

**2005 History**

**Standard Grade - General 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 candidate's work must be marked unless it has been clearly deleted - even when more than one context in a unit has been attempted.

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

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

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

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

✓	indicates a relevant, credited piece of evidence.
R	indicates that recall has been credited.
DP	indicates a developed point of evidence.
P	indicates that the process is apparent.
X	indicates irrelevance.
SE	indicates a serious error.
NP	indicates that process is suspect or non-existent.
C	indicates that the candidate has <b>simply</b> copied presented evidence.
PE	presented evidence is present
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: 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 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 useful as it was written during a period of great change in farming.” = 2 marks

“The two sources agree that Hitler was hated.” = 2 marks

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

“I agree that machinery improved coal mining as it increased productivity.” = 2 marks

Full marks cannot be awarded if no process is demonstrated or no judgement made where this is required.

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

“This source is useful as it is a primary source written at the time.”

In an ES2 item, 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 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.

## 2005 History - Standard Grade

### General 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 and to use relevant presented evidence. In order to obtain full marks for a question, candidates must in addition use recalled evidence in their answer.

1. The candidate assesses the importance of new technology in farming using **presented evidence** such as:

- new ploughs/Small's ploughs improved farming
- Old Scots ploughs being gradually replaced
- threshing machines were good inventions

and from **recall** such as:

- Small's plough was all metal/better than heavy, wooden plough
- Small's plough needed just 2 horses to pull
- threshing machines were better than flailing
- machines were invented for reaping/seed sowing
- technological advance increased crop yields/improved profits

and from **possible recall** such as:

other improvements helped eg

- rotation of crops
- efficient drainage
- enclosing fields
- introduction of chemical fertilisers.

**KU3 (4)**

2. The candidate describes rural housing in Scotland in the 18<sup>th</sup> century using **presented evidence** such as:

- walls built of dry-stone
- interior space shared with animals
- floor was stamped earth
- fireplace in the centre of the room

and from **recall** such as:

- roofs of thatch or turf/poor construction/badly built
- windows unglazed and very small
- low doorway
- rudimentary furniture
- but and ben, 2-room dwelling
- Highland black houses made of stacked peat
- often damp/leaky
- box beds/hurlie beds
- primitive sanitation/washing facilities.

**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 knowledge 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:

- contemporaneity: primary source written at the time (of population movement)
- authorship: someone who spoke to an eyewitness
- content: details of effects of population movement
- accuracy: similar to other evidence from elsewhere, eg .....
- purpose: to inform readership of personal effects of population shift  
to tell people about the life of Robert Burns
- limitation: possibility of bias/one person's memory; not eyewitness evidence.

**ES1 (3)**

4. The candidate selects evidence from **Source C** such as:

- father sad to move away from the countryside
- father had to leave his family behind
- family split up – (brothers parted)
- difficult farming conditions meant many had to leave the countryside
- many were forced out/had no choice in the matter.

The candidate selects evidence from **Source D**, such as:

- many found employment in Lowland towns
- towns offered new opportunities
- many moved away to escape misery at home
- Scottish factory owners received a labour supply.

**ES5 (5)**

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

5. The candidate comes to a conclusion on the issue **using presented evidence** as outlined on previous page and from **recalled evidence** such as:

**for the issue:**

- country life could be harsh: primitive housing; hard farming work etc
- poor harvests meant crop failure and consequent hunger
- factory work in towns was available and paid wages
- towns offered attractions: accommodation; entertainment; marriage prospects etc
- pull factor – families attracted other members to the town
- Scottish industry thrived in towns: cotton; iron; coal; shipbuilding and Scots manufacturers got rich

**against the issue:**

- Lowland farming families were evicted to make way for new farming
- traditional rural way of life was destroyed
- Highland crofters forcibly evicted – (candidate may give details of cruelty involved)
- factory life was often harsh – (candidate may develop details of factory conditions)
- town life was often terrible.

**ES6 (4)**

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

<b>UNIT I – Context B: 1830s – 1930s</b>
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### Section A

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

1. The candidate assesses the importance of new technology in the development of railways using **presented evidence** such as:

- steam locomotives allowed trains to travel fast
- heavier steel rails helped
- new signalling made railways safer

and from **recall** such as:

- further developments in steam locomotives: more efficient boilers etc
- streamlining improved speeds
- better carriages: heating/sleeping cars/restaurant cars/lavatories
- construction of railway bridges: Tay; Forth
- dead man's handle
- continuous braking systems

and from **possible recall** such as:

- financial organisation
- government intervention.

**KU3 (4)**

2. The candidate describes rural housing in Scotland using **presented evidence** such as:

- tied houses
- most with one room
- low walls/2 metres high
- no ceilings
- room divided by box beds

and from **recall** such as:

- thatch/turf roofs
- often no glazed windows
- floor of clay/tramped earth
- no proper chimney – hole in roof for smoke
- black houses
- overcrowding
- no running water or sewers
- often damp
- sometimes shared with animals
- families sharing one house
- lack of ventilation
- water supply (wells) might be polluted/unreliable
- bothies offered poor accommodation.

**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 knowledge 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:

- contemporaneity: primary source written at the time (of Irish immigration)
- authorship: first hand knowledge – employed Irish immigrants
- content: details of effects of Irish immigration
- accuracy: similar to other evidence from elsewhere, eg .....
- purpose: to inform readership (MPs) of effects of the Irish on Paisley
- limitation: possibility of bias/one person's memory; refers to one area of Scotland.

**ES1 (3)**

4. The candidate selects evidence from **Source C** such as:

- Scottish mills would not have grown so fast without Irish workers
- insufficient workforce without the Irish
- Irish helped farmers at harvest time.

The candidate selects evidence from **Source D** such as:

- Scots resented Irish
- Irish dragged down wages
- made overcrowding worse
- sometimes added to religious tensions.

**ES5 (5)**

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

5. The candidate comes to a conclusion on the issue using **presented evidence** as outlined on previous page and **recalled evidence** such as:

**for the issue:**

- detail of examples of Trade Union Activities
- contributed to canal construction
- became railway navvies
- prepared to do dirty/unpleasant jobs (eg Greenock sugar refineries)

**against the issue:**

- reputation of navvies for being drunk and disorderly
- religious discrimination – in shipyards
- sectarianism: Orange and Green riots
- football violence: Rangers – Celtic
- Scots lost jobs to the Irish
- there was competition for housing.

**ES6 (4)**

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

## UNIT I – Context C: 1880 – Present Day

### Section A

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

1. The candidate assesses how important new laws were in improving employment and working conditions for women using **presented evidence** such as:

- Equal Pay Act said women should be paid same as men doing same job
- between 1970 and 1975 women's wages improved as a percentage of men's
- since then the pay differential has stayed about the same
- women's earnings were still less than men
- employers got round the Act by moving women to jobs men didn't do

and from **recall** such as:

- 1919 Sex Disqualification Act removed restrictions on women entering professions and university
- Sex Discrimination Act made it illegal to discriminate on grounds of sex regarding education and employment
- Employment Protection Act gave working women rights when having a baby
- women are now employed in a wider range of occupations
- women have made major advances in the professions, eg teachers, lawyers
- men tend to have better opportunities for further training and promotion
- many women are still employed in low-paid jobs
- today men still dominate the professions and key jobs in Britain
- many women still face the difficulty of trying to run a home and a career

and from **possible recall** such as:

- the role played by trade unions
- improved child care facilities
- work of Equal Opportunities Commission
- increased knowledge of birth control
- the two world wars
- improved educational opportunities for women
- changes in industry after 1945 with growth of service and light industries.

**KU3 (4)**

2. The candidate describes rural housing in the early 20<sup>th</sup> century using **presented evidence** such as:

- badly overcrowded
- had an outside tap/water supply
- wash house was a separate building

and from **recall** such as:

- in the Highlands and Islands black houses still existed
- many one roomed houses remained
- earthen floor which made houses damp
- standard of sanitation was basic
- thatched roof/no ceiling
- no electricity
- bothies used for unmarried farm workers, basic buildings with a fire and little furniture

BUT, improvements were being made such as:

- stone or wooden floors
- slate roof
- toilets
- electricity was becoming installed
- council houses started to be built after 1918.

**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 **Source C** using evidence such as:

- contemporaneity: a primary account compiled in the 1930s or a 'memoir'/written later than the events it describes
- authorship: an eyewitness account/first hand experience
- content: details some of the attractions/advantages of Italians in Glasgow
- accuracy: similar to other evidence eg:...
- purpose: to record memories of Italians in Glasgow in the 1930s
- limitation: a memoir may be biased/only one woman's account/only deals with Italians.

**ES1 (3)**

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

- brought friendly people (Italians) into Scotland
- Italians opened cafes which stayed open all hours
- Italian cafes offered what people wanted: cigarettes/food/warmth/fun/nicer than single-end houses
- Italian waiters appealed to Scottish girls
- Italians contributed to multi-culturalism (eg language; customs)
- helped to relieve harshness of (everyday) life.

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

- Italian cafes were a bad influence on the young/lowering moral standards/encouraging misbehaviour
- late night food provision encouraged fights
- other groups (Irish and Lithuanians) attracted hostility .

**ES5 (5)**

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

5. The candidate comes to a conclusion on the issue using **presented evidence** as outlined on previous page and from **recall** such as:

**For the issue:**

- many immigrants brought new skills with them which benefited Scotland
- examples of successful business ventures
- new foods such as fish and chips, pasta, curries are now part of most Scots' diet
- Irish contributed to canal and railway development in Scotland
- Irish played an important role in the success of Scottish industry
- Irish became prominent members of trade unions and helped improve wages etc
- Irish Catholics started their own football teams eg Celtic, Hibs
- the success of immigrant businessmen provides work for many other Scots
- Asians performed valuable jobs in eg factories and public transport
- Scottish hospitals depend on immigrant doctors and nurses to care for the public

**BUT**

**Against the issue:**

- native Scots resented some immigrants, accusing them of lowering wages
- immigrants sometimes blamed for increasing racial tension
- arrival of large numbers of immigrants could worsen an existing housing shortage
- Irish immigration sometimes worsened sectarian violence
- Irish were accused of drinking too much and of causing violence
- Italians criticised for breaking the Sabbath by opening cafes on Sunday.

**ES6 (4)**

**Answers based on either presented evidence only or recalled evidence only merit 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 and to use relevant presented evidence. In order to obtain full marks for a question, candidates must in addition use recalled evidence in their answer.

1. The candidate explains why the Fourth Coalition was able to defeat Napoleon using **presented evidence** such as:

- Napoleon up against a coalition of four nations (Austrians, Prussians, Russians, British)
- French army had many poorly trained men
- Allied armies won Battle of the Nations

and from **recall** such as:

- Allied armies larger and better trained
- Allied leadership was good
- Napoleon's Russian campaign had failed
- French army weakened by 300,000 after retreat from Moscow
- French weakened after years of war
- after Battle of Leipzig (Nations) Allies invaded France and entered Paris in 1814
- Wellington entered France from Spain
- Allied armies closed in on Napoleon's troops
- Napoleon abdicated in April 1814 and left for Elba.

**KU2 (3)**

2. The candidate assesses the importance of harsh punishment as a cause of complaint using **presented evidence** such as:

- punishments were warnings to others
- some captains inflicted harsher punishments than others
- sailors were flogged
- sailors were tarred and feathered
- sailors were keel-hauled

and from **recall** such as:

- sailors were beaten with a cat o' nine tails
- floggings were public and all others had to watch
- sailors found guilty of murder or mutiny were hanged from the yard arm

BUT there were other causes of complaint such as:

- poor food; maggots; bread; weevil-filled biscuits; salty meat
- water supplies were often polluted
- rats spread disease
- pay was poor
- living conditions were bad: poorly ventilated; often damp
- many sailors were press ganged
- shore leave was limited.

**KU3 (4)**

## 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 knowledge where appropriate. Where recall is required in an answer this is stated in the question paper.

3. The candidate determines the attitude of Lewis Goldsmith towards the Congress of Vienna using evidence such as:

- it was a flawed treaty
- it was attended by powerful figures (Crowned Heads and important ministers)
- the delegates were concerned at promoting their own power
- the Congress did not take measures to promote peace
- it ignored public feeling
- it failed to understand that people do not like being moved from one ruler to another.

**ES3 (3)**

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

The Sources agree that powerful delegates (important people) made the decisions

- **Source C** says: Crowned Heads and important ministers
- **Source D** says: powerful delegates.

The Sources agree that delegates were interested in increasing their country's strength:

- **Source C** says: occupied in promoting their own strength
- **Source D** says: wanted to increase their power.

The Sources agree that the Congress ignored public feeling

- **Source C** says: showed ignorance of public feeling
- **Source D** says: many Poles were unhappy (at being placed under Russian control).

The Sources agree that people were moved from ruler to ruler

- **Source C** says: people do not like being moved from ruler to ruler
- **Source D** says: Saxony was divided/Poland was now ruled by the Russian Tsar.

The Sources disagree about the search for peace

- **Source C** says: neglected to take measures for preserving future peace
- **Source D** says: decided not to punish France severely/a workable peace was the aim.

Only **Source D** mentions restoration of rulers.

Only **Source D** mentions division of Saxony.

**ES2 (4)**

**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 and to use relevant presented evidence. In order to obtain full marks for a question, candidates must in addition use recalled evidence in their answer.

1. The candidate explains why Austria-Hungary went to war against Serbia using **presented evidence** such as:

- Austria-Hungary blamed Serbia for the assassinations at Sarajevo
- Serbia did not fully accept some of the terms of the ultimatum
- Serbia rejected absolutely the most important point

and from **recall** such as:

- Serbian nationalists behind the Sarajevo assassinations
- Archduke Franz Ferdinand: heir to A-H throne – was killed
- A-H dislike of Serbia and its growing status (since Balkan Wars)
- A-H desire to crush Serbia: used assassination as an excuse
- Serbian desire to curb power of the Habsburgs
- Serbian desire to encourage nationalism within A-H
- A-H knew it had a ‘blank cheque’ from Germany.

**KU2 (3)**

2. The candidate assesses the importance of the tank using **presented evidence** such as:

- achieved some success at Cambrai
- able to cross trenches
- scattered the German infantry
- achieved a surprise element
- British not able to follow up tank attack (no reserves)

and from **recall** such as:

- they crushed enemy barbed wire
- they were armoured and able to stop bullets
- they protected the infantry going forward
- they used fascines to cross trenches
- they were equipped with machine guns/6 pounder guns
- they achieved later success eg at Amiens

**BUT**

- they were not envisaged as a breakthrough weapon
- they were not equipped with a powerful cannon
- they could be easily bogged down/blown up/trapped
- they were inefficient/unreliable
- they were dangerous/uncomfortable for the crew

and other breakthrough weapons were tried: machine guns; gas; aircraft.

**KU3 (4)**

## Section B

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

3. The candidate establishes the opinions of Lloyd George towards the Treaty of Versailles using evidence such as:

- critical of the treaty
- thinks it may be a cause of future war
- it may be seen as unjust by the Germans
- it has surrounded Germany with small states containing German-speaking people
- it has led to a desire from German-speaking people to join with Germany
- it has stripped Germany of her colonies
- it has made the German army a mere police force
- it may make Germany seek revenge

**ES3 (3)**

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

The Sources agree that the Treaty could be interpreted as unjust:

- **Source C** says: if Germany feels she has been unjustly treated
- **Source D** says: an unjust peace treaty.

The Sources agree that Germany would not be happy with the treaty:

- **Source C** says: I cannot imagine a greater cause of war/she will seek revenge
- **Source D** says: Germany was burdened by an unjust treaty/a disgrace and a shame.

The Sources agree that surrounding Germany with German speaking people would cause problems/lead to a desire for reunification:

- **Source C** says: no greater cause of war than surrounding Germany with Germans/masses of Germans demanding reunion
- **Source D** says: our (German) aim to get back ... German people.

The Sources agree that Germany has been weakened militarily:

- **Source C** says: reduce her army to a mere police force
- **Source D** says: when our army is restored to full strength.

Only **Source C** mentions Germany losing colonies.

Only **Source D** criticises the German government for signing the Treaty.

**ES2 (4)**

**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 and to use relevant presented evidence. In order to obtain full marks for a question, candidates must in addition use recalled evidence in their answer.

1. The candidate explains why German rearmament led to increased tension using **presented evidence** such as:

- was forbidden in the Treaty of Versailles
- conscription/compulsory military service caused alarm in other countries
- led to a fear of a German attack
- caused countries to group (ally) together

and from **recall** such as:

- size of the German army rose to 550,000 men
- worry at no action being taken against Hitler
- Hitler grows in confidence
- French built Maginot Line – increased tension
- France, Britain and Italy formed Stresa Front
- Soviet Union – French Mutual Assistance Pact
- Anglo-German Naval Agreement – 1935
- Germany built pocket battleships/expanded her navy
- Goering increased size of German Air Force
- Hitler remilitarised Rhineland.

**KU2 (3)**

2. The candidate assesses the importance of the Atom bomb on the conduct of the war using **presented evidence** such as:

- it was the greatest man-made explosion
- destroyed more than 60,000 Japanese houses
- killed approximately 80,000 Japanese people
- injured thousands of Japanese

and from **recall** such as:

- no Japanese response to the Hiroshima bomb
- second bomb dropped on Nagasaki (9<sup>th</sup> August)
- Japanese surrender (on 14<sup>th</sup> August)
- ordinary raids had already killed thousands of Japanese (but had not ended war)
- huge 330 bomber raid on Tokyo had not ended war
- possible invasion of Japan averted
- may have saved many lives which could have resulted from a continuation of the war
- used by the US to show their power (over Russia)
- brought the war against Japan to an end.

**KU3 (4)**

## Section B

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

3. The candidate evaluates the attitude of Khrushchev using evidence such as:
- frightened about losing Cuba
  - fearful loss of Cuba would lead to further rejection of Russia from Latin America
  - felt he had to avoid war
  - wanted to keep the missiles a secret
  - claimed Russian missiles would protect Cuba
  - felt that missiles on Cuba would give the US a taste of their own medicine/see what it was like to have missiles pointed at them
  - wanted to stop USA taking action against Cuban government.

**ES3 (3)**

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

Sources agree that missiles were put on Cuba as Khrushchev wanted them there:

- **Source C** says: I had the idea
- **Source D** says: Khrushchev took the decision.

Sources agree that missiles were to protect Russia's interests:

- **Source C** says: Latin American countries would reject us otherwise
- **Source D** says: decision taken for Russian interests.

Sources agree that the missiles would threaten America:

- **Source C** says: Americans would learn what it was like to have missiles pointing at them
- **Source D** says: Soviet missiles effective against America/just 90 miles away.

Sources disagree that Cuba is under threat:

- **Source C** says: what if we lose Cuba/Cuba falls/US takes action
- **Source D** says: defence of Cuba did not need missiles.

Sources disagree about who was to benefit from the missiles:

- **Source C** says: missiles would stop US from taking action against Cuba/protect Cuba
- **Source D** says: decision (to place missiles) was not for Cuban reasons but for Russian reasons.

**Only Source C** mentions that the crisis might lead to war.

**Only Source D** says America might lose if she does not act.

**ES2 (4)**

**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 and to use relevant presented evidence. In order to obtain full marks for a question a candidate must also use recalled knowledge/evidence in their answer.

1. The candidate explains Lincoln’s reasons for defending the Union using **presented evidence** such as:

- reacting to Southern secession talk
- believed that it was his duty to preserve the Constitution
- said that he must preserve all Government property
- was responsible for collecting all taxes

and from **recall** such as:

- he felt the South had no legal right to secede
- America should remain united
- he had been elected to preserve unity
- the US is a national entity
- slavery was not a crucial issue/should not be allowed to split the Union
- he would not begin a civil war against his fellow countrymen
- he does not want a Civil War to divide the Union.

**KU2 (3)**

2. The candidate describes the work of the Freedmen’s Bureau using **presented evidence** such as:

- it provided ex-slaves with food
- it established hospitals
- it supervised legal contracts between ex-slaves and plantation owners
- it rented confiscated land to ex-slaves

and from **recall** such as:

- set up schools
- set up colleges
- tried to overcome strong white opposition
- tried to foster equality.

**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 evaluates the usefulness of **Source C** using evidence such as:

- contemporaneity: primary source, drawn at the time (of slavery)
- authorship: illustrator for an American magazine
- content: shows a number of contented and prosperous slaves
- accuracy: clearly very biased, shows unbelievable scene
- purpose: depicts a Southern view/to encourage others to see slavery in a good light
- limitation: shows an idealised version of slavery.

**ES1 (4)**

4. The candidate assesses the degree of disagreement between **Sources C** and **D** using evidence such as:

Sources disagree about families staying as one:

- **Source C** shows: a large family group
- **Source D** says: families could be broken up.

Sources disagree about the condition of children:

- **Source C** shows: children as part of a family unit
- **Source D** says: children could be sold without their parents.

Sources disagree about living conditions:

- **Source C** shows: an attractive looking cabin
- **Source D** says: housing was often the poorest and most basic.

Sources disagree about punishment:

- **Source C** shows: no sign of ill treatment
- **Source D** says: many slaves were cruelly treated.

Sources disagree on slave happiness:

- **Source C** shows: slaves happy and dancing
- **Source D** says: that they lived in great unhappiness.

Sources disagree about free time/leisure:

- **Source C** shows: slaves enjoying free time/at leisure
- **Source D** says: only point of their existence was to work

Only **Source D** mentions slave education.

**ES2 (3)**

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

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

- slaves often tried to run away
- about 1,000 slaves a year escaped
- slave rebellions were planned
- Southerners were terrified of slave revolts
- some slaves pretended to be ill to avoid working
- slaves misunderstood intentionally
- some slaves worked slowly

and from **recall** such as:

- using the Underground Railway to escape
- escaping to the North or to Canada
- liaising with Abolitionist groups in the North
- fleeing to other parts of the South and hiding in cities
- escaping to live with native American tribes
- singing protest songs (spirituals) about their harsh life
- preserving African traditions
- slaves fought in Civil War to earn their freedom
- keeping alive memories of the Nat Turner revolt

**ES4 (4)**

**Full marks can only be awarded if the candidate refers to the Source and uses recall in their 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 and to use relevant presented evidence. In order to obtain full marks for a question a candidate must also use recalled knowledge/evidence in their answer.

1. The candidate explains why Britons agreed with British rule using **presented evidence** such as:

- some had no first hand experience of life in India
- they never heard any criticism of British rule of India
- saw it as being Britain's greatest achievement

and from **recall** such as:

- Britain's world wide Empire needed India
- allowed control of the Pacific Ocean against other Great Powers
- gave Britain control over important raw materials
- gave Britain a market for its manufactured goods
- gave Britain a sense of superiority
- India seen as the jewel in the crown of Britain's Empire
- many believed Britain was bringing civilisation to India.

**KU2 (3)**

2. The candidate describes the events at Amritsar using **presented evidence** such as:

- Dyer's Indian troops and police toured the city for two hours
- crowd attempt to hold a banned public meeting
- when the crowd refused to disperse, order to fire was given
- heavy casualties resulted

and from **recall** such as:

- occurred during a campaign of peaceful protest against British rule
- many had gathered for a religious festival
- there had been a previous attack on Miss Sherwood (English missionary)
- Governor O'Dwyer wanted to put an end to unrest
- crowd met at the Jallianwalla Bagh
- orders were read out for the crowd to disperse
- crowd had no means of escape
- several hundreds killed or wounded
- order was restored.

**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:
- contemporaneity: primary source drawn at the time (of Indian desire for independence)
  - authorship: cartoonist in a British Newspaper
  - content: shows many groups opposing British rule
  - accuracy: shows concern of London/British press to events in India
  - purpose: to educate British voters/public about India discontent
  - limitation: only shows a British view

**ES1 (3)**

4. The candidate assesses the degree of agreement between **Sources C** and **D** using evidence such as:

Sources agree that many Indians wanting independence looked towards Gandhi:

- **Source C** shows: a large number watching Gandhi
- **Source D** says: Gandhi was important to many Indians.

Sources agree over how united some claimed India to be:

- **Source C** shows: Indians holding hands in unity
- **Source D** says: Gandhi claimed to bring all groups together.

Sources agree that what united Indians was the desire for an end to British rule:

- **Source C** shows: British official and British laws about to be destroyed
- **Source D** says: many Indians longed for an end to British rule.

Sources disagree about how united Indians actually were:

- **Source C** shows: different Indians holding hands/religious groups united
- **Source D** says: Gandhi did not always appeal to Muslims/religious groups differed

Only **Source D** mentions support for the Congress Party from many Indians.

**ES2 (3)**

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

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

- Day of Direct Action had shocked and split communities
- Jinnah boycotted the temporary Government
- Jinnah ordered five followers to wreck the government meetings

and from **recall** such as:

- the growth of the Muslim League
- the prospect for Muslims in a Hindu India
- 'divide and rule' tactics of the Raj
- Princely States and Maharajahs
- place of the Untouchables
- differing views of Gandhi and Nehru
- radical supporters associated with Subhas Bose.

**ES4 (4)**

**Full marks can only be awarded if the candidate refers to the Source and uses recall in their 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 and to use relevant presented evidence. In order to obtain full marks for a question, candidates must in addition use recalled evidence in their answer.

1. The candidate explains why there was growing opposition to World War One in Russia, using **presented evidence** such as:

- unbearable burden of war
- military defeats
- poor distribution of food
- increase in the cost of living
- worsened living conditions/standard of living

and from **recall** such as:

- serious food shortages especially in large cities
- shortage of fuel and clothing
- the endless queues people had to stand in in freezing weather
- breakdown of transport system worsened hardships
- millions of refugees from fighting areas added to overcrowding in cities
- factories closed leading to rising unemployment
- the terrible hardship meant disease was widespread
- huge loss of life on the Eastern Front
- troops demoralised by numerous defeats
- anger at shortage of guns, ammunition and food for troops
- mutinies breaking out at the front
- hatred of Empress Alexandra who was in charge of government
- anger at Rasputin's influence – accused of damaging war effort.

**KU2 (3)**

2. The candidate describes the main events of the Bolshevik seizure of power using **presented evidence** such as:

- night of October 24<sup>th</sup> started to take control of key points in Petrograd
- took control of bridges over river Neva
- next morning seized power station and railway station

and from **recall** such as:

- took over other key positions, such as the State Bank, telephone exchange
- Kerensky left the city to find loyal troops but never returned
- Trotsky's role in getting Peter and Paul Fortress support
- cruiser Aurora and guns of Peter and Paul Fortress opened fire on Winter Palace
- Red Guards stormed Winter Palace
- Provisional Government arrested
- fierce fighting in Moscow also saw the Bolsheviks win control
- Lenin formed a new government, the 'Council of People's Commissars'.

**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:
- contemporaneity: primary source made at the time (of the Civil War)
  - authorship: produced by the Bolsheviks/product of the Bolshevik propaganda
  - content: shows the White generals being controlled by the Allied Powers
  - accuracy: typical Bolshevik propaganda/anti-White bias
  - purpose: turn Russians against the Whites/make the Whites out to be traitors to Russia
  - limitation: only shows the opinion of the Bolsheviks.

**ES1 (4)**

4. The candidate assesses the agreement between **Sources C** and **D** using evidence such as:

Sources agree that Britain, France and the USA intervened in the war:

- **Source C** shows: the main interventionist powers: Britain, France, USA
- **Source D** says: Britain, France and the USA . . . ., sent help to the Whites.

Sources agree that the Bolsheviks claimed the Allied powers controlled the Whites:

- **Source C** shows: the Allied powers controlling the Whites
- **Source D** says: they portrayed the Whites as being controlled by foreign powers.

Sources agree that the Whites were led by Denekin, Kolchak and Yudenich:

- **Source C** shows: 3 main White commanders, Denekin, Kolchak, Yudenich
- **Source D** says: White leaders, Kolchak, Denekin and Yudenich.

Sources disagree about the commitment of the Allies:

- **Source C** shows: the determination of the Allies to intervene
- **Source D** says: intervention was half-hearted.

Only **Source D** says apart from the Big Three, other powers intervened.

Only **Source D** says Allied intervention was of little use to the Whites.

Only **Source D** says foreign intervention actually helped the Communists.

**ES2 (3)**

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

5. The candidate assesses the completeness of **Source E** with reference to **presented evidence** such as:

- Trotsky's arrival helped save the town of Gomel
- he visited troops at the front line
- boosted troops by his presence
- he went to wherever the situation was critical

and from **recall** such as:

- provided inspired leadership
- was a brilliant organiser
- created a regular disciplined army
- turned the Red Army into a very effective fighting force
- toured Russia constantly during the Civil War
- travelled with a special train, which carried crack troops, ammunition and equipment
- allowed him to go quickly to wherever he was most needed
- appointed former Tsarist officers to serve in the Red Army
- political commissars (Communists) shared authority with officers
- resorted to conscription because a larger army was needed
- was respected by the troops
- used propaganda to whip up enthusiasm for the war
- made sure the Red Army soldiers were well fed
- harsh discipline was used to make sure troops stayed loyal.

**ES4 (4)**

**Full marks can only be awarded if the candidate refers to the Source and uses recall in their 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 and to use relevant presented evidence. In order to obtain full marks for a question, candidates must in addition use recalled evidence in their answer.

1. The candidate explains why German civilians wanted the war to end in 1918 using **presented evidence** such as:

- existence of shortages (hardly anything to buy)
- everything was rationed
- people were fed up with the war

and from **recall** such as:

- examples of shortages, eg food, fuel
- effects of the Allied blockade
- effects of Spanish flu epidemic
- high casualties at the front/wounded coming back
- morale was low/defeatism was high
- effects of the turnip winter
- use of ersatz food
- increasingly obvious that the war could not be won
- German allies dropping out
- growing discontent with the government/Kaiser
- news of German defeats on Western Front
- America's entry into the war in 1917 was psychologically damaging for Germany.

**KU2 (3)**

2. The candidate describes the actions of the Nazis during the Munich Putsch using **presented evidence** such as:

- Hitler and some Nazis interrupted the meeting in the Beer Hall
- Nazi SA men surrounded the building
- 25 Nazis burst in
- Hitler declared a national revolution

and from **recall** such as:

- Nazis marched to the town centre of Munich
- Goering led the 25 Nazis into the hall
- Ludendorff's role
- Hitler climbed on a chair in the beer hall and fired a shot
- Nazis occupied government buildings
- Nazi supporters were forced back by troops
- Nazis suffered casualties
- Hitler dislocated shoulder and ran off
- Hitler was later arrested.

**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 knowledge 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:
- contemporaneity: primary source produced at the time (of Nazis coming to power)
  - authorship: poster(s) produced by the Nazis, Nazi propoganda
  - content: portrayal of SA as glamorous, heroic figure
  - accuracy: matches other Nazi portrayals - propaganda
  - purpose: to encourage recruits/to glamorise SA
  - limitation: biased towards Nazis/others disliked SA.

ES1 (4)

4. The candidate assesses the agreement between **Sources C** and **D** using **presented evidence** such as:

Sources agree that people were attracted by uniform/badges:

- **Source C** shows: uniform, badges/swastikas
- **Source D** says: some were attracted by the uniform and badges.

Sources agree that the SA were shown as powerful:

- **Source C** shows: SA man looking powerful
- **Source D** says: strength portrayed by the Brownshirts.

Sources agree that SA men were worshipped/seen as heroes:

- **Source C** shows: heroic figure, people saluting him/looking up to him
- **Source D** says: Hitler glorified SA men as heroes.

Sources agree that SA appealed to those in favour of 'racial purity':

- **Source C** says: SA march towards Aryan purity
- **Source D** says: appealed to Aryan manhood.

Only **Source D** mentions people being frightened into silence about the SA.

ES2 (3)

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

5. The candidate evaluates how completely **Source E** describes Hitler's appeal using **presented evidence** such as:

- he made dramatic appearances
- he commanded silence/expectation
- he was able to walk slowly thus showing his authority
- he was idolised/saluted
- he was greeted with cheering
- the fact 30,000 people turned up

and from **recall** such as:

- he was seen as a Saviour
- he was boosted by Nazi propaganda
- he promised them many things, eg jobs
- he spoke against the Treaty of Versailles
- he opposed the weaknesses of Weimar
- he offered a restoration of German pride
- Hitler was a great orator
- he promised strong leadership compared to weak Weimar governments
- rallies/badges/uniforms
- Hitler offered something to everyone eg Hitler Youth, Strength through Joy, SA, German Labour Front
- he promised to get rid of the communists.

**ES4 (4)**

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

[END OF MARKING INSTRUCTIONS]