



**2007 History**

**Standard Grade – Credit**

**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.

No half marks can be awarded.

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

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

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

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

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

✓	indicates a relevant, credited piece of evidence.
R	indicates that recall has been credited.
DP	indicates a developed point of evidence.
P	indicates that the process is apparent.
X	indicates irrelevance.
SE	indicates a serious error.
NP	indicates that process is suspect, weak or non-existent.
C	indicates that the candidate has <b>simply</b> copied presented evidence.
PE	presented evidence is present (useful in an ES4, ES6 item).
CO	candidate has used content only in response to an ES1 item

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

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

### **Marking at Credit Level**

Marks should be awarded to the candidate for:

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

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

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

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

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

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

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

In an ES1 item in Unit I it is not enough to say that a source is useful because it deals with the issue/investigation under discussion or that it was written at the time etc. The evaluation must make specific reference to the actual source/s as in all ES1 type items.

Examples:

This source is useful as it was written during a period of great changes in farming in the late 18<sup>th</sup> 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 comparison. Examples are given in the Marking Instructions.

In an ES3 item, candidates should exhibit understanding of the attitudes conveyed in the source. As in all items, straight copying or listing should be penalised.

In an ES4 item asking the candidate to put a source into its historical context full marks cannot be awarded unless relevant recall is given.

In an ES5 item (Question 4 of Unit I) listing or copying of relevant evidence from the presented sources **is allowed** and should be **fully credited**.

Recall or personal judgement *cannot* be credited at all.

If evidence is selected on only one side of the given issue, the maximum obtainable is 3 marks.

In an ES6 item (Question 5 in Unit I) the candidate must:

use presented evidence

show relevant recall

show some balance of answer

If any of the above three requirements is not met, the maximum obtainable is 2 marks.

(NB: There is no need for a balanced conclusion as such but the answer must show balance).

In the Marking Instructions, the abbreviations K1 – K3, and E1 – E6 have been used to indicate the particular sub skills of the extended EGRC to which an individual question relates:

K1: description; K2: explanation; K3: importance;

ES1: evaluation; ES2: comparison; ES3: point of view; ES4: set in context;

ES5: select evidence; ES6: present conclusion.

## 2007 History – Standard Grade

### Credit 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 using relevant recalled knowledge.

1. The candidate explains why the population of Scotland increased between 1750 and 1820, using evidence such as:
  - fall in the death rate: decrease in infant mortality/healthier mothers meant healthier babies
  - increase in the birth rate/earlier marriages led to larger families
  - some better housing eg New Town, model villages
  - better hygiene/greater use of soap
  - cheaper cotton led to cleaner clothes
  - advances in medical knowledge
  - some diseases disappeared, eg plague, malaria
  - farming improvements led to a better diet
  - no famines
  - immigration from Ireland
  - vaccination prevented disease.

**KU2 (4)**

2. The candidate describes housing in the countryside in the late 18th century using evidence such as:

- most cottages were just hovels/huts
- few rooms which tended to be small
- built of stone or turf
- thatch or turf roof
- had earth/dirt floors which made houses damp and cold
- low walls seldom more than 1.8 metres high
- tended to be single storey
- cooking done in open fire in middle of floor
- chimney just a hole in the roof
- inside of house tended to be dark and smoky
- windows small, often unglazed
- very little furniture apart from chests, stools and a dresser
- sanitation poor or non-existent
- accommodation often shared with animals
- poorly ventilated
- single, male workers lived in bothies
- landlords lived in mansions or castles.

**But**

- not all Lowland housing was poor
- Improvers built substantial houses
- built of stone and slate
- wooden or stone floors
- glass in windows
- had fireplaces and chimneys
- had other amenities such as barns for animals.

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

contemporaneity: primary source written at the time of great change in agriculture  
authorship: official report; written by an eyewitness/a reputable minister  
content: details on the impact of the agricultural revolution, eg ...  
accuracy: matches other evidence presented by candidate, eg ...  
purpose: to inform people about changes in the countryside  
limitation: only refers to Inverkeithing/may be different elsewhere in Scotland.

**ES1 (4)**

4. The candidate identifies evidence from the sources **for the issue** such as:

**Source A**

- most available land was cultivated
- wasteland was reclaimed
- farmers given long leases

**Source B**

- better wages for remaining labourers
- those remaining in countryside enjoyed a better standard of living

**Source C**

- landlords got higher rents.

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

**Source A**

- loss of pasture
- loss of common land
- high rents

**Source B**

- many people driven away from the countryside/encouraged emigration
- many cottages destroyed/workers evicted who were no longer needed
- Small's plough halved the number of men needed to cultivate the land

**Source C**

- many farmers lost their farms and became farm/day labourers
- no work for many day labourers
- more people relied on the parish for help
- great increase in poverty/poor families.

**If evidence is selected on only one side of the given issue, the maximum obtainable is 3 marks.**

**ES5 (6)**

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:**

- new farm machinery meant that work could be done more quickly/easily; labour costs fell
- more food was produced for Scotland/to feed workers in urban areas
- ending of famines
- abolition of bails released more land
- long leases gave incentive to improve
- allowed farmers to introduce new methods on farms, eg new crops and selective breeding
- better yields – produced more/better crops
- enclosure provided short-term work fencing and building
- made it easier for farmers to run farms
- many tenant farmers became rich
- Scottish lairds got wealthier
- increased wealth helped to improve standard of living: housing, clothing etc
- emigration was beneficial for some

and **against the issue:**

- some areas, especially in the Highlands, experienced few benefits
- wages dropped for some workers
- farm labourers forced to move to find work in dirty mill towns
- some Scots villages became deserted
- many Scots reduced to begging
- families ties were broken
- some farm machinery could lead to accidents.

**ES6 (5)**

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

## UNIT I – Context B: 1830s – 1930s

### Section A

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

1. The candidate explains reasons for the population of Scotland growing between 1830 and 1920's using **evidence** such as:

- increased birth rate (until 1870s)
- early marriages led to larger families
- decrease in the death rate, especially infant mortality
- improvements in medicine eg use of anaesthetics
- better understanding of the causes of disease – use of antiseptics
- better training for doctors/better hospitals
- improved personal hygiene/use of soap
- cleaner water supply
- improved sanitation eg drains and sewers
- better housing/slums demolished/less overcrowding
- immigration eg Irish
- improved/healthier diet
- disappearance of killer epidemics eg smallpox, cholera
- rising standard of living/higher wages
- better cotton clothing.

**KU2 (4)**

2. The candidate describes housing in the countryside in the late 19th century using evidence such as:

- improvements had been made but much poor housing still remained
- some cottages were just hovels/huts
- few rooms/tended to be small
- built of stone or turf
- thatch or turf roof
- earth/dirt floors which made houses damp and cold
- tended to be single storey
- cooking done on open fire
- chimney just a hole in the roof
- inside of house tended to be damp and smoky
- lighting was still oil based
- few had indoor/flush toilets
- accommodation still shared with animals in some areas
- poorly ventilated
- single, male workers lived in basic bothies/chaumers

**But**

- considerable improvement had been made
- Improvers built substantial houses
- some houses had a second storey added
- built of stone and brick
- slate was replacing thatch roofs
- wooden or stone floors
- glass in windows
- had fireplaces and chimneys
- running water being installed
- flush toilets/septic tanks beginning to be installed
- kitchen equipment/ranges were also improving
- had other amenities such as barns for animals.

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

- contemporaneity: primary source from the period when railways were being built  
authorship: eyewitness account; first hand experience of someone involved in building railways  
content: details of how railways impacted on an area, eg ...  
accuracy: matches other evidence as demonstrated by candidate, eg ...  
purpose: to relate his experiences of the difficulties involved in railway development  
limitation: experience of just one man, in one situation/does not give a balanced account.

**ES1 (4)**

4. The candidate selects evidence **for the issue** from the sources such as:

**Source A**

- supplied cheap travel

**Source B**

- reduced transport costs
- encouraged competition in business/trade/manufacturing
- brought prices of some goods down/brought in cheaper clothing

**Source C**

- new railway hotels were built/with modern facilities
- industries in Inverurie benefited.

The candidate selects evidence **against the issue**, such as:

**Source A**

- cheap travel brought together an objectionable variety of people
- railways would frighten grouse
- ‘floaters’ would no longer be required

**Source B**

- local manufacturers suffered/loss of monopoly/prices dropped
- employment for some became less certain
- traditional (Kinross) industries suffered/went out of business

**Source C**

- navvies caused alarm
- other transport (coaching) was affected
- coaching inns closed down.

**A maximum of 3 marks can be awarded if the relevant evidence is selected from only one side of the issue.**

**ES5 (6)**

5. The candidate reaches a **balanced conclusion** using **presented evidence** such as that given in answer 4 and **recall** such as:

**for the issue:**

- coal industry benefited
- agriculture benefited
- newspaper industry benefited
- specialised industries (eg Dundee jam) had a nationwide market
- new employment opportunities: on the railways; building railways
- iron and steel industries were boosted
- tourist trade was boosted
- opportunities for travel/holidays/commuting
- fresh food could be delivered quicker
- fishermen could transport fresh fish
- mail/newspapers could be delivered
- standardised time adopted

and **against the issue:**

- stage coaches became obsolete
- canal industry declined
- road engineers lost jobs
- toll operators were affected
- landscape/countryside was affected/blighted
- farmers were worried about effect on livestock
- complaints about Sunday travel
- some doctors feared effects on health.

**ES6 (5)**

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

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

### **Section A**

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

1. The candidate explains the reasons for the growth in Scotland's population between 1880 and 1939 using evidence such as:

- increased birth rate: earlier marriages led to larger families
- fewer women died in childbirth
- contraception not widely available
- decline in infant mortality
- increased life expectancy
- rising living standards: more money for food
- improved diet: better farming/trade/transport of foodstuffs
- impact of Liberal Welfare Reforms: free school meals, medical inspection, pensions
- improved public health: clean water, sewers
- better housing: demolition of slums/new council houses
- improved domestic facilities in houses
- improvements in hygiene: soap, disinfectant, personal cleanliness
- medical improvements: X rays, vaccinations, antibiotics, new medicines
- better medical facilities: hospital staff, improved surgery, new equipment
- cures/preventions for childhood diseases: TB, polio, measles
- killer epidemics disappeared: cholera, typhoid, diphtheria, smallpox
- National Insurance Act: free medical care for workers
- immigration from abroad, eg Ireland, Poland, Italy.

**KU2 (4)**

2. The candidate describes rural housing conditions using evidence such as:

- but and ben housing
- farm-worker's rows/many cottages badly built/earth floors
- miners' rows – variable in quality
- few rooms to a house: overcrowding common
- some houses with no piped/running water, proper bath, mains drainage
- some cottages lit by oil/paraffin
- piped water/inside toilets were slowly being introduced
- electricity was slowly being installed by 1930
- beaten earth floors being replaced by stone/wood
- slate tiles replacing thatch/some rural housing still thatched
- from 1920s council housing was being built in rural towns and villages
- some crofters houses in the islands still of the 'black house' type
- some Highland and Island dwellings still with peat fire in centre of room
- some dwellings with low doors, no/few windows; shared with livestock
- existence of bothies/chaumers – mostly for single men
- bothy life was basic: built-in wooden beds, kist for belongings.

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

contemporaneity:	primary source from post-war period/when yards were forced to close down
authorship:	eyewitness account; first hand experience
content:	information on the decline of shipbuilding, eg ...
accuracy:	matches other evidence as demonstrated by candidate, eg ...
purpose:	to give his own views of causes of shipyard decline
limitation:	management view/one person's view/not a balanced opinion.

ES1 (4)

4. The candidate selects evidence **for the issue** from the sources such as:

### Source A

- in other countries one man worked four machines
- in Britain one man worked one machine/took longer

### Source B

- only yards which adopted modern technology survived

### Source C

- Britain's rivals modernised/introduced latest technology
- British yards were slow to adopt new technology.

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

### Source A

- Trade Union attitudes to progress regrettable/British shipyard workers objected to automatic machinery/new technology
- Collapse of shipbuilding was the fault of trade unions

### Source B

- British government gave less encouragement/fewer subsidies than others
- industrial relations between men and management were poor
- frequent disputes/stoppages led to late deliveries
- Britain/Scotland's reputation as a shipbuilder was damaged
- Even yards that introduced new technology (Yarrow's) laid off men

### Source C

- World slump after World War Two
- industrial disputes resulted in strikes
- demarcation disputes
- attempts to introduce labour saving devices led to disputes.

**If evidence is selected on only one side of the issue, the maximum obtainable is 3 marks.**

ES5 (6)

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

**for the issue:**

- Germany and Japan modernised their shipbuilding
- overseas countries (USA, Scandinavia, Korea) introduced mass production/prefabrication
- Scottish yards failed to introduce dry docks/roof berths
- expansion of air travel (new aeronautical technology) reduced demand for passenger ships

**against the issue:**

- Clyde was too narrow to build tankers/container ships
- inability to compete with cheaper foreign competition
- overseas shipyards delivered faster
- Clyde specialised in passenger ships and people were turning to air travel
- sites of many Scottish yards made it difficult to enlarge/adapt
- Scottish yards were very weather-dependent
- poor management of personnel
- bad management practices
- outdated working processes
- low pay increases demoralised workers
- rising costs in Scotland
- difficulties in obtaining steel
- Scottish reputation for over-expensive ships.

**ES6 (5)**

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

## UNIT 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 evidence.

1. (a) The candidate assesses the importance of Coalition strengths as a factor in bringing victory using evidence such as:

- **combined** power of the Third Coalition: Russia, Austria, Sweden, Britain
- Napoleon defeated each separately, but threat of renewed hostilities remained
- Britain was undefeated and won at Trafalgar
- Fourth Coalition was strong: made up of Britain, Prussia, Austria, Russia
- Prussian strength increased due to modernisation and feelings of nationalism
- Austria joined Coalition and defeated French at Leipzig
- capture of Paris in 1814 led to Napoleon's abdication
- Napoleon attacked from all sides
- British naval blockade/naval strength affected France
- British ability to control trade/Britain's economic strength was a factor
- generalship of Wellington, Blucher.

*and other possible factors such as those given below in 1 (b).*

**KU3 (8)**

(b) The candidate assesses the importance of French weaknesses as a factor in bringing victory to the Coalition using evidence such as:

- heavy losses in the Russian campaign
- defeat by Wellington in the Peninsular War – ‘Spanish ulcer’
- Napoleon's image of invincibility was crushed after Leipzig
- loss of allies: Sweden deserted to the Coalition because of Continental System
- French armed forces smaller than Coalition's – France's manpower became exhausted
- Napoleon took on too much; past his best by Waterloo
- French weaknesses at home: food prices, inflation
- inability to beat British naval blockade.

*and other possible factors such as those given above in 1 (a).*

**KU3 (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. Such evidence may only be developed for a maximum of 1 additional mark. A further 2 marks may be awarded for process, ie whether the response is indeed an “essay”, constructed in paragraphs with a valid introduction and a clear conclusion. Such additional marks should be indicated as +1 or +2. A total mark should be written in the appropriate box.

## 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:

- attracted widespread Scottish newspaper coverage
- viewed by some as a threat to social order
- worry by British government that Edict of Fraternity would incite revolution

and from **recall** such as:

- initially widespread support
- writers like Thomas Paine championed the revolution
- poets like Wordsworth and Burns applauded it
- some opposition from the start: Edmund Burke
- Reform societies grew: Society of the Friends of the People/Thomas Muir
- government reaction was to crush reform
- fear of threat of invasion
- reaction to execution of King Louis XVI.

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

**ES4 (5)**

3. The candidate discusses the attitude of William Pitt using evidence such as:

- believes **action must be taken** against France
- believes France **had no right to interfere** over the Scheldt
- believes France **will break** treaties
- believes England (Britain) was **right to stand up** to France over Antwerp
- believes **aggressive** French policies are a **threat**.

**ES3 (3)**

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

Sources agree that the French threatened the River Scheldt:

**Source B** says: French had no right to interfere in River Scheldt

**Source C** says: French sent naval warships down Scheldt.

Sources agree that French would break/had broken treaties:

**Source B** says: no right to cancel laws/other treaties

**Source C** says: broke Treaty of Utrecht.

Sources agree that French had threatened Holland:

**Source B** says: Holland applied for help over Antwerp

**Source C** says: Dutch neutrality was ignored.

Sources agree that peace in Europe was threatened:

**Source B** says: French were intent on destroying England/Europe

**Source C** says: war between Britain and France was certain.

Only **Source C** mentions the threat posed by Decrees of November 1792.

**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. (a) The candidate assesses the contribution of Allied technology in the defeat of Germany during the First World War using evidence such as:

- development of the Dreadnought
- new naval technology used in blockading German ports/defeating U-boats
- use of chemical warfare/gas
- development of the tank broke stalemate of trench warfare by 1918
- development of portable machine guns
- developments in artillery
- increasing air-power
- development in troop transport: trains; motor vehicles
- new methods of communication: telephone; wireless
- developments in range-finding techniques

*and other possible factors such as those given in 1(b) or the following:*

- failure of the German Schlieffen Plan in 1914
- Germany's failure to defeat the enemy in the field
- failure of the German Spring Offensive
- failure of U-boats to starve Britain into surrender
- actions which brought US into the war
- failure to find a breakthrough weapon
- surrender of Germany's Allies from September 1918
- strengths of British Home Front: rationing, women making munitions, etc
- morale boost of US entry into the war in 1917
- industrial strength and manpower of the US
- huge manpower contribution: soldiers from the British Empire
- success of the 1918 Allied offensive.

**KU3 (8)**

(b) The candidate assesses the collapse of the German home front as a reason for defeat in the First World War using evidence such as:

- results of British naval blockade
- food shortages/turnip winter/use of ersatz foods
- German agriculture could not supply enough food
- German industry could not supply enough weapons
- inability of national government to cope with 4 years of industrialised warfare
- need for army manpower affected industrial potential
- German naval mutinies at Kiel
- strikes and demonstrations in certain German cities
- morale-lowering effect of German defeats/loss of life/collapse of allies
- collapse of German morale/war weariness/increasing unwillingness to face sacrifices
- civilian opposition to state bureaucracy
- Berlin government in turmoil.

*and other possible factors such as those given in 1(a).*

**KU3 (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. Such evidence may only be developed for a maximum of 1 additional mark. A further 2 marks may be awarded for process, ie whether the response is indeed an “essay”, constructed in paragraphs with a valid introduction and a clear conclusion. Such additional marks should be indicated as +1 or +2. A total mark should be written in the appropriate box.

## **Section B**

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

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

- openly **hostile** towards Austria
- convinced that **war** between Serbia and Austria **is inevitable**
- believes Serbia will **not allow itself to be conquered** by Austria
- believes Serbia is **fighting for fellow Slavs** against Austria
- believes Serbs **should be united** in its forthcoming war with Austria
- believes that the **Austrians are ‘aliens’**.

**ES3 (3)**

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

Sources agree that war was likely between Serbia and the Austro-Hungarian Empire

**Source A** says: the war between Serbia and Austria is inevitable

**Source B** says: assassination an excellent excuse for taking action against Serbia.

Sources agree that the Southern Slavs were a cause of tension in the Austro-Hungarian Empire:

**Source A** says: this war must bring about everlasting freedom of Serbia, of the South Slavs

**Source B** says: it was accused of encouraging unrest among the Southern Slavs inside the Austro-Hungarian Empire.

Sources disagree on who is the aggressor/the cause of tension:

**Source A** says: our whole race must stand together to halt the onslaught of these aliens from Austria

**Source B** says: Serbia was disliked as and seen as a direct threat to the Austro-Hungarian Empire.

Only **Source A**: mentions that Serbia's honour is at stake.

Only **Source A**: mentions that Serbia is fighting for traditions/culture.

Only **Source B**: mentions the assassination of the Archduke Franz Ferdinand.

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

**ES2 (5)**

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

- Dual Alliance signed between Germany and Austria-Hungary in 1879.
- Triple Alliance signed between Germany, Austria-Hungary and Italy in 1882
- alliance between France and Russia in 1893
- Anglo-Japanese Alliance in 1902

and from **recall** such as:

- Entente Cordiale between Britain and France, 1904
- increasing military/naval understanding between Britain and France
- Anglo-Russian Entente between Britain and Russia, 1907
- Triple Entente of Britain, France and Russia
- Europe divided into two 'armed camps'
- Russian/Serbian understanding
- German/Turkish understanding.

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

**ES4 (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. (a) The candidate assesses the importance of Allied technology as a reason for victory in World War Two using evidence such as:

- development of rifles, eg M1 Garand
- development of the tank
- development of anti-tank technology (rockets; bazookas)
- development of heavy bombers used to destroy German targets
- German civilian morale was affected by the bombing and the British naval blockade
- ‘bouncing bomb’ attack on German dams
- development of fighter aircraft
- use of radar
- use of ‘window’/metal foil
- use of decoding machines/Ultra; Enigma
- use of Atomic bombs
- development of naval technology: aircraft carriers
- anti-submarine devices: Huff Duff; ASDIC/Sonar; Leigh Light; Sonobuoys.

*and other possible factors such as those given below in 1 (b).*

**KU3 (8)**

(b) The candidate assesses the importance of British civilians’ efforts as a reason for victory in World War Two using evidence such as:

- war production was good/out-produced Germany
- part played by food rationing/Dig for Victory campaign
- role of air-raid wardens/fire-watchers
- part played by the Women’s Land Army
- role of women eg in industry/munitions
- participation/co-operation in air raid precautions
- British morale was not broken by the Blitz/endurance and resilience of civilians
- contribution of the Merchant Navy
- part played by the post-raid emergency services
- bombing caused little voluntary absenteeism from work
- natural cohesion remained high
- willingness to accept government regulation, eg Emergency Powers Act, evacuation, ID cards, conscription
- labour mobility was good
- part played by the Home Guard
- contributions to war loans/salvage schemes

*and other possible reasons such as those given above in 1 (a) or the following:*

- Britain defeated Germany in the Battle of Britain 1940 – ensured survival
- by 1941, Britain was linked to the resources of the USA/USSR/Empire
- after initial German successes, the war on the Eastern Front by 1945 had broken the German Army
- Soviet industries remained beyond the Urals and out of German range
- from 1942, Soviet generals had more freedom on military strategy
- Hitler’s declaration of war on the USA brought in the “arsenal of democracy”
- Lend Lease Law/military resources to Britain 1941
- offering hope to liberation movements/moral resistance in occupied Europe
- Allied agreements about the best way to fight the war
- policy of Unconditional Surrender of Germany; priority was a European victory
- Allied victories in North Africa
- Allied invasions of D Day
- ultimate success of the invasion of Germany
- failure of Germany to defeat Britain before invasion of USSR
- Hitler’s mistake in declaring war on the USA
- Germany had to fight a two-front war from 1941
- German military and industrial resources declined after 1943
- German generals had less freedom on military strategy/Hitler’s later tactics wrong
- Nazi policies provoked resentment/resistance in occupied Europe
- Germany and its Allies did not always agree about the best way to fight the war
- failure of the ‘wonder weapons’ of 1945 to defeat Britain
- failure of Italy to win control of Mediterranean or North Africa
- failure of some Italians to fight the war/overthrow of Mussolini in 1943
- less effective use of civilians in Germany and its allies’ wartime Industries
- German military and territorial losses were severe by 1945
- Japan did not fight alongside Germany: did not declare war on Russia.

**KU3 (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. Such evidence may only be developed for a maximum of 1 additional mark. A further 2 marks may be awarded for process, ie whether the response is indeed an “essay”, constructed in paragraphs with a valid introduction and a clear conclusion. Such additional marks should be indicated as +1 or +2. A total mark should be written in the appropriate box.

## Section B

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

2. The candidate discusses the attitude of Hitler with reference to evidence such as:

- wants Germany to be **master of/rule Europe**
- wants Germany to be **independent** (of other nations)
- wants Germany to have its **military strength restored**
- wants Germany to have **mastery in the East**
- determined to **expand the nation** to the West
- **prepared to attack** various countries to make Germany strong
- **demands an Empire** like Britain's.

ES3 (3)

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

Sources agree over the possibility of a war over territory:

**Source A** says: he was prepared to take over/attack various countries

**Source B** says: policies of territorial expansion.

Sources agree over the rebuilding of Germany's armed forces:

**Source A** says: must restore Germany's military strength

**Source B** says: compulsory military service/increase its navy/Luftwaffe.

Sources agree that Hitler wanted a war:

**Source A** says: if this means war, so be it

**Source B** says: war was a price Germany would pay.

Sources agree over desire for German expansion:

**Source A** says: Greater Germany will include Austria; Sudetenland

**Source B** says: pursuit of greater German Empire.

Sources disagree over relationship with Britain:

**Source A** says: Hitler wanted to be a colonial power equal to that of Britain

**Source B** says: agree an increase in naval strength with Britain

Only **Source A** says: Hitler was determined to expand to the East.

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

ES2 (5)

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

- attack began on 1<sup>st</sup> September, 1939 (at 4.45 am)
- Germans used blitzkrieg tactics
- Germans tore through Polish military forces
- by the end of September, Poland had surrendered

and from **recall** such as:

- pretext for war was fabricated
- German gunboat opened fire (on Polish Post Office) in Danzig harbour
- German units entered from East Prussia, Silesia and Slovakia
- Germans used 40 infantry divisions and 4 motorised divisions
- Germans used over 2000 tanks (11 divisions)
- Germany used over 1200 planes (850 bombers; 400 fighters)
- Germans commanded by General von Brauchitsch
- Russians attacked in the East
- Poles had 11 ineffective cavalry divisions
- Poles had only 360 aircraft, many obsolete
- Germans crossed the Vistula after just 5 days
- Warsaw bombed on 24<sup>th</sup> September, encircled and surrendered on September 28<sup>th</sup>.

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

**ES4 (5)**

## UNIT III – Context A: USA 1850 – 1880

### Section A

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

1. The candidate assesses the importance of slavery as a cause of tension between the North and South using evidence such as:
  - slavery was essential to the Southern economy/South depended on slave labour
  - South feared for its distinct way of life
  - South feared social problems/revolts if slaves were set free
  - attacks on slavery by Northern abolitionists worried South
  - Northern abolitionists believed slavery was an evil and should be ended
  - opponents of slavery did not want it to expand
  - background slavery issues played a part: Senate involvement in slave/non-slave states; Fugitive Slave Laws; 1854 Kansas Nebraska Act; 1857 Dred Scott Case; 1859 John Brown's raid
  - Northern wage payers objected to free slave labour in the South
  - slavery was seen in the North as an affront to democracy

and other possible factors such as:

- indebtedness of slave-owning South to Northern banks
- disagreement about tariffs
- movement towards Secession in the South/belief in States' rights
- election of Lincoln perceived as a threat by the South.

**KU3 (4)**

2. The candidate describes the main aims of the Republican Party using evidence such as:
  - reflect political and economic interests of the North
  - stand for the Union/against Secession
  - support for high tariffs
  - belief in justice/equal opportunities/freedom
  - promote the idea of slavery as an evil/against American values of equality
  - stop the spread of slavery on moral grounds
  - prevent extension of slavery as threat to 'free labour'
  - not to interfere where slavery existed
  - ambivalent official line on social equality of African Americans
  - in favour of the Homestead Bill
  - committed to a trans-continental railroad.

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

contemporaneity: primary source drawn at the time of settlers going west  
authorship: artist based it on first hand experience  
content: shows Native Americans attacking a wagon train  
accuracy: agrees with other evidence, eg many native Americans were hostile/attacked wagon trains  
purpose: to portray 'Indians' as hostile/cruel/barbaric  
limitation: one-sided/dramatised/soldier's view/does not show peaceful Native Americans such as the Cherokee.

ES1 (4)

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

- opposition to White men building a road to the gold mines (Bozeman Trail)
- feared bison (buffalo) would be scared off/hunting grounds disturbed
- wanted to stop others flooding in
- believed road building would lead to loss of homeland
- believed army presence would lead to extermination of Native Americans
- distrust of the army/thinks white men are scheming against the Sioux

and **recall** such as:

- Bozeman Trail was cause of conflict and triggered the war
- Trail passed through Yellowstone River – heart of Sioux hunting grounds
- 'Indians' believed US government had broken Treaty of Fort Laramie/Black Hills had been promised to the Sioux for 'as long as the grass grows'
- Custer provoked the war by leading an expedition into the Black Hills
- Custer's discovery of gold in the Black Hills brought in thousands of miners
- Black Hills were sacred Sioux territory
- miners offered \$200 per 'Indian' scalp
- railroad companies sent in hunters to kill buffalo
- Army tried to build a series of forts to protect travellers
- Native Americans feared loss of freedom/hated idea of Reservations
- Native Americans feared destruction of their way of life/culture
- Native Americans regarded farming as women's work
- Native American belief that land could not be bought or sold
- US government failed to provide a decent life on Reservations
- tribes feared loss of power: government did not see them as 'nations'
- US government over-estimated the power of chiefs to control warriors.

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

ES4 (4)

## UNIT III – Context B: India 1917 – 1947

### Section A

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

1. The candidate assesses the importance of economic factors as a cause of discontent using evidence such as:

- competition from British factories pauperised Indian artisans
- taxation, eg Salt Tax
- use of Indian natural resources
- restrictions on trade/Indian needs sacrificed to those of the British economy
- British businessmen in powerful positions

and the possible importance of other factors such as:

- British control of law and order
- discrimination against Indians
- use of English language
- control of education
- suppression of Indian culture
- British policy of repression.

**KU3 (4)**

2. The candidate describes the aims of the Congress Party using evidence such as:

- more self-government (until 1929)
- full independence from Britain (after 1929)
- keep India united as one country
- wanted India to be a secular state with tolerance for non-Hindus
- reduce social divisions among Indians
- mostly believed in non-violent methods
- some extremists aimed to use force.

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

contemporaneity:	primary source produced at the time of opposition to the Salt Tax
authorship:	photograph giving eye-witness evidence
content:	shows Indians defying the Salt Tax law
accuracy:	possibility of photo being posed by the Congress Party
purpose:	to stress the strength of Indian opposition to British taxes
limitation:	does not give the views of all Indians/not a balanced account.

**ES1 (4)**

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

- the mission failed
- more terrorism and rebellion
- return of Gandhi to prison

and **recall** such as:

- attacks on railways and post offices
- army put down the 'Quit India' campaign
- more than one thousand people killed
- 60, 000 arrests
- activities of Bose's Indian National Army
- Muslim League co-operative with Britain.

**Full marks can only be awarded if the candidate refers to the source and uses recalled knowledge.**

**ES4 (4)**

## UNIT III – Context C: Russia 1914 – 1941

### Section A

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

1. The candidate assesses the importance of the First World War as a cause of discontent using evidence such as:

- Russians were war-weary
- continuing war made it harder to deal with other problems
- more defeats/failure to pull out of war caused unrest
- heavy casualties
- unrest in the armed forces
- caused food/fuel shortages
- breakdown of rail network

and the possible importance of other factors such as:

- delay in land redistribution
- growing anarchy alarmed middle and upper classes
- Bolshevik propaganda
- failed Kornilov coup.

**KU3 (4)**

2. The candidate describes the aims of the Bolsheviks using evidence such as:

- end class distinctions/create a communist state
- establish absolute control of Russia
- crush other political parties
- end of Russian participation in the First World War
- provide food for the people
- share out land among the peasants
- give workers control of industry
- improve the position of women
- provide better housing
- provide education and healthcare.

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

contemporaneity:	primary source from period of collectivisation
authorship:	official government photograph eyewitness photographer
content:	shows peasants supporting collectivisation
accuracy:	probably posed by the government/biased
purpose:	to show that the peasants wanted collectivisation/justify purge of kulaks/encourage peasants to join collectives
limitation:	does not show the kulaks' reaction to collectivisation.

**ES1 (4)**

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

- use of show trials
- victims were leading Communists
- victims were accused of/confessed to trying to overthrow the government
- many victims were innocent
- use of torture/fake promises to get confessions
- use of death penalty
- use of labour camps for other party members

and **recall** such as:

- began with Kirov's murder in 1934
- some charged with supporting Trotsky
- threats made to family members
- show trials broadcast live
- about 10 million killed
- many army officers killed.

**Full marks can only be awarded if the candidate refers to the source and uses recalled knowledge.**

**ES4 (4)**

## UNIT III – Context D: Germany 1918 – 1939

### Section A

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

1. The candidate assesses the importance of economic problems in making the Weimar Government unpopular by 1923 using evidence such as:

- unemployment and shortages at the end of the war
- burden of reparations
- rising inflation after 1918
- hyperinflation in 1923
- money lost its value/prices rose rapidly
- savings became worthless/pensions lost their value
- wages rose more slowly than prices
- industrialists made huge profits – caused resentment
- living standards fell/growing poverty among working and middle classes

**and possible other factors such as:**

- blamed for losing World War One
- associated with the hated Treaty of Versailles
- seemed unable to control outbreaks of violence
- criticised for weak coalition governments/weak leadership
- criticised by nationalists for giving in to foreign powers
- desire for dictatorship/strong leadership
- criticised for French invasion of Ruhr.

**KU3 (4)**

2. The candidate describes the appeal of the Nazi Party using evidence such as:

- Hitler appeared to offer Germany strong leadership
- offered solutions to Germany's economic problems
- promised to provide jobs for the unemployed
- Nazi rallies, eg Nuremberg, impressed people
- promised to overthrow the Treaty of Versailles
- Hitler was a superb speaker
- effective use of propaganda to get over his message
- Hitler had a clear, simple message which appealed to many people
- promised support for the farmers, shopkeepers, etc
- businessmen were attracted by Hitler's promise to destroy trade unions
- young people were attracted to the Hitler Youth
- promised to restore Germany as a world power
- appeared to be Germany's best defence against Communism
- discipline of the SA impressed people
- widespread support from nationalists for his racial theories/anti-Semitism
- people were tired of the chaos of the Weimar Government and wanted a change.

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

contemporaneity:	primary source from the time of the Nazi persecution of the Jewish people
authorship:	photograph taken by an eyewitness of the event
content:	shows SA/SS enforcing the boycott of Jewish shops
accuracy:	agrees with other evidence on treatment of Jews, eg lost Government jobs
purpose:	to inform people what was happening in Germany/Nazi propaganda
limitation:	only one shop, in one place in Germany/one example of Nazi persecution, does not mention eg ...

ES1 (4)

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

- annual mass rallies at Nuremberg
- military parades/men marching past Hitler
- events were staged with military precision
- banners and flags

and from **recall** such as:

- many organisations used military style uniforms
- use of drums and military marching bands
- in schools images of armed forces were everywhere
- military situations introduced into school subjects, eg maths
- Hitler Youth based on militarism
- boys taught military skills in Hitler Youth, eg marching, shooting, fighting
- organisations set up for most groups, eg teachers, each with its own uniform, insignia
- festivals regularly held with marches, military uniforms and music
- military fly-pasts
- Hitler ordered massive rearmament programme
- new armed forces displayed to people in great parades and displays
- Nazis spent 73, 000 million Reichmarks on armed forces between 1933 and 1939
- war was glorified as a means of making Germany great again
- all Germans expected to conform to military ideals of discipline, obedience and loyalty to Fuhrer eg salute Hitler
- suspected pacifists sent to concentration camps
- military-type discipline vital to Hitler's rule, imposed through fear
- Germans were expected to sacrifice personal interests for the good of the state.

ES4 (4)

[END OF MARKING INSTRUCTIONS]