes of struggles frequently remain
- difficulties over aspects of the Cold War
- difficulties over human rights in some member states
- accusations of it being overly bureaucratic/prone to corruption
- accusations of it acting outside the intended limits of its original charter/or not acting sufficiently within its charter
- not all member states were whole-hearted supporters
- problems with national sovereignty
- difficulties in Korea, 1950-53
- limited success with imposing sanctions
- limited successes in Berlin, 1948

KU1 (4)

Section B

In answering the 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: primary source spoken days after the Munich Conference
- authorship: British Prime Minister/participant at Munich
- content: detail of perceived achievements of Munich
- accuracy: correct evidence: fits other stated evidence, eg ...
- purpose: to inform parliament of successes at Munich
- limitation: only shows one view of Munich Agreement, eg ...

ES1 (4)

4. The candidate compares **Sources A** and **B** using evidence such as:

Sources disagree about the success of Neville Chamberlain at Munich

- **Source A** says: it was a real triumph
- **Source B** says: it was a total (and unmitigated) defeat

Sources disagree about the role of Chamberlain at Munich

- **Source A** says: I have nothing to feel ashamed of
- **Source B** says: responsibility (for defeat) must rest with those who control political affairs

Sources disagree about the lasting effects of Chamberlain's agreement

- **Source A** says: the danger has now passed
- **Source B** says: this is just the beginning of the reckoning

Sources disagree about Chamberlain's actions prior to Munich

- **Source A** says: all previous obstacles have been overcome
- **Source B** says: opportunities to stop Hitler/growth of Nazi power have been thrown away

Only **Source A** says that Chamberlain was right to use discussion and not force of arms to prevent war

ES2 (5)

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

UNIT III – Context A: USA 1850 – 1880

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 discusses the important problems facing Blacks in the South after Civil War as a consequence of Ku Klux Klan actions using **evidence** such as:

- set up in Tennessee, May 1866 to terrorise Blacks wearing a sinister uniform
- many policemen and judges were members therefore justice was denied
- aim was to stop Blacks claiming legal rights
- prevented many Blacks from voting
- wanted to restore democratic control to the Southern states
- forced Black people to leave employment, especially from farms
- many Black people were beaten or murdered, lynchings
- burnt down Black churches and schools
- wanted to ensure White control in the South

[and possible factors such as those in 1 (b)]

KU3 (8)

(b) The candidate discusses the important problems facing Blacks in the South after the Civil War as a consequence of the Black Codes using **evidence** such as:

- gave Blacks very few rights
- laws passed by state governments in the South dominated by Ex-Confederates
- denied Blacks full civil rights
- prevented many Blacks from voting
- prevented Blacks from serving on juries
- prevented Blacks from owning guns
- in some states, farming and servants only jobs that were permitted
- Northern politicians were powerless to remove the restrictions
- attitudes of Whites rarely changed

[and possible factors such as those in 1 (a)]

KU3 (8)

Section B

In answering the 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.

2. The candidate discusses the author's view of the treatment of native Americans using **evidence** such as:

- clearly unhappy with the treatment
- troubled that the land given to them is unsuitable
- unhappy that the number of native Americans is decreasing
- feels that the only remedy is to return to native land
- is worried that climate and soil are not comparable to previous land
- believes the Almighty created land for them
- alarmed at the possibility that they become extinct
- wants to die in peace in land created by the Almighty

ES3 (3)

3. The candidate compares **Sources A** and **B** using evidence such as:

Sources agree that the land was not suitable to their way of life

- **Source A** says: are held on lands which are not suited to our needs
- **Source B** says: given land that White people did not want

Sources agree that they are not on their home territory

- **Source A** says: unless they are allowed to return to their native land
- **Source B** says: only option for the Plains Indians was life on a reservation

Sources agree that many native Americans died

- **Source A** says: our people are decreasing in numbers here
- **Source B** says: disease killed many

Sources agree that loss of hunting grounds is a major problem to the native Americans

- **Source A** says: there is no climate or soil which is equal to our hunting grounds
- **Source B** says: as they were hunters were not farmers

Sources agree that the native American had to live in reservations/unsuitable areas

- **Source A** says: held on lands not suited to needs
- **Source B** says: only option was life on a reservation

Only **Source B** mentions the unsympathetic government agents

Only **Source B** mentions that efforts were made to destroy native American culture

Only **Source B** mentions that food rations/medical supplies were inadequate

ES2 (4)

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

4. The candidate assesses the completeness of **Source C** using **presented evidence** such as:

- are panning for gold by standing in water
- are using shovels to do back-breaking work
- are living in tents
- living amidst rugged terrain
- numerous miners working a small area

and **recalled evidence** such as

- mining towns grew quickly
- disease was a feature of these towns
- lawlessness and claim-jumping was a feature of these towns
- Native Americans attacked miners if they violated hunting grounds
- foreign miners suffered racism
- had to endure all types of weather
- details of conditions in mining towns
- more sophisticated/professional mining equipment was used

ES4 (5)

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

UNIT III – Context B: India 1917 – 1947

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 explains fully to what extent achieving Indian Independence was a problem for Mountbatten using **evidence** such as:

- previous history of Britain and India
- British/Indian tensions leading up to independence
- divisions in Indian society: Hindus/Muslims/Sikhs
- uncompromising attitudes between Hindus and Muslims
- Hindu majority in an India with a large Muslim minority
- previous history of separations: education/voting/newspapers/languages
- other minorities: Christians/Anglo Indians
- ethnic division between Northern Aryans and Southern Dravidians
- internal differences between Princely States and Direct Provinces
- political differences between Congress and The Muslim League
- demand for Pakistani independence
- demand for partition in mixed population areas (Bengal/Punjab)
- the roles of Gandhi/Jinnah/Nehru
- the decline of British power and resources in World War Two
- the policies and decisions of the new Labour Government
- negotiations between Mountbatten and various parties
- opposition in some British institutions

[and possible factors such as those in 1(b)]

KU3 (8)

(b) The candidate explains fully to what extent dealing with Partition was a problem for Mountbatten using **evidence** such as:

- the level of violence and massacres
- the ending of British rule leads to disorder
- legacies of Direct Action Day
- migration of Communities
- transport difficulties
- India not being created as a united State

[and possible factors such as those in 1(a)]

KU3 (8)

Section B

In answering the 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.

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

- thinks that Gandhi insists on his way
- he had changed his views about Gandhi
- initially felt Gandhi's aims were attainable
- thought Gandhi wanted better understanding between Indian and British people
- thinks Gandhi is unrealistic
- sad that Gandhi's ideas about Indian cotton is far-fetched/impossible

ES3 (3)

3. The candidate compares **Sources A** and **B** using evidence such as:

Sources disagree about the appeal of Gandhi

- **Source A** says: ideas are unattainable
- **Source B** says: he inspires confidence/ideals appeal to everyone

Sources disagree about support for Gandhi

- **Source A** says: Gandhi is unrealistic/views not supported by the Indian writer
- **Source B** says: profound attraction/complete obedience from Indians

Sources disagree about Gandhi's ability to inspire confidence

- **Source A** says: Gandhi's wishes/things he insists on are not possible
- **Source B** says: Gandhi's saintly character inspires confidence

Sources disagree about the practicality of Gandhi's wishes

- **Source A** says: wearing only Indian cotton cloth is impracticable
- **Source B** says: whatever Gandhi asked was accepted without question

Sources disagree about the Indians accepting sacrifices

- **Source A** says: Gandhi's request to do without foreign goods cannot be done
- **Source B** says: whatever sacrifice Gandhi asked was accepted

ES2 (4)

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

4. The candidate assesses the completeness of **Source D** using **presented evidence** such as:

- marching with banners
- peaceful protest/procession/march
- opposition to the Simon Commission: “Simon go back”
- large numbers of protesters
- wearing of traditional Indian clothing
- use of Congress Party flags/symbols
- mixed group of Indians-Sikhs/Nehru hats

and **recalled evidence** such as

detail of opposition to the Simon Commission:

- composed only of British politicians
- no Indian representation
- Indian leaders took this as an insult
- proceedings were boycotted

examples of other passive resistance:

- Gandhi’s campaigns of non-violent resistance: details of Satyagraha
- increasing support for full independence after 1928
- civil disobedience campaigns: strikes, boycotts
- violent tactics: attacks on property and people

ES4 (5)

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

UNIT III – Context C: Russia 1914 – 1941

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 discusses the importance of the Five Year Plans in keeping Stalin in power in Russia using **evidence** such as:

- economic change was directed from the centre by Stalin
- Gosplan led the command economy in Moscow
- the undoubted successes in economic growth: in the heavy industries, eg: electrification; coal; iron; steel
- modernisation of Russia as a great industrial power
- catching up speedily on the Capitalist world
- the use of targets over a period of times at all levels of factory work
- raised Stalin's real and propaganda success
- the use of Stakhanovites to control workers
- the creation of larger factories; foundries; industrial areas
- new developments beyond the Urals increased state control
- in the 1928-32 plan: use of Labour Battalions/Forced Labour/masses of unskilled
- in the 1933-37 plan better educated and trained workforce
- incentives used such as better pay/housing/medical care/schooling for children

BUT

- harsh discipline in workplaces/saboteur accusations
- price to pay for achieving targets
- other factors which indicated any weakening of Stalin's control

Candidates could also make appropriate use of Collectivisation such as:

- control of the rural population
- boosting the flow of industrial workers
- expelling the kulaks

[and other possible evidence as in 1 (b)]

KU3 (8)

(b) The candidate discusses the importance of the Purges in keeping Stalin in power in Russia using **evidence** such as:

- the Cult of Personality/stress on obedience/blaming others
- complete control of membership of Communist Party: young loyalists promoted
- the Purges enhanced the ability of Stalin to inflict fear/control
- some accused of wanting to replace Stalin with Trotsky
- the murder of Trotsky/death of Kirov: used by Stalin to control
- removal of possible rivals
- many other NKVD also purged
- two thirds of a million Communist Party members killed
- show trials of prominent Communists held (they often confessed)
- use of torture and psychological pressure
- family members of accused often found equally guilty
- culture of informing on others
- many people sent to labour camps/Gulags – 9 million in 1939
- many Red Army officers shot
- many innocent people implicated
- atmosphere of terror

BUT

- caused distrust and clandestine opposition

[and other possible evidence as in 1 (a)]

KU3 (8)

Section B

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

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

- believes that Britain needs Russia's friendship
- realises that Russia has had problems
- impressed by its increasing power/strength
- feels that growing industrial strength is due to the Tsar's government
- shows a respectful/approving attitude

ES3 (3)

3. The candidate compares **Sources A** and **B** with reference to such evidence such as:

Sources agree that Russia has changed

- **Source A** says: Russia under Tsar Nicholas has had many problems
- **Source B** says: Russia was *becoming* a strong, industrial power

Sources agree that Russia was becoming more powerful

- **Source A** says: becoming powerful
- **Source B** says: becoming a strong power

Sources agree that Russia was quickly becoming more industrialised

- **Source A** says: rapid industrialisation
- **Source B** says: rapid industrial growth

Sources agree that Russia was producing more metals (iron)

- **Source A** says: metal producing industries overtaking Austria
- **Source B** says: iron production quadrupled

Sources agree that coal production was increasing

- **Source A** says: now producing thousands of tons of coal
- **Source B** says: coal production trebled

Sources agree that industrialisation has changed the nature of Russia cities

- **Source A** says: industrialisation has brought in its wake some enormous factories in St Petersburg and Moscow
- **Source B** says: peasants left the land to work in these new industries in cities such as Moscow and St Petersburg

Sources disagree about whether Russia was worth having as a friend

- **Source A** says: we must retain friendship
- **Source B** says: nations looked with horror at the Tsar's Russia

Only **Source B** mentions that living conditions for town workers were bad

ES2 (4)

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

4. The candidate evaluates how completely **Source C** shows the discontent among Russian people using **presented evidence** such as:

- (bread) shortage problems
- the physical condition of the people was poor
- old soldiers were being poorly looked after
- women were in anguish over their plight (feeding a family; looking after children)
- means of keeping warm were limited
- discontent shown is largely peaceful

and **recalled evidence** of discontent such as:

- against the autocratic powers of the Tsar
- restrictions on freedom/Secret Police/use of the army to crush unrest
- censorship of books/newspapers/intelligentsia
- lack of political rights/small influence of Duma/Mirs told what to do
- punishments such as exile and imprisonment
- protests of the growing urban working class eg strikes
- the lack of interest by the Royal family in the conditions of the Russian people
- the problems faced by peasants in land shortages
- domination by the landowning nobility/church
- farms too small to feed a family
- redemption debts
- high taxes on workers and peasants
- poor housing in towns and countryside
- poor standards of living
- effects of shortages in Russian winter

ES4 (5)

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

UNIT III – Context D: Germany 1918 – 1939

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 their own internal weaknesses were the biggest problem to groups trying to oppose the Nazis using evidence such as:

- difficulties involved in publicising their views
- opposition groups had little support among working classes
- groups such as White Rose and Kreisau Circle had to meet in secret
- little co-operation between opposition groups
- opposition student groups such as Edelweiss Pirates, Texas Band and Nevaho were disorganised
- most church groups agreed to co-operate with the Nazis
- lack of an organised religious opposition
- outspoken individuals (Bonhoeffer, Neimoller) were rounded up
- opposition leaders were arrested or killed
- overseas assistance was lacking
- many leaders fled Germany
- groups were often infiltrated by the Gestapo

[and possible other factors such as those in 1 (b)]

KU3 (8)

- (b) The candidate assesses the extent to which the power of the Nazis was the biggest problem facing opposition groups using evidence such as:

- before 1933, Socialists and Communists failed to provide a united front
- all opposition was declared illegal/banned after 1933 (The Enabling Act)
- Trade Unions declared illegal
- Nazis employed spies/Gestapo agents
- intimidation by the SS
- fear of concentration camps
- opponents arrested
- Nazis controlled the media
- Nazis kept tight control of the young
- Nazi propaganda
- widespread support for the Nazis
- Nazis control of the courts
- brutal treatment/hanging of opponents

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

KU3 (8)

Section B

In answering the 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 the answer this is stated in the question paper.

2. The candidate evaluates and discusses the attitude of the author of **Source A** using **evidence** such as:

- views the persecution of the Jews as evil/wrong/is opposed to it
- feels strongly about the persecution (writes with crushing emotion)
- believes Germany has lost credit (credibility/status) as a result of the persecution
- feels Goebbels is wrong to say the persecution was unplanned/spontaneous
- certain the persecution was officially organised

ES3 (3)

3. The candidate compares the views expressed in **Sources A** and **B** using evidence such as:

Sources agree that the Nazis claimed the persecution was spontaneous

- **Source A** says: unplanned outbursts of anger
- **Source B** says: spontaneous wave (of indignation)

Sources agree that that the events in November (Kristallnacht) were claimed to be a reaction to the murder of Von Rath

- **Source A** says: as a result of the murder of Von Rath
- **Source B** says: persecution followed murder of Von Rath

Sources agree that the Nazi claims of spontaneity were inaccurate

- **Source A** says: seldom been so disbelieved
- **Source B** says: state of popular indignation ... can be considered non-existent

Sources agree that officialdom/the Nazis were likely to be behind the events

- **Source A** says: officially organised anti-Jewish riot
- **Source B** says: Nazi acts

Sources agree that people were shocked:

- **Source A** says: crushing emotion experienced by the author
- **Source B** says: crowd were stunned

Sources agree that the attacks took place during the night

- **Source A** says: broke out at the same hour of night
- **Source B** says: began in the early hours

Only **Source A** mentions that the attacks have caused Germany to lose credit in the world

Only **Source B** says that many (of the crowd) were stunned/horrified

ES2 (4)

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

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

- show the loyalty expected of them: give Nazi salute; waving flags
- shows the required organisations/discipline
- the young expected to join youth groups from a young age
- boys and girls were in separate groups
- girls were to wear appropriate dress

and **recalled evidence** such as:

- had to respect/obey the Führer
- follow Nazi ideas at school (brought about by Nazification)
- boys joined the Pimpfen and the Hitler Youth/compulsory after 1939
- girls joined the Jungmadel Bund and Bund Deutscher Madel
- boys trained for the military/sport/camping etc
- girls trained for motherhood/studied 'female' subjects (kinder, kirche, kuche)
- taught to be hostile to Jews/believe Aryans were superior
- children encouraged not to join alternative youth movements

ES4 (5)

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

[END OF MARKING INSTRUCTIONS]