

**2006 History**

**Standard Grade – General**

**Finalised Marking Instructions**

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## Information for markers

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

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

## Marking conventions

Markers must carefully observe the following points:

All marking on candidate scripts must be in red biro.

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

Half marks must not be used.

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

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

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

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

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

✓	indicates a relevant, credited piece of evidence.
R	indicates that recall has been credited.
DP	indicates a developed point of evidence.
P	indicates that the process is apparent.
X	indicates irrelevance.
SE	indicates a serious error.
NP	indicates that process is suspect or non-existent.
C	indicates that the candidate has <b>simply</b> copied presented evidence.
PE	indicates presented evidence is present
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: A tick in the right hand margin indicates that a misplaced part of an answer has been read. Marks are not deducted for badly written or barely legible answers.)

## **Marking at General Level**

Marks should be awarded to the candidate for:

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

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

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

A *selection* of possible recall is given in the Marking Instructions. The marker should use professional judgement to determine the relevance of other possible recall.

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

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

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

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

“This source is 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.”

“This source is reliable as it was written by a man living at the time.”

“This source is valuable as it comes from the time of the investigation.”

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.

## 2006 – History Standard Grade

### General Level – Marking Scheme

<b>Unit I – Context A: 1750s – 1850s</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 describes new methods of farming the land using **presented evidence** such as:

- use of iron ploughs
- use of seed-sowing machines
- use of threshing-mills.

and from **recalled evidence** such as:

- Small's two-horse plough
- new crop rotations
- (Bell's) reaping machine
- (Jethro Tull's) seed drill
- (Andrew Meikle's) threshing machine
- use of steam power to drive threshing mills
- enclosing fields
- introduction of chemical fertiliser.

**KU1 (3)**

2. The candidate assesses the importance of improved food supply in causing population growth using **presented evidence** such as:

- ending of famines and many deaths
- better farming improved food supply
- fewer died from starvation
- people ate better (and mortality rates dropped).

and from **recalled evidence** such as:

- crop yields increased
- variety of food stuffs improved/better diets
- mothers' fertility improved
- infant mortality dropped.

and other possible factors such as:

- earlier marriages (due to less need for long apprenticeships)
- lack of contraception
- improved standard of living
- slowly improving hygiene
- Jenner's vaccination against smallpox
- slowly improving medical knowledge
- immigration from Ireland.

**KU 3 (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 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: a primary source written at/near the time
- authorship: eyewitness/first hand knowledge
- content: detail on the Radical War/use of troops
- accuracy: matches candidates own knowledge – eg ...
- purpose: written in an autobiography/a memoir – to give information on events in his lifetime
- limitation: only one viewpoint/hostile to government action.

**ES1 (3)**

4. The candidate selects evidence from **Source C** that government use of force was wrong such as:

- country was suffering from distress/unemployment
- (only) a few radicals demanded change
- situation was exaggerated
- government over-reacted (called it a revolution/civil war)
- weavers were unemployed and unhappy.

The candidate selects evidence from **Source D** that government use of force was correct such as:

- a Glasgow Radical committee was possibly planning a revolution
- 300 angry Radicals clashed with government troops
- a party of Radicals tried to march to Carron to get guns.

**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 above and from **recalled evidence** such as:

**for the issue:**

- Radicals had genuine grievances – government should have listened to them eg provide employment/poor relief
- Radicals were often handloom weavers out of work because of industrial changes
- Radicals were protesting for better conditions
- Radicals had hoped that the end of war with France would mean changes/more democracy/revolution was unlikely in Britain
- Peterloo was a peaceful meeting where 11 were killed and 400 injured by government troops
- use of agents provocateurs to exaggerate situations
- Bonnymuir march was brutally crushed: arrests and executions followed.

**BUT**

- government feared a revolution like that in France
- there were rumours that the Radical army was going to attack Edinburgh banks
- government had no proper policing control
- physical force radicals did exist, eg United Scotsmen

**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 describes new methods of farming the land using **presented evidence** such as:

- the use of underground drainage
- the level surfaces of fields led to further crop improvements such as potatoes
- it was easier to manage the different kinds of livestock
- the quick adoption of new equipment
- the back up services of farming toolmakers
- fields were levelled (and easier to farm)
- further crop improvements such as potatoes
- field design/shape was better/all fields became enclosed.

and from **recalled evidence** such as:

- improved ploughs
- improved reaping machines
- steam powered threshing machinery
- McCormack's binder
- tractors/lorries (gradually replacing horses)
- increase use of chemical fertiliser/nitrates
- growth of specialised market garden/dairy/livestock
- 4-field crop rotation
- selective breeding of animals.

**KU1 (3)**

2. The candidate assesses the importance of an improved food supply using **presented evidence** such as:

- the revolution in agriculture helped to feed urban population
- increase in food production helped population growth
- urban working class could eat grain, milk, potatoes and meat from Scottish farms
- people ate healthier/better.

and from **recalled evidence** such as:

- detail on agricultural revolution/enclosure movement/better farming methods
- quality and variety of food stuffs/better diets for all
- fertility of mothers increased
- infant mortality dropped
- contributory factors of railways towards improved food supply.

and other possible factors such as:

- earlier marriages
- lack of effective contraception
- improved standard of living
- improvements in hygiene/soap and public water supplies
- vaccinations
- improvement in clothing
- improving medical knowledge
- migration from Ireland and areas of Europe.

**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 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 source written at the time (of militant Suffragette activity)
- authorship: an eyewitness account/newspaper journalist
- content: details support for government actions
- accuracy: similar to other evidence, eg .../biased against Suffragettes
- purpose: urging government to take firm action
- limitation: only view of one newspaper/anti-Suffragette.

**ES1 (3)**

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

- militant Suffragettes had gone too far
- agrees militant Suffragettes needed to be stopped/time for dealing gently had ended
- approves of those responsible for the trouble being arrested
- supports the government's use of force against the WSPU.

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

- people were shocked at the cruelty of the government
- government accused of brutality towards the hunger strikers
- many admired the bravery of those being force fed
- led to some men taking the Suffragettes more seriously
- support for the Liberal government declined.

**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 above and **recalled evidence** such as:

**for the issue**

- women were breaking the law
- government couldn't release women from jail to commit more crimes
- had to show they would not give in to people who broke the law
- had to force feed hunger strikers as it didn't want any martyrs
- didn't want to encourage other groups to break the law to try and get what they wanted
- highlighted how foolish and irresponsible women were being/too silly to be trusted with the vote
- government had other urgent priorities to deal with.

**against the issue**

- women were treated like common criminals and sent to jail
- forceful actions gained the militant Suffragettes a lot of publicity
- forceful actions gained a great deal of public sympathy
- caused the government great embarrassment
- made some women even more determined to get the vote
- risked serious/permanent injury to prisoners being force fed
- government was accused of torture/doctors refused to carry out force feeding
- drove women to more violent actions, eg firebomb attacks on property
- Scottish examples of violence/arson.

**ES6 (4)**

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

## Unit I – Context C: 1880s – Present Day

### Section A

In answering questions in Section A, candidates are required to carry out the appropriate process and 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 describes the changes which made it easier for women to work after 1945, using **presented evidence** such as:

- new household gadgets made housework easier/quicker
- men helped more with housework (letting women go out to work)
- changes in industry created more jobs for women
- the growth of part-time work suited some women.

and **recalled evidence** such as:

- attitudes changed towards women working due to their efforts during the Second World War
- birth control made it easier for women to plan a family and still have a career
- better child care facilities
- better education/qualifications opened up a wider range of jobs to women
- growth of service/new light industries provided jobs for women
- new laws passed to protect women's rights at work, eg Equal Pay Act; Sex Discrimination Act
- the work of the Equal Opportunities Commission
- the role played by trade unions
- decline of old, male-dominated heavy industries.

**KU1 (3)**

2. The candidate assesses the importance of a better diet in Scotland's population increasing after 1880 using **presented evidence** such as:

- cleaner water eradicated serious diseases such as cholera/typhoid fever
- more spent on fresh fruit which was good for people's health
- a good diet built up resistance to disease
- a better diet reduced the risk of heart disease and cancer

and **recalled evidence** such as:

- free school meals/milk provided for poor children
- infant mortality rate fell
- improvements in working conditions
- better housing helped stop the spread of disease
- immigrants coming to Scotland (from Ireland, Italy, Asia, Poland, England etc)
- medical improvements reduced death rate: X rays; vaccinations, antibiotics
- better qualified doctors and nurses
- people more aware of importance of personal hygiene
- NHS provided free medical care
- improved public health: better sanitation.

**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 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: primary source written at the time (of militant Suffragette activity)
- authorship: an eyewitness account/a newspaper journalist
- content: details support for government actions
- accuracy: similar to other evidence, eg .../biased against Suffragettes
- purpose: urging government to take firm action
- limitation: only view of one newspaper/anti-suffragette.

**ES1 (3)**

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

- militant Suffragettes had gone too far
- agrees militant Suffragettes needed to be stopped/time for dealing gently had ended
- approves of those responsible for the trouble being arrested
- supports the government's use of force against the WSPU.

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

- people were shocked at the cruelty of the government
- government accused of brutality towards the hunger strikers
- many admired the bravery of those being force fed
- led to some men taking the Suffragettes more seriously
- support for the Liberal government declined.

**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 above and **recalled evidence** such as:

**for the issue:**

- women were breaking the law
- government couldn't release women from jail to commit more crimes
- had to show they would not give in to people who broke the law
- had to force feed hunger strikers as it didn't want any martyrs
- didn't want to encourage other groups to break the law to try and get what they wanted
- highlighted how foolish and irresponsible women were being/too silly to be trusted with the vote
- government had other urgent priorities to deal with.

**against the issue:**

- women were treated like common criminals and sent to jail
- forceful actions gained the militant Suffragettes a lot of publicity
- forceful actions gained a great deal of public sympathy
- caused the government great embarrassment
- made some women even more determined to get the vote
- risked serious/permanent injury to prisoners being force fed
- government was accused of torture/doctors refused to carry out force feeding
- drove women to more violent actions, eg firebomb attacks on property
- Scottish examples of violence/arson.

**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 describes the strengths of the Fourth Coalition using **presented evidence** such as:

- fewer allied losses at Leipzig
- Fourth Coalition able to field a larger army
- larger number of nations/states in the Coalition.

and **recalled evidence** such as:

- Coalition armies were better trained
- Coalition had good leadership
- Napoleon’s Russian Campaign had failed
- French army weakened (by 300,000) after retreat from Moscow
- French were weakened by years of war.

**KU1 (3)**

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

- meat was old
- biscuits were infested with maggots
- water was dirty/full of weevils
- the wine was unpleasant/like bullock’s blood and sawdust.

and **recalled evidence** such as:

- complaints about very young boys being employed in the navy
- punishments were severe: flogging; keel-hauling; hanging
- dangers of ship life: falling from rigging
- rats spread disease
- accommodation was poor
- pay was poor
- many sailors were press-ganged
- shore leave was limited
- scurvy often occurred
- the sick were poorly attended to.

**KU3 (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 completeness of **Source C** using **presented evidence** such as:

- events in Spain had affected other countries
- Spanish revolt started a tide of protest against established governments/influenced Naples and Piedmont
- events in Spain could have led to uprisings throughout Italy
- events in Spain threatened France and Germany.

and **recalled evidence** such as:

- the influence of Metternich
- alarm at rising tide of protest against established governments
- Congress powers wanted to save Europe from widespread destruction
- desire to preserve the balance of power.

**ES4 (4)**

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

4. The candidate establishes the opinion of the author such as:

- critical of the Congress System
- thinks the powers are divided
- thinks countries are pulling against each other
- thinks Congress System will destroy itself/collapse over Greek independence
- thinks larger powers will win at the expense of smaller powers.

**ES3 (3)**

5. The candidate compares **Source D** and **Source E** using **presented evidence** such as:

Sources agree that the Congress powers were divided:

**Source D** says/shows: divisions among powers

**Source E** says: Russia was acting (with others) against Austria.

Sources agree that the Greek revolt would lead to the collapse of the Congress System:

**Source D** shows: countries pulling against each other over Greece

**Source E** says: Greek revolt marked the end of the Congress System.

Sources agree that Russia sided with Britain and France against Austria:

**Source D** shows: Russia teamed with France and Britain against Austria

**Source E** says: Russia was acting with Britain and France in opposition to Austria.

Only **Source E** says that Canning was against the Congress System.

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

**ES2 (4)**

**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 presented evidence recalled evidence in their answer.

1. The candidate describes the arms race prior to the First World War using **presented evidence** such as:

- naval arms race was between Britain and Germany
  - Britain had constructed 29 Dreadnoughts to Germany's 17
  - Britain had many more destroyers than Germany
  - Britain had many more submarines than Germany.
- } Britain had built a bigger navy than Germany

and **recalled evidence** such as:

- naval bases built in Britain and Germany
- Kiel Canal widened (to aid the Baltic fleet)
- on land Germany was involved in an arms race with France and Russia
- all nations were building bigger armies
- army reforms (eg Haldane's)
- the Triple Alliance/Triple Entente spent huge sums on armaments
- Anglo-French Naval Convention
- detail on Dreadnought making other ships obsolete
- detail(s) on the Naval Race.

**KU1 (3)**

2. The candidate assesses the importance of aircraft during the First World War using **presented evidence** such as:

- used to protect troops in trenches
- used for reconnaissance, ascertain enemy actions
- used to photograph enemy lines
- fighter planes built (to shoot down enemy planes)
- creation of RAF implies importance of air technology.

and **recalled evidence** such as:

- planes were used to bomb opposition trenches
- planes were used to strafe enemy trenches
- aircraft design improved and planes became more effective
- new air technology slowed down the German Spring Offensive
- both sides also used airships during the war.

**and also:**

- use of tanks to break stalemate on the WF
- use of poison gas, chlorine, phosgene, mustard
- artillery was developed to become more deadly
- machine guns/Lewis guns were developed
- flame throwers were used.

**KU3 (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 assesses the attitude of the author of **Source C** towards the problems faced by The League of Nations using evidence such as:

- League faces many difficulties/may not achieve peace
- the women (representing League of Nations) is in real danger
- sharks/problems are menacing League of Nations
- the real dangers to the League are dictators and economic problems
- disarmament is the next step (to world peace)
- peace will only be achieved one step at a time
- League hesitant/acting very slowly/cautiously.

**ES3 (3)**

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

Sources agree that disarmament would be the next step:

**Source C** shows: League stepping towards disarmament

**Source D** says: the next step forward would be disarmament.

Sources agree that economic conditions were difficult:

**Source C** shows: (a shark with the words) 'economic crisis'

**Source D** says: in such conditions of economic depression.

Sources agree that dictators were a concern:

**Source C** shows: a shark with the word 'dictators' on its body

**Source D** says: a further problem was the rise of dictators in Europe, (such as Mussolini in Italy).

Sources agree that there are fears for the future of the League:

Source C shows: dangers looming up

Source D says: countries less likely to work together/problems existed  
eg rise of dictators.

**ES2 (4)**

Only Source D says dictators who seized power by force were not likely to work with others to prevent war/for the peaceful ideals of the League.

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

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

- refugees were helped
- Nansen Passports helped 500,000 POWs in Russia get home
- League worked in poorer countries to improve health
- the number of cases of leprosy was reduced.

and **recalled evidence** such as:

- solved some territorial disputes, eg in 1920 between Sweden and Finland, Aaland Islands
- had some success against the slave trade/Slavery Convention of 1926
- reduced the trade in drugs/campaigned against drug trafficking
- the ILO encouraged many countries to improve working conditions for ordinary workers
- League successfully organised a rescue plan for the Austrian economy
- no major wars fought
- intervened successfully in Bulgaria–Greece dispute/Iraq–Turkey dispute/Poland–Lithuania and, with limited success, in Corfu dispute.

**ES4 (4)**

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

**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, a candidate must in addition use recalled evidence in their answer.

1. The candidate describes the growth of German armed forces using **presented evidence** such as:

- number of aircraft went up from 0 to over 4000
- number of big warships rose from 0 to 4
- number of submarines went up from 0 to 54.

and **recalled evidence** such as:

- conscription introduced in 1935
- the army became much bigger
- the army got new weapons, eg new types of tank
- army went back into the Rhineland in 1936
- the air-force was tested in the Spanish Civil War
- boys got military training in the Hitler Youth
- between 1933 and 1935 propaganda encouraged young men to join the military.

**KU1 (3)**

2. The candidate assesses the importance of the Cuban Missile crisis in causing tension using **presented evidence** such as:

- the US found Soviet missile bases in Cuba
- President Kennedy thought the Soviet Union was about to attack the USA
- Kennedy was under pressure to bomb Cuba.

and **recalled evidence** such as:

- Cuba is very close to the United States
- missiles from Cuba could hit every American city
- President Kennedy ordered a naval blockade of Cuba
- Kennedy sent soldiers to Florida
- the USA disliked the Communist Cuban government
- serious risk of nuclear war.

and **also**:

- the building of the Berlin Wall
- the U2 spy-plane incident
- both sides well prepared for nuclear war
- Russia's concerns over US policy.

**KU3 (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 attitude of the cartoon using **presented evidence** such as:

- it has a very positive view of the United Nations' role
- it sees the most important members (the USA, the Soviet Union and Britain) as now being firm friends
- it sees the United Nations as being responsible for preserving/guarding peace
- it sees the United Nations as a way of preventing further war/slaughter
- it sees the UN as a way of encouraging people to live together.

**ES3 (3)**

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

Sources agree that the UN would promote good relations among countries:

**Source C** shows: American, British and Russian soldiers with their arms round each other

**Source D** says: UN would develop friendly relations among nations/live together in peace/live as good neighbours.

Sources agree that the UN should prevent the horrors of another war:

**Source C** shows: the graves and helmets of many dead soldiers

**Source D** says: save generations from the scourge of war.

Sources agree that the UN could make the world a safer place:

**Source C** says: let's learn to live together

**Source D** says: UN will settle disputes peacefully.

Only **Source D**: talks about practising tolerance

Only **Source D**: talks about the UN improving living standards.

Sources disagree about who is responsible for maintaining peace:

**Source C** shows: (only) US, UK and USSR in charge

**Source D** says: we (all members states) are determined to prevent war/develop friendly relations.

**ES2 (4)**

**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:

- the world has become a more dangerous place since 1945
- the UN has been unable to stop many wars
- the UN has been unable to stop the spread of nuclear weapons
- the UN is badly run
- the UN wastes money.

and **recalled evidence** such as:

- unable to stop human rights abuses in some states
- accusations of corruption
- problems with peacekeeping in the Belgian Congo/Middle East
- difficulties in Korea, 1950-53
- not all members were wholehearted supporters of the UN
- unable to deal with environmental issues
- UN resolutions defied by countries like Israel
- delay in admitting Communist China.

**ES4 (4)**

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

<b>Unit III – Context A: USA 1850 – 1880</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, a candidate must also use recalled evidence in their answer.

1. The candidate describes the results of Lincoln’s election as President using **presented evidence** such as:

- seven Southern states seceded from the Union
- the Confederate States was established
- eleven states joined the Confederation.

and **recalled evidence** such as:

- South was alarmed at the Republican victory
- South feared Lincoln would abolish slavery
- South Carolina seceded first
- Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas followed
- Lincoln tried to placate the South/reassure them on slavery issue
- Lincoln tried to preserve the Union
- Lincoln warned against Southern seizure of forts/arsenals
- Fort Sumter fell to the South
- Lincoln called for a militia force of 75,000
- Civil War broke out
- South elected (Jefferson) Davis as President of the Confederacy.

**KU1 (3)**

2. The candidate explains the reasons why the Mormons were disliked using **presented evidence** such as:

- people were irritated by the Mormons' hard work and carefulness
- fears were increased by rumours of a Mormon secret society called the Danites
- non-Mormons were disgusted by Mormon men having more than one wife at the same time
- there were fears of a Mormon population which would outnumber non-Mormons.

and **recalled evidence** such as:

- resentment that Mormons believed they were the “chosen people of God” and regarded others as second-class
- different beliefs and way of life caused prejudice/distrust
- dislike of Mormon attempts to convert others
- people were jealous of Mormon success/prosperity in farming/business
- failure of Mormon bank led to resentment: thousands of ordinary Americans had invested and lost money
- Mormons suspected of wanting to abolish slavery
- they suspected the Mormons of being friendly with the Indians
- fears about Mormon power: Mormon private army numbered 2000 in 1842
- alarmed when Joseph Smith announced intention to run as President/feared Mormon laws would be imposed on everyone.

**KU2 (4)**

## Section B

In answering questions in Section B, candidates are required to carry out the correct 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 attitude of the author using presented evidence such as:

- praises the Bureau: positive about its work (holistic)
- commends heroic work in providing homes and food
- praises success in establishing schools despite opposition
- claims health facilities improved by setting up hospitals
- felt ex-slaves protected when Bureau supervised contracts
- acknowledged Bureau created resentment from KKK when officials took plantation owners to court
- respects Bureau's stance against the KKK
- respects Bureau officials for taking plantation owners to court.

**ES3 (3)**

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

Sources agree that the Bureau distributed food to freedmen:

**Source C** says: the Freedmen's Bureau did heroic work in providing food for former slaves

**Source D** says: food was given to the poorest Blacks.

Sources agree that the Bureau set up schools for ex-slaves:

**Source C** says: it succeeded in establishing 4,000 schools

**Source D** says: it...operated over 4,000 primary schools.

Sources agree that the Bureau provided health care for ex-slaves:

**Source C** says: it also improved health facilities by setting up 100 hospitals

**Source D** says: it opened 100 hospitals.

Sources agree that the Bureau supported ex-slaves looking for work:

**Source C** says: the Freedmen's Bureau also protected ex-slaves by supervising the terms under which they were hired

**Source D** says: Congress set up the Freedmen's Bureau to help Blacks get employment.

Sources agree that the work of the Bureau was unpopular in the South/with the Ku Klux Klan:

**Source C** says: its officials were resented by the Ku Klux Klan

**Source D** says: it alarmed Southern Whites in organisations like the Ku Klux Klan.

Only **Source C** mentions Bureau provided homes.

Only **Source D** mentions food provided to Whites also.

Only **Source D** mentions Bureau helped with civil rights.

Only **Source D** mentions the Freedmen's Bank was opened.

**ES2 (4)**

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

**Unit III – Context B: 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, candidates must in addition use recalled evidence in their answer.

1. The candidate describes the reactions to the Amritsar massacre using **presented evidence** such as:

- many saw it as harsh
- it produced martyrs for the Indian nationalist cause
- nationalist grievances grew strongly
- it created a crisis of confidence in Britain
- British ruthless determination to defend Empire seemed to have vanished.

and **recalled evidence** such as:

- led to the deaths of 379 and many were wounded
- other areas saw violence in reaction
- inquiry/Hunter Report into the events weakened the authorities' policies
- General Dyer was quickly invalided out of Army
- British government lost the goodwill of many Indians towards the policy of gradual change
- far fewer Indians believed that the British were wise rulers who deserved to be in charge/British seen now as brutal and racist
- Indians began to protest on a bigger scale and with more success: did not want concessions after such brutality
- Congress no longer wanted to share power with the British: they wanted the British to leave India
- Gandhi and the Congress Party led these protests/became the main leader(s) of Indian nationalism
- later unrests over the Simon Commission.

**KU1 (3)**

2. The candidate explains why Gandhi's campaign attracted support using **presented evidence** such as:

- people were attracted to the non-violence aspect of Gandhi's campaign
- saw it as a way out of the difficulties of campaigning against the British
- saw it as a good/open and effective method of action
- campaigners became convinced by/ashamed for doubting Gandhi.

and **recalled evidence** such as:

- little chance of violence succeeding against British military force
- Gandhi's peaceful/passive resistance tactics had been effective in Bihar
- fasting aspect of Satyagraha also used effectively
- Hartal campaigners were effective
- Gandhi encouraged many Indians to join for only a few pence a year/even the weak could take part
- Gandhi did meet with the authorities and this gave him status
- British could deal sensitively with his peaceful campaigns.

**KU2 (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 evidence where appropriate. Where recall is required in an answer this is stated in the question paper.

3. The candidate evaluates the attitude to Indian independence using evidence such as:

- overall view is to agree to Indian independence
- thinks in general that the British are not wanted and should get out
- thinks there is growing opposition to British rule
- thinks that the Congress Party and Gandhi were struggling hard for Indian Independence
- thinks that Indians should be rewarded for supporting the war effort
- recognises Britain's military weaknesses and inability to prevent independence.

**ES3 (3)**

4. The candidate assesses disagreement between **Sources C** and **D** about the need for Indian independence using **presented evidence** such as:

Sources disagree on the need for independence:

**Source C** says: the only thing to do is to get out/grant independence

**Source D** says: India should never be given up/be independent.

Sources disagree on the benefits of British rule:

**Source C** says: we have not given a great deal to the Indian people

**Source D** says: the British had built roads and railways/improved medicine/education.

Sources disagree on Britain's strength/ability to keep control of India:

**Source C** says: we do not have the military force

**Source D** says: British Empire still had the power to control across all continents.

Only **Source C** shows strength of desire for independence in India.

Only **Source C** shows that India deserved independence because of its contribution in the war.

Only **Source D** shows the benefits Britain got from India-wealth – ie do not give it up.

Only **Source D** shows the importance of India in the Empire – the Jewel in the Crown.

**ES2 (4)**

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

### 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 describes the results of the February Revolution using **presented evidence** such as:

- the Duma leaders were forced to take charge of the country
- Alexander Kerensky became Minister of Justice
- Soviet gained some direct say in running of the country
- Provisional Government and Petrograd Soviet formed a ‘Dual Government’
- no one to run the country/provide leadership.

and from **recalled evidence** such as:

- the Tsar abdicated
- Russia was no longer an autocracy
- Russia became a republic
- 300 years of Romanov rule was ended
- the war continued
- Provisional Government passed some important reforms, eg 8 hour day, end of censorship
- Lenin able to return to Petrograd
- political prisoners freed
- Provisional Government arranged to hold elections for a constituent assembly
- economic problems remained, eg. food shortages, peasants’ demand for land
- Russia was no longer ruled by the Tsar.

**KU1 (3)**

2. The candidate explains why the Whites lost the Civil War using **presented evidence** such as:

- Reds had clear sense of purpose
- the Whites were not a united force
- White morale was never high
- Whites did not have common cause
- Whites lacked effective leadership
- Reds had very effective leadership.

and from **recalled evidence** such as:

- White leaders were lazy, brutal and corrupt
- White armies were scattered
- Whites held mainly agricultural areas/little industry
- Whites caused suffering to peasants and alienated them
- after 1919 Whites lost the support of the Allies and thus supplies of war materials
- foreign intervention led to growing support for the Reds
- Reds strengths/resources.

**KU2 (4)**

## Section B

In answering questions in Section B, candidates are required to carry out the appropriate process and 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 attitude of Stalin using **presented evidence** such as:

- he is hostile towards the Kulaks
- he thinks there is a need to carry out an offensive against the Kulaks
- he wants to break their resistance
- he wishes to eliminate them as a class
- he believes that the Kulaks are the enemies of collectivisation/is opposed to them being allowed to join collective farms.

**ES3 (3)**

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

Sources agree that the Kulaks did not support collectivisation:

**Source C** says: break their resistance to collectivisation

**Source D** says: the Kulaks were resisting the collective farm movement.

Sources agree that Kulaks were against the peasants and their desire for collectivisation:

**Source C** says: Kulaks are against the peasants who are putting collectivisation into practice

**Source D** says: Kulaks began to wage a campaign of terror against those who supported and worked for collectivisation.

Sources agree that the Kulaks were the enemy of the collective movement:

**Source C** says: they are sworn enemies of the collective farm movement

**Source D** says: they tried to destabilise the soviet/socialist economy/began to wage a campaign of terror/sabotaged the grain trade.

Sources agree that the Kulaks must be got rid of:

**Source C** says: eliminate them as a class.

**Source D** says: the liquidation of the Kulaks as a class became a top priority.

**ES2 (4)**

Only **Source D** accuses Kulaks of being selfish, opposing collectivisation, so as to return their positions.

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

<b>Unit III – Context D: Germany 1918– 1939</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 also use recalled evidence in their answer.

1. The candidate describes the results of the Beer Hall Putsch using **presented evidence** such as:

- the Putsch failed
- Hitler was put on trial
- Hitler’s trial gave him much publicity/made him well-known
- Hitler was found guilty
- Hitler received a short prison sentence.

and from **recalled evidence** such as:

- 16 Nazis killed/some police killed
- Hitler ran off but was arrested
- Judge at the trial was sympathetic/Hitler given 5 years in Landsberg castle
- during his 9 months in prison Hitler wrote “Mein Kampf”
- government banned Nazi Party and its newspapers (lasted till 1925)
- Hitler decided to use legal/democratic methods to win power
- the trial allowed Nazi ideas to be publicised.

**KU1 (3)**

2. The candidate explains why Hitler was able to defeat his opponents using **presented evidence** such as:

- he acted swiftly/without warning
- he had SA leaders arrested/shot
- he used violence/had Roehm shot
- he was ruthless.

and **recalled evidence** such as:

- opposition was not united
- they used the Gestapo/SS
- there was a lack of support for SA
- there was no resistance from the SA
- SA were taken at dead of night
- SA leaders were all together at a meeting called by Hitler/easy target
- there was backing from group of generals who wanted SA disciplined
- there was army support for the event: weapons, vehicles supplied
- Roehm had enemies within the Nazi movement (esp Goering and Himmler)
- they arrested many political opponents
- they used the concentration camps
- Hitler's popularity
- use of propaganda
- Enabling Act gave him unlimited power
- used law to ban other political parties/trade unions declared illegal
- sacked judges and civil servants he did not trust
- control of mass media
- once Hitler became Fuhrer he had total legal power/it was more difficult to stand up to him

**KU2 (4)**

## Section B

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

3. The author evaluates the attitude of the author using evidence such as:

- did not support the Nazis/opposed the Nazis
- avoided saluting the Nazi flag
- disliked Nazi parades/processions
- loathed the Brown shirts (as thugs)
- disgusted at himself for giving the Nazi salute.

**ES3 (3)**

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

Sources agree that there was resistance to the Nazis/Nazi practices:

**Source C** says: I managed to avoid saluting the Nazi flag

**Source D** says: some people refused to give the Heil Hitler salute.

Sources agree that not all Germans were enthusiastic about Nazi parades:

**Source C** says: you could steer clear of parades/I turned my back on it

**Source D** says: parades were treated with indifference.

Sources agree that ordinary Germans pretended to support the Nazis:

**Source C** says: he had to give the Nazi salute

**Source D** says: people supported Nazis as their job might depend on it.

Sources agree that ordinary Germans were unhappy with the SA pressure:

**Source C** says: I could have spat at myself (for giving in to the SA)

**Source D** says: ordinary Germans resented aspects like SA.

Sources agree the SA were brutes:

**Source C** says: they are thugs

**Source D** says: they use strong-arm tactics.

Only **Source D** says people refused to join the Nazi party.

Only **Source D** mentions widespread grumbling against Nazis.

**ES2 (4)**

[END OF MARKING INSTRUCTIONS]