

2006 History

Standard Grade – Credit

Finalised Marking Instructions

© The Scottish Qualifications Authority 2006

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from the Assessment Materials Team, Dalkeith.

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

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

Information for markers

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

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

Marking conventions

Markers must carefully observe the following points:

All marking on candidate scripts must be in red biro.

All marking must be carefully placed **in the correct column** on the right of the script:
KU marks in the left column; ES marks in the right column.
Half marks must not be used.

All of the 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	indicates presented evidence is present (useful in ES4, ES6 items).
CO	indicates the candidate has used content only in response to an ES1 item

NR indicates no relevant recall.
NPE indicates no presented evidence has been used.
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 not deducted for badly written or barely legible answers.)

Marking at Credit Level

Marks should be awarded to the candidate for:

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

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

Section A (Knowledge and Understanding)

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

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

Section B (Enquiry Skills)

NB: At Credit Level process in itself is not rewarded.

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 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 a conclusion.

2006 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 evidence.

1. The candidate describes the problems with high rise accommodation using evidence such as:
 - overcrowding
 - sanitation problems/sewage disposal
 - hygiene difficulties/spread of disease
 - difficulties with water supply
 - buildings often poorly constructed/maintained. **KU1 (3)**

2. The candidate explains the ways in which new technology affected the textile industry in the late 18th century using evidence such as:
 - machines, eg Arkwright's water frame/Crompton's mule speeded up spinning
 - power looms increased production of weaving
 - machines needed water power and factories were built on rivers
 - machines caused unemployment among hand spinners/weavers
 - spinning mills brought new demands of labour
 - machines brought dangers/accidents/dust
 - decline of domestic system
 - textile industry took off/employed thousands. **KU2 (4)**

Section B

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

3

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

- contemporaneity: primary source written at the time of emigration from Highlands and Islands
- authorship: eyewitness of emigration/contemporary, involved observer
- content: detail on causes of emigration, eg...
- accuracy: factual account, matching demonstrated candidate knowledge, eg...
- purpose: to reveal reasons for poverty/causes of emigration in the Highlands
- limitation: one-sided view/landlord's opinion.

ES1 (4)

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

Source A

- no longer profitable to collect kelp in the Islands
- poverty was common/money was very hard to come by
- farming was difficult in the Highlands and Islands
- emigrants did well in their new country.

Source B

- some saw emigration as an adventure.

Source C

- journeys were good
- emigrants could build new houses/barns
- emigrants had hopes of a new life/better farming.

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

Source A

- crofters were removed and replaced with sheep.

Source B

- their houses had been swept away
- the people were driven out of their land
- they were forced to go to the wilds of Canada
- some died of hunger/smallpox while going across the ocean.
- almost everyone was crying/forced to leave
- the authorities/Bailiffs/Constables made sure they boarded the ship
- it was a loathsome experience.

Source C

- Canada was a wild country
- creating a farm was hard/difficult work
- starting a new life was difficult with no oxen/limited livestock.

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** on the issue using **presented evidence** such as that given in answer 4 and **recalled evidence** such as:

for the issue:

- overpopulation put a drain on resources in the Highlands
- crofting life in Scotland was hard
- kelp prices fell everywhere when Napoleonic wars ended
- prices of cattle dropped
- potato famine caused additional problems in the Highlands
- many Highlanders were living on Poor Relief
- there was plenty of land available abroad
- Scots rose to high positions in Canada, Australia and America
- many Scots went in a spirit of entrepreneurship
- many Scots had a family living abroad.

against the issue:

- sheep farming required space and few people
- many crofters had their houses burned down
- new regulations put a stop to hunting of game
- migrant ships lacked proper regulations
- further detail on hardships of ship voyages
- many Scots missed clan/family/friends
- many Scots missed their homeland/culture
- some landlords forced tenant to emigrate
- many Scots had to work abroad in a form of slavery.

ES6 (5)

A conclusion which takes account of one side only and/or is based solely on 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 evidence.

1. The candidate describes the living problems of tenements using evidence such as:
 - over crowding/lack of privacy
 - sanitation problems/sewage disposal
 - hygiene difficulties/spread of diseases
 - difficulties with water supplies
 - buildings often poorly built/maintained
 - demand often outstripped supply
 - differing levels of quality (relative to rents). **KU1 (3)**

2. The candidate explains the ways in which new technology affected the coal industry before 1930s using evidence such as:
 - pick and shovel still largely used in most Scottish coalmines
 - wagonways used to move coal underground
 - steam and electrical power to raise wire rope cages
 - steam and electrical power for drainage pumps
 - safety lamp/lighting
 - ventilation fans
 - metal or concrete pit props
 - electrical coal cutting/conveyor belts. **KU2 (4)**

Section B

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

3. The candidate makes a balanced evaluation of **Source A** using evidence such as:
 - contemporaneity: primary source written at the time of Highland emigration
 - authorship: eyewitness of emigration
 - content: details on poor conditions in Highland homes, eg...
 - accuracy: supports some Scottish views on Highland life, such as ...
 - purpose: to report to a Lowland readership/wants to see them leave
 - limitation: one sided Lowland view. Recall of other differing views/other reasons for emigration from the Highlands **ES1 (4)**

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

Source A

- they should escape the extraordinary and disgusting filth
- they would gain by being encouraged to emigrate
- they would gain clean water/clean air
- they would get away from dirt, smoke/homes they share with animals.

Source B

- some men saw emigration as an adventure.

Source C

- many Scots emigrated because of the better living prospects
- they had family to welcome them/many other Scots there
- Scottish emigrants were welcomed by Canadians
- they stayed on at school till they were fourteen
- none of them regretted leaving Uist.

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

Source A

- no wish to emigrate as they appear quite contented
- it would be forced as they must be 'instructed'.

Source B

- their houses had been swept away
- the people were driven out of their land
- they were forced to go to the wilds of Canada
- some died of hunger/smallpox while going across the ocean
- almost everyone was crying/forced to leave
- the authorities/Bailiffs/Constables made sure they boarded the ship
- it was a loathsome experience.

Source C

- some emigrants had difficulty settling down.

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

ES5 (6)

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:

- overpopulation put a drain on Highland/Scottish resources
- effects of the kelp crisis after the Napoleonic wars
- selling prices for cattle impacted on prospects
- crofting life was hard even after 1886 reforms
- potato famine in Highlands and Islands in 1840s
- poor relief system in the 1840s
- there was plenty of land available abroad
- there was work available abroad
- successes of Scots in Canada/Australia/USA
- voluntary emigration from the Highlands continued
- seasonal and temporary migration opportunities in other places abroad.

against the issue:

- sheep farming/grouse moors/deer management/sporting estates required space and less people
- the brutality of the evictions/burning out of tenants
- migrant ships lacked proper regulations
- sense of clan loss/culture breakdown/attacks on Gaelic
- life overseas was not always successful.

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

ES6 (5)

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 evidence.

1. The candidate describes the problems faced by people living in high-rise flats, using evidence such as:

- lifts were small/often didn't work
- many people suffered from loneliness/a sense of isolation
- some blocks let in wind and rain/bits fell off
- windows and doors jammed
- thin walls meant flats could be noisy
- long dark narrow corridors were unpleasant and scary
- suffered from vandalism
- nowhere for children to play/nothing for children to do
- some couldn't afford to use the underfloor heating
- flats were damp
- some residents became ill/suffered from lung disease
- some residents became depressed
- lack of shops or other facilities for residents
- no community spirit
- too many stairs for elderly/very young.

KU1 (3)

2. The candidate explains in what ways the everyday lives of Scottish people were changed by motor transport using evidence such as:

- increased personal freedom to travel where and whenever people want to go
- travel faster and easier
- opened up holiday opportunities
- boosted tourism
- brought remote areas more in touch
- goods could be delivered to people's doors
- lorries transported goods to shops more cheaply/helps reduce cost of living
- supplied fresher food
- motorways, bridges and tunnels have reduced travelling time and distances
- easier to commute to work
- provided many jobs, eg building cars, constructing roads, working in garages
- by-passes and ring roads have reduced bottlenecks in towns
- children could go to school by bus
- doctors could visit patients in the countryside.

BUT

- demolition of houses to make way for roads/motorways
- traffic congestion/jams
- road accidents
- decline of town centres due to out of town stores
- noise pollution caused by motor vehicles
- dangerous for pedestrians to cross busy roads
- parking problems
- pollution from exhaust fumes
- brought about closure of local shops which causes difficulties for non car owners
- some communities are divided by busy roads
- expense of maintaining a car is a problem for some
- discourages people from taking exercise/encourages people to be lazy
- decline in public transport means non car owners suffer.

KU2 (4)

Section B

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

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

- contemporaneity: primary source written at the time of emigration from Scotland/a 'memoir' written after the events it describes
- authorship: eyewitness of emigration/first hand experience of emigration
- content: gives details of why his family/emigrants settled so well in Canada
- accuracy: factual account/similar to other evidence such as ...
- purpose: to inform people what life in Canada was like for Scottish emigrants/encourage other Scots to consider emigration
- limitation: only one person's/family's experience; only shows benefits of emigration.

ES1 (4)

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

Source A

- better living prospects in Canada
- had family in Canada to welcome them/many other Scots there
- Scottish emigrants were warmly welcomed by Canadians
- all children stayed on at school till they were fourteen
- none of them regretted leaving Uist.

Source B

- to escape the poverty and hardship in Britain
- promise of greater freedom and wealth overseas.

Source C

- to escape the terrible living conditions in Britain
- low wages made life a struggle
- opportunities for a better future in Canada, Australia, etc
- cheap farmland available overseas
- improvement in ships made journey better.

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

Source A

- some emigrants had difficulty settling in Canada.

Source B

- emigrants left a good life in Britain/left comfortable homes and good friends
- overseas they faced great hardship/hostile land and crowded cities
- many emigrants returned home
- they wasted money and time emigrating.

Source C

- emigrants suffered hardship crossing the oceans.

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

ES5 (6)

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:

- agricultural changes meant farm workers found it hard to find work
- slumps in industry led to high unemployment
- decline in the fishing industry
- harsh working conditions in factories
- details of the terrible living conditions
- Highlanders continued to be pushed off the land
- in Highlands there was not enough good farm land for crofters/faced great hardships
- many Scots did very well abroad
- better standard of living/higher wages, better housing
- lots of employment opportunities, especially for skilled workers
- Scots rose to high positions in America, Australia and Canada
- examples of Scots who did well, eg Andrew Carnegie
- some emigrants made their fortune, eg by finding gold
- less class prejudice abroad/everyone treated more equally.

against the issue

- many Scots missed their family and friends back home
- Scots missed their homeland/culture
- Highlanders forced off the land to make way for hunting estates
- some emigrants were not made welcome
- many emigrants were unprepared for the conditions they found overseas
- some faced great hardship abroad
- many emigrants got low wages and struggled to survive
- strange diseases killed emigrants.

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.

ES6 (5)

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 discusses the importance of the death of King Louis XVI as a cause of war using evidence such as:

- execution of Louis XVI (on 21.1.1793) horrified many in Britain
- British authorities feared for monarchy in Britain and elsewhere in Europe
- the execution made war more likely.

and also

- reign of terror was too extreme and this also led to growing opposition
- fear of unrest spreading to Britain was also a factor
- Edict of Fraternity alarmed many
- French conquest of the Austrian Netherlands alarmed many
- French violation of Dutch neutrality contributed
- opening of the River Scheldt alarmed Britain
- French actions threatened British naval supremacy
- French denunciation of European treaties was a factor
- French resentment that Pitt refused to recognise the Republic increased tension
- French actions upset the European balance of power.

KU3 (5)

2. The candidate describes how the Vienna Settlement finally affected France using evidence such as:

- Louis XVIII to be restored to the throne
- French frontiers cut back to those of 1790
- France was to suffer an army of occupation for 3-5 years
- France to pay an indemnity of 700 million francs
- France was to lose sections of Belgian territory (to the Netherlands)
- settlement of N Italy produced a barrier against France
- Prussia took over Rhine provinces as a barrier
- Russia, Austria, Prussia and Britain agreed to maintain an alliance against further French aggression
- Russia, Austria, Prussia and Britain agreed to meet at intervals in congresses to consider questions of European peace.

KU1 (4)

Section B

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

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

- contemporaneity: primary source produced at the time of the Revolutionary Wars
- authorship: contemporary cartoonist with first hand experience
- content: shows Britain expected to suffer as a result of the Continental System/example of French propaganda
- accuracy: example of French propaganda
- purpose: to justify the Continental System/boost French morale
- limitation: French view/exaggerated/only shows one possible effect of war.

ES1 (4)

4. The candidate discusses the attitude of the authors using **evidence** such as:

- anger at government policies
- hatred of the poverty caused by the government
- displeasure at the government destroying commerce/industry
- hatred of government taxation methods/levels
- dislike of government recruitment methods.

ES3 (3)

5. The candidate compares **Sources B** and **C** using evidence such as:

Sources agree that the war caused suffering:

Source B says: we are suffering from poverty/a barbarous war

Source C says: war has caused distress/starvation.

Sources agree that taxation increased:

Source B says: excessive taxes

Source C says: income tax introduced.

Sources agree that the wars lasted a long time:

Source B says: endless war

Source C says: a lengthy war.

Sources agree that young people are recruited into the military forces:

Source B says: war swallows up the youth

Source C says: war needs vast amounts of young manpower.

Only **Source C** mentions the effects on food prices.

Only **Source C** mentions the effect on wages.

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

ES2 (5)

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 evidence.

1. The candidate assesses the importance of the assassinations at Sarajevo using evidence such as:
- assassinations in Bosnia blamed on Serbian Black Hand
 - Austria-Hungary used assassinations as an excuse to hand ultimatum to Serbia
 - Serbia did not accept all the points of the ultimatum
 - Austria-Hungary declared war on Serbia
 - provided spark that set off chain of events that led to World War I.

and also

- Austria-Hungary wanted an excuse to crush Serbia
- Russia mobilised in support of Serbia
- Austro-Hungarian/Russian rivalry in the Balkans
- alliance system comes into play/Triple Alliance vs Triple Entente
- arms race in Europe
- naval race between Britain and Germany
- economic rivalry
- imperial rivalry.

KU3 (5)

2. The candidate describes the military terms imposed on Germany in 1919 using evidence such as:
- German army was reduced to 100,000 men
 - no conscription permitted
 - no tanks
 - no heavy machine guns/artillery
 - the Rhineland was demilitarised
 - army of occupation inside Germany
 - German navy was only allowed 6 smaller battleships
 - German navy was forbidden submarines
 - no air force permitted
 - no airships permitted.

KU1 (4)

Section B

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

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

- contemporaneity: primary source from the time of the First World War
- authorship: produced by the British government
- content: shows a soldier asking if Britain is worth fighting for/encouraging men to join up
- purpose: to persuade civilians to enlist
- accuracy: agrees with other evidence, eg: ...
- limitation: only one of the many examples of government propaganda/idealised scene.

ES1 (4)

4. The candidate discusses the attitude of the author as shown in **Source B** using evidence such as:

- dislike of food shortages/very negative view/upset at suffering people faced
- resentment at continually being hungry
- antipathy to dandelion tops/turnip greens
- bitterness towards the monotony of the diet/custard
- anger at seeing the mother go hungry
- despair at the continuation of the food shortage.

ES3 (3)

5. The candidate evaluates the area of agreement between **Sources B** and **C** using evidence such as:

Sources agree that it was an extremely difficult time:

Source B says: it was a terrible time, terrible
Source C says: the food situation is unbearable.

Sources agree that food was short in supply:

Source B says: had to eat what food was available – dandelions, potatoes
Source C says: the potato supply has been insufficient/food situation is unbearable.

Sources agree that people were going hungry:

Source B says: we were starving
Source C says: undernourishment is spreading.

Sources agree that meat was in short supply:

Source B says: we never saw a piece of meat for ages
Source C says: labourers had little meat.

Sources agree that both sides were exhausted by the war:

Source B says: if it had gone on for many more months I don't know what would have happened to us.
Source C says: how long can it go on/our strength is spent.

Sources agree that people had to survive on bread:

Source B says: and we ate it with bread
Source C says: labourers lived on dry bread.

Sources disagree about the availability of potatoes:

Source B says: and cook them with potatoes (implies potatoes are readily available)
Source C says: potato supply has been insufficient.

Only **Source B**: mentions that a mother did not eat to provide for her children

Only **Source C**: mentions that food was rationed

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

ES2 (5)

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 assesses the importance of the Czech crisis in causing international tension using evidence such as:

- importance of Sudeten defences to the Czech state
- importance of Sudeten industry to the Czech economy
- meetings between Chamberlain and Hitler
- details of the Munich Agreement
- Munich gave Hitler confidence and prestige
- Munich made some people in Britain turn against appeasement.

and other possible evidence such as:

- German rearmament
- the remilitarisation of the Rhineland
- the Spanish Civil War
- the Anschluss with Austria
- the German takeover of Czechoslovakia, March 1939
- the German attack on Poland, September 1939
- Hitler began to pressurise Poland

KU3 (5)

2. The candidate describes Britain's decline using evidence such as:

- size of British war debt/poor state of the British economy
- Britain relied on US economic aid (the Marshall Plan)
- Britain forced to withdraw from Suez in 1956
- Britain no longer able to match armed forces of the USA or the Soviet Union
- break up of the British Empire
- need to establish new relationship with the Communist countries.

KU1 (4)

Section B

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

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

- contemporaneity: a primary source from the Second World War
- authorship: produced by the British government
- content: warning people to carry their gas masks
- accuracy: consistent with other evidence, such as ...
- purpose: to keep people vigilant/encourage people to carry gas masks
- limitation: does not mention other measures like black-outs or shelters.

ES1 (4)

4. The candidate discusses the attitude of **Source B** using evidence such as:

- fairly positive view of the food supply situation
- relief that food never ran out
- content that it was fairly distributed
- happy that some things were plentiful
- reasonably happy that her diet was healthy
- unhappy at lack of variety of food.

ES3 (3)

5. The candidate compares **Sources B** and **C** using evidence such as:

Sources agree there was not enough food:

Source B says: food was scarce in Britain

Source C says: food shortages in Germany.

Sources agree there was rationing in both countries:

Source B says: many things were rationed in Britain

Source C says: lots of items were rationed in Germany.

Sources agree that you had to save to obtain some things in both countries:

Source B says: that you had to collect coupons to get a new dress or curtains in Britain

Source C says: that household goods and clothes were only available on a points system in Germany.

Sources agree that efforts were made in both countries to share food properly:

Source B says: that a lot was done to distribute food fairly in Britain

Source C says: that food was shared fairly in Germany.

Sources agree that it wasn't only food that was rationed:

Source B says: need coupons for dress/curtains

Source C says: household goods/clothes were only available on a points system.

Only **Source B** refers to some foods being plentiful (in Britain).

Only **Source B** names rationed food stuffs.

Only **Source C** refers to price controls stopping inflation.

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 evidence.

1. (a) The candidate explains why conflict developed in America as a result of white attitudes towards black slaves before 1860 using evidence such as:
- conflict between North/South attitudes was a major cause of Civil War
 - by 1800 slavery ceased in Northern states but firmly established in economy of the South
 - by 1860 4 million black slaves on Southern plantations; few in the North
 - slavery profitable in the South as cheap labour
 - Northerners resentful/feared spread into new territories
 - Abolitionists saw slavery as unjust (although few Northerners believed in equality)
 - Southerners uneasy at the threat of abolition affecting their lifestyles
 - Southerners uneasy at the threat of abolition reducing value of slaves
 - many Southern slave owners adopted cruel practices
 - some slave owners looked after their slaves well
 - many Southern slave owners justified use of slaves
 - many Southern slave owners were criticised by Northern abolitionists
 - revelations of cruelty towards slaves (Uncle Tom's Cabin) alarmed many
 - some slaves adopted non-violent opposition
 - some slave uprisings/led to murder of many slaves
 - Underground Railway helped slaves to escape
 - runaway slaves hunted down/punished if caught
 - Lincoln's determination to stop the spread of slavery alarmed South.

KU2 (8)

In marking the 8 mark essay, 1 mark should be awarded for each relevant piece of correctly applied evidence, up to a maximum of 6 marks. Up to 2 marks can be awarded for the correct process: introduction; paragraphed main body of evidence; valid conclusion.

1. (b) The candidate explains why conflict developed in America as a result of white attitudes towards Native Americans after 1865 using evidence such as:

- White Americans and Native Americans brought into conflict over use of the prairies
- Native Americans wanted freedom to roam/hunt; white Americans wanted to farm
- issue of the buffalo brought further conflict/Native Americans fought the Whites
- Native Americans believed that Great Spirit had created land for their care
- White Americans had a “property attitude” towards land
- Manifest Destiny: belief in whites being able to settle land from Atlantic to Pacific
- government encouraged white settlers/railway companies to move West
- Peace Commission set up to remove obstacles to travelling West
- many white Americans favoured setting up reservations
- Native Americans objected to reservation life/accommodation
- White Americans wanted to develop the way west – railroads/confident of future
- Native Americans saw numbers dwindle/alarm at possible extinction
- Native Americans felt “invaded” and attacked wagon train homesteads
- many Whites saw Native Americans as savages
- White/“Indian” tensions led to atrocities/massacres/wars
- Native Americans blamed Whites for introducing new diseases
- White Agents of Federal Government were often not sympathetic
- Native Americans often felt betrayed by their treatment/breach of promises
- White Americans gained from Homestead Act of 1862
- grants to gold mining companies further alarmed Native Americans
- humanitarians wanted Native Americans treated with respect.

KU2 (8)

In marking the 8 mark essay, 1 mark should be awarded for each relevant piece of correctly applied evidence, up to a maximum of 6 marks. Up to 2 marks can be awarded for the correct process: introduction; paragraphed main body of evidence; valid conclusion.

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.

2. The candidate assesses the completeness of **Source A** using **presented evidence** such as:

- laws imposed severe restrictions on freedmen
- it seemed that slavery was being maintained
- prohibited right of freedmen to vote
- freed slaves could only testify in court when the case involved only their own race
- were obliged to sign a Labour Contract every year
- could be punished if the contracts were broken.

and **recalled evidence** such as:

- freedmen prevented from carrying guns/using weapons
- restrictions imposed on renting/owning land (in some states)
- marriages recognised between freed slaves but not between freed slave and Whites
- types of jobs limited to farming/domestic service
- requirement for a licence to work other jobs
- the right to strike or leave employment denied
- freedmen could not become government officials
- detail(s) on punishments inflicted on freed slaves.

ES4 (5)

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

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

Sources agree that Black Codes were restrictive:

Source A says: laws imposed severe restrictions

Source B says: Black Codes limited opportunities.

Sources agree that the Black Codes restored slavery:

Source A says: many thought slavery was on the way back

Source B says: freedmen not much better off/believed laws were re-establishing slavery.

Sources agree that freedmen could not testify against Whites:

Source A says: freed slaves could testify only when their own race was involved

Source B says: freedmen were kept from giving evidence against Whites.

Sources agree that freedmen were obliged to sign contracts:

Source A says: were obliged to sign a Labour Contract every year

Source B says: had to sign an annual binding agreement with their employer.

Sources agree that freedmen could be punished for breach of contracts:

Source A says: punishments if the contracts were broken

Source B says: strict penalties if the terms were breached.

ES2 (4)

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

UNIT III – Context B: India 1917 – 1947

Section A

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

1. (a) The candidate explains the economic effects of British rule on India using evidence such as:

- British control allowed economic “exploitation” to exist
- natural resources exploited eg raw cotton
- iron and steel industry was developed – but largely for British benefit
- little other industry was developed
- finished products were sold back to India, eg cotton goods
- many Indians worked as house servants
- salt tax imposed, caused hardship among the poor
- British business men in positions of power
- British interests were in charge of the railways
- railways enabled speedy famine relief/supplied employment
- roads and railways ran where the British wanted them/strategic ones
- “Cotton roads,” in Bombay and the Central Provinces designed to have access to the ports
- imposition of taxation on Indians.

KU2 (8)

1. (b) The candidate explains the political and social effects on India using evidence such as:

- use of the English language (good and bad effects)
- British maintenance of law and order/uniform system of justice
- British policy of repression, imprisonment of Gandhi and Nehru
- pampered existence of many British
- British ‘snobbery’ towards the Indians
- British ignored/critical of Indian culture
- King of Britain was “Emperor of India” – rule by Viceroy appointed by UK parliament
- Civil Service/government was in British control
- very few Indians were in positions of responsibility in Civil Service
- educational opportunities for Indians were limited
- British and Indian army regiments were usually kept apart
- Indian troops fought in WW1, WW2
- British remained separate: clubs, manners, dress
- British in charge of law and order.

KU2 (8)

In marking the 8 mark essay, 1 mark should be awarded for each relevant piece of correctly applied evidence, up to a maximum of 6 marks. Up to 2 marks can be awarded for the correct process: introduction; paragraphed main body of evidence; valid conclusion.

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.

2. The candidate assesses the completeness of **Source A** using **presented evidence** such as:

- widespread devastation/rioting
- hundreds of people lying dead on the roadside
- many fires burning
- shops were looted
- houses were burned down
- “civilised” people (who knew the victim) were willing to use violence.

and from **recalled evidence** such as:

- called by Muslim League leader, Muhammad Ali Jinnah
- won wide support from Muslims
- started in Calcutta
- Hindu and Muslim communities fought each other
- four days of violence/ten days in Calcutta
- some villages completely wiped out
- large number of refugees
- British army was stretched to limits to control violence
- Gandhi attempted to end the violence
- Indian army used to restore order.

ES4 (5)

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

3. The candidate assesses the agreement between **Sources A** and **B** using **presented evidence** such as:

Sources agree that Direct Action/riots began in August (1946):

Source A says: that night of 15-16th August

Source B says: scenes took place in August.

Sources agree that many people were killed:

Source A says: hundreds of people lying dead on the roadside

Source B says: many were killed/the streets were piled high with corpses.

Sources agree that buildings/houses were on fire:

Source A says: still the fire burned all over the place, many houses were burned

Source B says: houses were burnt/a pall of smoke from burning houses hung over the city.

Sources agree that many shops were looted:

Source A says: many shops were being looted

Source B says: shops were looted.

Sources agree that rioters even attacked the old:

Source A says: an old washerman was beaten up

Source B says: rioters slaughtered the old.

Sources agree that death figures are uncertain/imprecise:

Source A says: hundreds of people were lying dead

Source B says: it will never be known how many were killed.

Only **Source B** says rioters targeted anyone/the young without restraint.

ES2 (4)

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

1. (a) The candidate fully explains the effects of Lenin's New Economic Policy using evidence such as:

- kept government control of large industries
- allowed private enterprise in small business
- introduced worker bonuses/gave incentives to work
- encouraged foreign investment
- led to increased industrial production: steel; coal; iron
- ended requisitioning of grain
- led to more food being grown/reduced starvation
- introduced fairer system of taxation in the countryside
- made the Kulaks more numerous and richer
- reduced discontent in Russia
- made some Communists angry
- restored stability to the currency (the rouble).

KU2 (8)

1. (b) The candidate fully explains the effects of Stalin's Five Year Plans using evidence such as:

- USSR was turned into a modern industrial state
- production rose in electricity supply (through dams/hydro-electric schemes)
- industrial production increased
- dramatic increases in production of coal, oil and steel
- new cities grew up
- improvement in transport/communications (eg Moscow Underground)
- introduction of new farm machinery/tractors
- unemployment dropped
- some improvement in education
- some improvement in medical facilities
- human suffering was terrible (strict discipline/use of secret police/slave labour)
- labour camps were established
- some disappointing results through inefficiency, waste, duplication of effort
- wages fell
- targets had to be met
- Russia sold grain to pay for essential materials.

KU2 (8)

In marking the 8 mark essay, 1 mark should be awarded for each relevant piece of correctly applied evidence, up to a maximum of 6 marks. Up to 2 marks can be awarded for the correct process: introduction; paragraphed main body of evidence; valid conclusion.

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.

2. The candidate assesses the completeness of **Source A** using **presented evidence** such as:

- the army was in retreat
- the situation did not improve when the Tsar took command
- the soldiers were discontented
- growing discontent in cities
- less food grown/food was scarce in cities
- prices were rising
- people could not keep warm.

and **recalled evidence** such as:

- the Tsar was seen as weak
- the Tsar had no military knowledge or experience
- the Tsarina had too much power
- the Tsarina was seen as a German spy
- Rasputin had too much influence/was murdered
- frequent strikes
- the army lacked modern equipment
- injured soldiers got little medical help
- the peasants were demanding more land
- transport problems
- discontent/protest encouraged Revolutionaries.

ES4 (5)

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

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

Sources agree that soldiers were unhappy:

Source A says: the soldiers' anger grew

Source B says: unrest was growing in the army.

Sources agree that many peasants were in the army:

Source A says: many young men had been conscripted into the army

Source B mentions: the mobilisation of so many peasants.

Sources agree that there was not enough food in the cities:

Source A says: food was short

Source B says: there was a shortage of food.

Sources agree that people suffered from the cold:

Source A says: people found it hard to stay warm

Source B mentions: shortages of clothing and fuel.

Sources agree that farms were not producing enough food:

Source A says: peasants were growing less food

Source B says: farms were lying derelict.

Sources agree that the problems had the potential for trouble:

Source A says: discontent arose

Source B says: trouble was brewing.

Sources agree that there was discontent with the Tsar's rule:

Source A says: in cities, discontent rose

Source B says: Russia was not a contented country.

ES2 (4)

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

UNIT III – Context D: Germany 1918 – 1939

Section A

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

1. (a) The candidate explains the way in which Nazi policies affected young people in Germany using evidence such as:

- young were encouraged to join Nazi youth groups from an early age
- Pimpfen (6-10) Deutsch Jungfolk (10-14) Hitler Youth (14-18)
- alternatives, eg Church youth groups, discouraged
- Jewish children persecuted
- girls and boys in separate groups
- girls joined Jungmadel Bund (10-14), Bund Deutscher Madel (14-21)
- 60% of all youth belonged to Nazi youth organisations by 1935
- boys trained for war (military activities/sport/camping)
- girls trained for motherhood (Kinder, Kirche, Kuche)
- girls expected to wear appropriate dress
- youth had to respect/obey/show loyalty to the Führer
- pressures to conform could be threatening
- indoctrination at school/emphasis on German history/biology
- academic standards dropped; emphasis on sport/“female” subjects; less time for homework
- some opposition groups: Edelweiss Pirates; Navajos; Swing movement
- children used as informants
- children taught to be anti-Semitic.

KU2 (8)

In marking the 8 mark essay, 1 mark should be awarded for each relevant piece of correctly applied evidence, up to a maximum of 6 marks. Up to 2 marks can be awarded for the correct process: introduction; paragraphed main body of evidence; valid conclusion.

1. (b) The candidate explains the way in which Nazi policies affected the Jews using evidence such as:

- from 1933 Hitler used his power to persecute: Anti-Semitism was official policy
- anti Jewish propaganda: blamed for World War One/Communism/economic ruin/contaminating “Master Race”
- anti semitic education: pupils taught to be hostile to Jews; teachers humiliated Jewish children
- from 1933 anti Jewish laws/boycott of Jewish shops/doctors/lawyers/lecturers – dismissed
- law for the Restoration of the Professional Civil Service banned Jews from government jobs
- 1935 Jews forbidden to join the army
- restrictions on opportunities for employment/education
- civil liberties restricted: anti Jewish signs displayed in shops/restaurants/cafes
- 1935 Nuremberg Law for protection of German blood and honour: ban on marriage between Jews and non Jews
- sexual relations between Jews and non-Jews outside marriage – criminal/prison offence
- 1935 National Law of Citizenship meant Jews lost citizenship – no vote/rights
- 1938 government contracts only for Aryan firms
- 1938 Only Aryan doctors were allowed to treat Aryan patients
- 1938 All Jews had to take new first names – Israel and Sarah – adding to signatures
- 1938 Kristallnacht and massive anti Semitic campaign: Jewish homes/shops/synagogues destroyed; 100 killed/2000 arrested/sent to camps
- 1933-39: way paved for Holocaust

KU2 (8)

In marking the 8 mark essay, 1 mark should be awarded for each relevant piece of correctly applied evidence, up to a maximum of 6 marks. Up to 2 marks can be awarded for the correct process: introduction; paragraphed main body of evidence; valid conclusion.

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.

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

- Weimar Republic blamed for war debt/Reparations
- Weimar Republic associated with dishonourable Treaty of Versailles
- Weimar Republic disgraced by French occupation of the Ruhr 1923
- insecurity and suffering during period of inflation blamed on Weimar
- measures taken by Weimar government to cope with the Depression, which followed the Wall St Crash, angered the majority of Germans.

and **recalled evidence** such as:

- Weimar government associated with Germany losing World War One
- Conservatives and nationalists believed Weimar politicians were the “November Criminals”/stab in the back myth
- left wing politicians felt betrayed by Weimar
- proportional representation seemed to produce weak governments/ disillusionment with democracy
- appeared unable to stop violent outbreaks; breakdown of public order
- Ruhr crisis – giving in to foreign powers
- effects of hyperinflation in 1923
- effects of 1929 Depression: unemployment rises
- desire for strong government/dictatorship.

ES4 (5)

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

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

Sources agree that Weimar's reputation suffered from signing the peace treaty:

Source A says: Weimar Republic was associated with the Versailles Treaty and its dishonour

Source B says: by signing the Treaty of Versailles the Republic was forever associated with it.

Sources agree that the Republic inherited post war economic problems:

Source A says: economically Weimar was saddled with the war debts and reparations

Source B says: had been left with huge national debt and reparations from the war.

Sources agree that Weimar was held responsible for inflation/hyperinflation:

Source A says: period of inflation was blamed on the Weimar government

Source B says: as hyperinflation set in, faith in Weimar was lost.

Sources agree that failure to deal with the Depression affected Weimar:

Source A says: measures taken by the Weimar government to cope with the economic crisis alienated the majority of Germans

Source B says: unable to agree on measures to deal with the crisis, the government lost the support of the people.

Sources agree that people began to turn away from the Republic:

Source A says: many looked for alternative solutions

Source B says: began to turn to other political parties.

Only **Source A** mentions that Weimar had been disgraced by the Ruhr occupation in 1923.

ES2 (4)

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

[END OF MARKING INSTRUCTIONS]