



2009 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 simply 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.

The letter “P” in the margin indicates that a process mark is available for this question.

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 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 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.

2009 History – Standard Grade

General Level

Marking Scheme

UNIT I – Context A: 1750s – 1850s
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In answering questions in Section A, candidates are required to carry out the appropriate process and to use relevant presented evidence. In order to obtain full marks for a question, candidates must in addition use recalled evidence in their answer.

1. The candidate explains why tenement housing was unhealthy for people living in eighteenth century Scottish towns using **presented evidence** such as:

- houses stand close together
- tenements were very overcrowded/many families lived in the same building
- buildings were so high little light got into the houses
- the stair was dark and dirty

and from **recalled evidence** such as:

- badly ventilated/little fresh air led to chest problems
- many people lived in a one roomed house
- a lack of fresh, clean water caused disease
- large dunghills near the windows and doors/filthy conditions encouraged disease
- very poor sanitation/no toilets in the tenements/was unhygienic
- the sewers polluted the air/terrible smells
- sewage and rubbish thrown out onto the street spread disease
- people slept on straw on the floor
- some people lived in cellars which were damp
- people lived in rooms above pigsties.

KU2 (4)

2. The candidate describes the changes in voting introduced by the Great Reform Act using **presented evidence** such as:

- vote given to £10 long lease-holders (tenants) in counties
- vote given to £50 short lease-holders (tenants) in counties
- in Scotland many more people got the right to vote

and from **recalled evidence** such as:

- in burghs the vote was given to men owning property worth £10 a year/£10 householders
- mainly middle class people gained the vote
- businessmen, shopkeepers and industrialists could now vote in burghs
- varied right to vote in different burghs was abolished
- a single, uniform voting qualification created in burghs
- fewer working class people now had the vote
- in Scotland the number of voters increased to over 65,000
- one in eight Scots men could now vote
- in England the number of voters increased by about 200,000.

KU1 (3)

Section B

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

3. The candidate evaluates the usefulness of **Source C** using evidence such as:

P

- contemporaneity: a primary source written at the time (of emigration from the Highlands)
- authorship: an eyewitness account of emigration/first hand experience of people emigrating from Scotland
- content: details on reasons why people were driven away from Highlands, eg ...
- accuracy: matches candidate's own knowledge, eg .../an official statistical account unlikely to be biased
- purpose: to inform why people were emigrating from the Highlands
- limitation: only applies to conditions in one parish/only refers to 1840 – late in period/only refers to negative reasons for emigration/omits eg ...

ES1 (3)

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

- population was growing too quickly/land couldn't support growing population
- poverty was spreading
- price for cattle had fallen
- end of kelp manufacture was a blow
- if other problems had not made their poverty even worse.

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

- attractions of new lands in Canada, Australia and elsewhere
- attraction of cheap farmland
- hoped new country would be more democratic
- hoped to make their fortune/find gold
- prospect of a regular job.

ES5 (5)

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

P

5. The candidate comes to a conclusion on the issue using **presented evidence** as outlined in question 4 on page 6 and **recalled evidence** such as:

For the issue

- failure of the herring-fisheries
- lack of employment opportunities
- farming was difficult in the Highlands and Islands
- crofters were evicted and replaced by sheep
- crofters' houses were burned/destroyed
- crofters moved to less fertile land near the coast
- rights to graze cattle restricted in favour of sheep
- landlords increased rents for land
- the failure of the potato crop in 1846
- many Highlanders relied on Poor Relief
- very harsh living conditions

Against the issue

- encouraged by family/friends who had already emigrated overseas
- encouraged by accounts of early emigrants
- prospect of getting higher wages
- attracted by the prospects of a better future
- to enjoy greater freedom
- some saw emigration as an adventure
- some landowners helped pay emigrants' costs.

ES6 (4)

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

UNIT I – Context B: 1830s – 1930s

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

1. The candidate explains why living in tenement housing was unhealthy for people living in nineteenth century Scottish towns using **presented evidence** such as:

- small houses/overcrowding
- families sharing beds
- water was polluted
- no indoor toilets

and **recalled evidence** such as:

- privies emptied directly onto the street were unhygienic
- poor ventilation led to chest problems
- little direct sunlight led to problems such as rickets
- houses were poorly maintained and damp leading to health problems like TB
- pollution or smog from nearby mills
- nearby shops sold contaminated foods
- sewerage/drainage was poor
- lack of daylight/poor diet caused rickets
- weak/poorly-enforced planning regulations caused poor living conditions
- poor facilities for washing clothes led to poor hygiene
- houses were cheaply built and of a poor standard
- private landlords did not make repairs
- street rubbish/middens at back attracted vermin.

KU2 (4)

2. The candidate describes the changes in voting introduced between 1850 and 1930 using **presented evidence** such as:

- large proportion of working class men could now vote
- number of people who could vote increased/franchise extended/66% of men could vote
- secret ballot was introduced

and **recalled evidence** such as:

- 1867 Second Reform Act – working class in towns gain vote
- 1884 Third Reform Act – vote for working class males in the countryside
- Representation of the People Act 1918 – universal suffrage for males over the age of 21
- Representation of the People Act 1918 – women over 30; university graduates; householders or married to householders granted the right to vote
- 1928 Equal Franchise Act – women over 21 gained vote on same terms as men.

KU 1 (3)

Section B

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

3. The candidate evaluates the usefulness of **Source C** using evidence such as:

P

- contemporaneity: a primary source written at the time (when people were emigrating from Scotland)
- authorship: an eyewitness account: first hand experience of people emigrating from Scotland
- content: details on reasons why people emigrated, eg ...
- accuracy: matches candidate's own knowledge, eg ...
quality newspaper – unlikely to be exaggeration
- purpose: to inform why people were emigrating from Lewis
- limitation: only refers to emigrants from Lewis/only refers to 1923 – late in period/only refers to negative reasons for emigration/omits eg ...

ES1 (3)

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

- young people keen to emigrate due to the depressed state of trade in Lewis
- there is a lack of employment opportunities on the island
- crofting can no longer support families.

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

- the climate was good in Canada/milder than in Scotland
- the soil is good for growing crops/potatoes grow well in Canada
- animals are easily reared/thrive well in Canada
- land is available/Hudson Bay land grants.

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:

P

For the issue

- people in the Highlands had suffered food shortages: potato famine in 1846
- many Highlanders evicted from their land: Highland Clearances
- low wages
- poor housing conditions/high rents
- introduction of farming machines meant less employment opportunities in rural areas

Against the issue

- adverts/posters encouraged emigration
- letters from family members already emigrated/fares sent by relatives
- assisted passage available, eg to Australia made emigration more attractive
- possibility of making it rich, eg The Gold Rush
- opportunity for a fresh start
- attracted by prospects of higher wages
- hoped to enjoy greater freedom
- some saw emigration as an adventure
- attracted by hopes of a better future
- some landowners helped pay emigrants' costs.

ES6 (4)

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

UNIT I – Context C: 1880s – Present Day

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

1. The candidate explains why living in tenement housing was unhealthy for people living in twentieth century Scottish towns using **presented evidence** such as:

- filthy backcourts were playgrounds of children
- large number of residents living in rooms/overcrowded
- infant death rate doubles in such conditions
- physical defects are common among children

and **recalled evidence** such as:

- only cold water tap/no hot water tap, so difficult to keep clean
- tenements were often damp which was bad for conditions like TB
- tenements had shared toilets which spread disease
- sewerage/drainage was poor
- lack of daylight/poor diet caused rickets
- weak/poorly-enforced planning regulations caused poor living conditions
- poor facilities for washing clothes led to poor hygiene
- houses were cheaply built and of a poor standard
- private landlords did not make repairs
- street rubbish/middens at back attracted vermin
- some tenements next to factory pollution
- smoke/smog from houses or factories nearby
- many people lived in one/two roomed houses
- lack of privacy/poor conditions led to depression.

KU2 (4)

2. The candidate describes the changes in voting introduced between 1900 and 1969 using **presented evidence** such as:

- by 1918 all men had the automatic right to vote
- men over 21 given the vote
- women over 30 given vote if a householder or married to householder

and **recalled evidence** such as:

- women over 30, if university graduates, granted the vote in 1918 (Representation of the People Act)
- electorate nearly trebled to 21 million
- women over 21 given the vote in 1928 (Equal Franchise Act)
- men and women could vote equally in 1928
- plural voting abolished in 1948
- voting age lowered to 18 in 1969.

KU1 (3)

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.

3. The candidate evaluates the usefulness of **Source C** using **evidence** such as:

P

- contemporaneity: primary source written at the time (of Scottish emigration to countries like the USA, Canada, etc)
- authorship: eyewitness: a Scottish emigrant who had first hand experience of factors that led to emigration
- content: details on reasons why people emigrated, eg ...
- accuracy: matches candidate's own knowledge, eg ...
- purpose: to inform why people were emigrating
- limitation: only refers to housing/living standards/only refers to the 1930s – early in period/omits eg ...

ES1 (3)

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

- Scotland is a poor and backward country
- the stay-at-home Scot does not realise how low his living standards are/Scots have low living standards
- Scots families live in a basic two roomed house
- the average Scots family could never afford many of the things that Americans take for granted.

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

- many families had relations living somewhere in the world
- Scots who left had families or friends to provide accommodation
- Scots who left had families or friends who lined up work
- Scots who remained at home read letters from relatives living abroad who were paid twice as much.

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:

P

For the issue

- slumps in industry caused unemployment
- wages in Scotland were low
- decline in the fishing industry
- harsh working conditions in factories/shipyards
- details of terrible living conditions
- farm labourers found work hard to come by in the countryside
- Highlanders could not make a living from crofts/faced terrible hardship

Against the issue

- search for a challenge abroad/adventure
- hopes for a better future (for family)
- dream of making a fortune, such as finding gold
- countries like Canada/Australia had a shortage of skilled workers
- encouragement/incentives offered by countries abroad, eg assisted passage
- cheap fertile farmland available overseas
- less class prejudice abroad/everyone treated more equally
- Scots found it easier to obtain employment abroad due to the high standard of education
- Scots found it easier to obtain employment abroad due to positive stereotypes as hardworking/thrifty/religious
- examples of Scots who succeeded, eg Andrew Carnegie
- read about countries abroad in books.

ES6 (4)

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

UNIT II – Context A: 1890s – 1920s

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

1. The candidate assesses the importance of conditions in the trenches in causing hardship to soldiers on the Western Front using **presented evidence** such as:

- unpleasant muddy conditions
- horror of the corpses sticking out of the muddy water
- nuisance of rats searching for food
- terrible smell in the trenches

and **recalled evidence** such as:

- danger of poison gas
- discomfort caused by lice
- lack of proper washing facilities/latrines
- problem with trench foot/trench mouth
- threat of catching a disease such as trench fever
- lack of sleep due to artillery bombardments/shellshock
- unpleasant weather could be extremely warm/freezing cold
- lack of fresh clean drinking water
- food was monotonous
- danger of repairing trenches/threat of being shot at or shelled
- coping with seeing friends wounded or shot
- exhausted due to all the hard work.

KU3 (4)

2. The candidate explains why the League of Nations was set up after World War I using **presented evidence** such as:

- provide opportunities for countries to co-operate
- settle boundary disputes
- prevent future wars breaking out

and **recalled evidence** such as:

- achieve international security/peace
- provide collective security for its members
- ensure open and just relations between members
- make sure all international treaties were respected
- try and resolve disputes in the Assembly or the Council
- bring about disarmament
- ensure international law was followed
- encourage and promote the Red Cross
- supervise forfeited colonies as mandatories
- ensure fair working conditions for all
- supervise the restoration of devastated areas
- apply sanctions to members who use aggression
- improve world health
- supervise/monitor the traffic in women, children, arms and drugs
- help refugees and prisoners of war.

KU2 (3)

Section B

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

3. The candidate evaluates the usefulness of **Source C** using **evidence** such as:

P

- contemporaneity: a primary source written at the time (of growing Anglo-German rivalry)
- authorship: eyewitness account/well informed government official
- content: details of the causes of growing tension between Britain and Germany, eg ...
- accuracy: matches candidate's own knowledge, eg ... /written by a British official so could be anti-German
- purpose: to warn/inform people about the growing threat from Germany
- limitation: only the opinion of one British official, others could differ/omits eg ...

ES1 (3)

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

P

Sources agree that Germany wanted a great empire/to become a world power:

Source C says: dream of a great empire/to become a world power
Germany must gain land overseas

Source D says: Germany to have a worldwide empire

Sources agree that there was no land left for Germany to colonise:

Source C says: there are no colonies left

Source D says: there was little overseas land left

Sources agree that Germany needed/wanted to build up her navy:

Source C says: requires Germany to build a great navy

Source D says: Germany's decision to build up a navy

Sources agree that Germany might use force:

Source C says: the world belongs to the strong

Source D says: feared Germany might use force

Sources agree that Britain felt threatened by Germany:

Source C says: such ambition is a clear threat to Britain

Source D says: Germany's decision to build upon her navy caused alarm in Britain

Only **Source D** mentions: the race to build dreadnoughts.

ES2 (4)

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

5. The candidate evaluates the completeness of **Sources C** and **D** using **presented evidence** such as:

P

- competition over colonies/empire
- naval arms race
- fear of Germany using force
- rivalry over dreadnoughts

and **recalled evidence** such as:

- German naval threat to invade Britain/British trade/British Empire
- impact of German Naval Laws
- impact of widening of the Kiel Canal
- construction of U Boats
- actions of Kaiser Wilhelm II
- German reaction to Entente Cordiale/Triple Entente
- German militarism
- Kaiser supported Boers against Britain during Boer War
- Germans sold weapons to Boers
- economic/trade rivalry
- Anglo-French Naval Convention
- Agadir Incident 1911.

ES4 (4)

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

UNIT II – Context B: 1930s – 1960s

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

1. The candidate assesses the importance of new technology and its effects on the conduct of the war using **presented evidence** such as:

- V1 bombs and V2 rockets were used to attack London
- these weapons did as much damage as the Blitz had
- they were not manufactured in large enough quantities to change the outcome of the war
- only the A bomb could change the outcome of the war
- Germany unable to make the atomic bomb

and **recalled evidence** such as:

- aircraft carriers revolutionised warfare
- allies did use A bomb in Hiroshima/Nagasaki to avoid invasion deaths
- defence/fighter aircraft (British Spitfire/German ME109)
- strategic/tactical bombers (the Lancaster/Flying Fortress)
- Jet fighters made others obsolete
- Radar detection/advance warning of aircraft
- ULTRA decoding machine
- bombs – incendiary/high explosives
- bouncing bombs to destroy dams
- sonar to detect submarines/Asdic; Huff Puff; Leigh Light; sonobuoys
- development of radio-communications.

KU3 (4)

2. The candidate explains why the United Nations was set up after World War Two using **presented evidence** such as:

- to replace the League of Nations
- to develop friendly relations among nations based on equal rights
- to settle disputes peacefully/without force

and **recalled evidence** such as:

- use of sanctions/send peace-keeping forces to settle disputes in war torn areas
- encourage basic human rights regardless of race, sex, language, religion
- prevent war/solve international problems/maintain peace and security
- tackle social problems through its agencies: UNESCO, UNICEF, ILO, FAO, IMF, WHO, International Court of Justice
- to promote social/economic progress
- to eliminate poverty.

KU2 (3)

Section B

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

P

3. The candidate evaluates the usefulness of **Source C** using **evidence** such as:

- contemporaneity: primary source written at the time (of the Berlin Airlift)
- authorship: pilot who had first hand experience/eyewitness
- content: details on goods carried/reasons for the Airlift, eg ...
- accuracy: matches candidate's own knowledge, eg ...
- purpose: to inform about America's role during the Berlin Airlift
- limitation: only the opinion of one man/opinion on American contribution (others could differ)/omits eg ...

ES1 (3)

P

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

Sources agree about Americans deciding to beat the blockade:

Source C says: Americans decided they had to beat the blockade

Source D says: the Americans decided they must help Berlin at all costs

Sources agree about planes carrying food:

Source C says: others carried ... sweets, sausages

Source D says: the airlift poured food into the city

Sources agree about planes carrying fuel:

Source C says: most planes were piled to the hatches with coal

Source D says: the airlift carried (food and) fuel into the city

Sources agree about the threatened spread of Communism:

Source C says: they were determined to stop the spread of Russian Communism

Source D says: they feared Russian Communism would spread

Only Source D says: if any of them were attacked by the Russians they would all fight back.

Only Source D says: it was a risk to peace.

ES2 (4)

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

P

5. The candidate evaluates the completeness of **Sources C and D** using **presented evidence** such as:

- Americans felt they had to help Berlin at all costs/beat the blockade
- America was determined to stop the spread of Communism
- Blockade/airlift was a dangerous risk to peace
- if they were attacked by the Russians they would all fight back
- NATO set up to organise Western defence against the Russians

and **recalled evidence** such as:

- Berlin became a focus of the Cold War
- divided Berlin: 4 zones
- building of the Berlin Wall: associated incidents
- Cuban Missile Crisis
- build up of nuclear weapons/fears of nuclear war
- development of Cold War
- Iron Curtain/satellite states
- involvement in Korean war: associated incidents.

ES4 (4)

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

UNIT III – Context A: USA 1850 – 1880

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 problems faced by people travelling West by wagons using **presented evidence** such as:

- lack of/cramped accommodation/only young, old or sick could travel in wagon
- had to sleep outside
- oxen could die

and **recalled evidence** such as:

- weather problems
- problems with terrain – crossing mountains, rapids, etc.
- accidents, eg drowning, falling under wheels of moving wagon
- uncomfortable journey
- distance to be covered
- damage to wagons, eg wheels stuck in mud
- disease (cholera, measles and typhoid)
- death of family members
- many had to walk to save the animals
- danger from Native Americans
- in-fighting amongst travellers
- stampeding buffalo
- plagues of insects
- shortage of food/had to share food
- absence of roads and maps
- lack of water/poisoned water holes.

KU1 (3)

2. The candidate explains why the Sioux began a revolt against the American Government in 1862 using **presented evidence** such as:

- failure of crops caused hunger/anger
- compensation payments from the Government did not arrive
- food was available, but not given to the 12,000 Sioux facing starvation
- the Chief, Little Crow, felt angry/looked like a coward

and **recalled evidence** such as:

- war was a revolt against poor conditions on the reservations
- Sioux had given up land and moved to a reservation in Minnesota
- when compensation did arrive, traders got some money that was due to the Tribes
- problems on the reservation were not treated seriously by the authorities
- Sioux had tried to keep to the terms of the Treaty of Laramie
- other long-term causes of conflict: massacre of buffalo; encroachment on Sioux land.

KU2 (3)

Section B

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

3. The candidate identifies the attitude of George Fitzhugh in **Source C** towards slave life on Southern plantations using **evidence** such as:

- **positive**/favourable attitude (**holistic**)
- believes the slaves are the **happiest** people
- **thinks** they are also the **freest**
- he **is surprised** that some of them complain
- **believes** masters **protect** slave women from their brutal husbands
- **pleased** that children, old and sick don't work/women do little hard work.

ES3 (3)

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

P

Sources disagree over the freedom given to slaves:

Source C says: in some sense they are the freest people in the world

Source D says: many tried to escape to gain their freedom

Sources disagree about children working in the plantations:

Source C says: on the plantations children do not work at all

Source D says: some slave children were put to work picking up rubbish or pulling out weeds.

Sources disagree over the treatment of female slaves/role of masters:

Source C says: the women are protected from the brutality of their husbands by their master

Source D says: for many female slaves the worst aspect of slavery was avoiding the advances of their white masters

Sources disagree about how much work female slaves did:

Source C says: the women did very little hard work

Source D says: female slaves were at the beck and call of not only their master, but also their master's wife

Only **Source C** mentions that slaves are the happiest.

Only **Source C** mentions that slaves are given all they need.

Only **Source D** mentions that slaves were whipped for the slightest thing.

ES2 (4)

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

UNIT III – Context B: India 1917 – 1947

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 Amritsar Massacre using **presented evidence** such as:

- the British fired without warning on 20,000 peaceful protestors
- they fired till they ran out of ammunition
- more than 300 died

and **recalled evidence** such as:

- women and children shot/indiscriminate firing
- many/almost 1,000 were wounded
- the Rowlatt Act led to Amritsar
- attack on English missionary (Miss Sherwood)
- the crowd were protesting for Home Rule
- crawling order: meant Indian men had to crawl rather than walk
- crowd had no means of escape
- General Dyer had ordered a proclamation read in parts of the city
- the Proclamation forbade large assemblies
- the crowd had assembled at Jallianwala Bagh.

KU1 (3)

2. The candidate explains why the British granted independence using **presented evidence** such as:

- Labour government wanted to grant independence
- the war caused great damage to British finances and trade
- they needed to rebuild Britain not fight a revolt in India

and from **recalled evidence** such as:

- role of campaigns for Indian independence eg Gandhi; Quit India Campaign
- British public were in favour of independence
- Indian soldiers threatened mutiny
- British army had had enough of war, didn't want to fight to keep India
- Britain had problems in other parts of the Empire, eg Palestine
- International tensions/Cold War
- cost of setting up Welfare State.

KU2 (3)

Section B

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

3. The candidate identifies the attitude of Mohammed Ali Jinnah to Direct Action Day in **Source C** using **presented evidence** such as:
- Jinnah **supported** Direct Action Day (**holistic**)
 - he **believed** the time had come for Muslims to **sacrifice** themselves/to be ready to die for Pakistan/freedom
 - he **supported** starting a war on Hindus
 - **demanded** Muslim support for a separate state.

ES3 (3)

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

P

The sources agree on Jinnah's demand for a Day of Direct Action:

Source C says: Jinnah called for a Day of Direct Action

Source D says: Jinnah called for a Day of Direct Action

The sources agree on his call for support for partition/for a separate state:

Source C says: he called upon the Muslim Nation to stand behind the Muslim League in support of a separate state

Source D says: all Muslims show their support for a separate state

The sources agree about the wish to die for Pakistan:

Source C says: Muslim nation ready to sacrifice themselves for Pakistan

Source D says: prepared to fight and die for Pakistan

The sources agree Jinnah supported violence:

Source C says: he was willing to start a war on Hindus

Source D says: Muslims in Calcutta attacked their Hindu neighbours.

ES2 (4)

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

UNIT III – Context C: Russia 1914 – 1941

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

1. The candidate explains why many Russians were discontented using **presented evidence** such as:

- there were lines of hungry people
- there was not enough bread in the city
- the Army had used force to control the crowds

and **recalled evidence** such as:

- Nicholas was the Commander in Chief and often not in the capital
- his wife, the Tsarina was unpopular/German background (spy)
- earlier role and influence of Rasputin
- the elected Duma wanted more power
- the War was going badly: defeats, desertions and huge losses
- shortages of ammunition at the front
- shortages of fuel in the cities
- problems of rising prices
- peasant discontent over lack of land
- long term discontent with One Man Rule/Autocracy.

KU2 (3)

2. The candidate describes the part played by Trotsky using **presented evidence** such as:

- he was everywhere encouraging troops on the front lines
- he could provide the troops with emergency supplies of ammunition
- fear of Trotsky's arrival maintained a high level of discipline

and **recalled evidence** such as:

- Trotsky was one of the top members of the Bolshevik government (formulating war policy)
- Trotsky had made the Red Army an efficient fighting unit
- Trotsky was a very good leader unlike the White Generals
- Trotsky used former experienced professional officers to strengthen the Red Army
- Trotsky insisted on conscription for sufficient numbers in the army
- Trotsky was a strong supporter of Lenin (inspiring support for the Bolsheviks)
- led to Bolshevik/Communist victory.

KU1 (3)

Section B

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

3. The candidate identifies the attitude of Stalin towards dealing with Russia's enemies in **Source C** using **presented evidence** such as:

- **Stalin** has a **positive/favourable** attitude to harsh treatment (**holistic**)
- **insists** they must be **alert/ready to destroy enemies**
- **supports** the use of new methods to **smash/uproot** spies
- **convinced** of need to use **ruthless** treatment.

ES3 (3)

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

Sources agree Stalin had fears about capitalist enemies:

Source C says: fear our capitalist enemies

Source D says: the fear of a war against the capitalist West

Sources agree Stalin thought there were spies in Russia (hence purges):

Source C says: they send spies into the land of our Soviet Union

Source D says: confessed they were German spies

Sources agree that Stalin was ruthless:

Source C says: convinced of need to be ruthless

Source D says: purges showed how ruthless Stalin was

Sources agree Stalin would use violence:

Source C says: smashing and uprooting them/must be ready to destroy them

Source D says: thousands of deaths/immediately executed

Only **Source D** says: people were sent to labour camps.

Only **Source D** says: people confessed to fantastic crimes.

ES2 (4)

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

P

UNIT III – Context D: Germany 1918 – 1939

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

1. The candidate explains why the Kaiser abdicated in November 1918 using **presented evidence** such as:

- it was necessary to prevent civil war
- the majority of people blamed the Kaiser for the losses of war
- disorders had already occurred

and **recalled evidence** such as:

- popular demands for new form of government
- Germans saw Kaiser as an obstacle to peace
- Germany was facing defeat in the war
- his army generals refused to support him
- troops could not be relied upon
- his abdication was an allied condition for a ceasefire
- Kaiser was blamed for hardship suffered by many Germans
- the war had to be brought to an end
- workers' and soldiers' councils were being set up to control towns
- the navy mutinied at Kiel
- Independent Socialists seized power in Bavaria
- anti-Kaiser demonstrations took place
- fear that Germany would fall apart if Kaiser stayed.

KU2 (3)

2. The candidate describes the results of the Reichstag Fire using **presented evidence** such as:

- Reichstag building destroyed
- Hitler blamed Communists
- Hitler used it as an excuse to crush the Communists

and **recalled evidence** such as:

- Marinus Van der Lubbe blamed/executed for crime
- decree for the Protection of People and the State/emergency decree passed
- people lost many of their basic rights, eg freedom of speech and assembly
- imposed stricter censorship
- Nazis able to take what actions they liked against political opponents
- other political parties unable to campaign freely before election
- nearly 5,000 Communists arrested
- other leading anti-Nazis arrested
- Nazis win March election 1933
- Hitler passed Enabling Law in March 1933.

KU1 (3)

Section B

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

3. The candidate identifies the attitude of the author of **Source C** towards the intimidation of people by the Nazis using evidence such as:

- author has a **negative/critical** attitude (**holistic**)
- **accuses** Nazis of treating employees brutally
- **criticised** the attack on police chief as **savage**
- **ashamed** of attack on a war veteran
- attack showed **shocking disrespect** from younger generation.

ES3 (3)

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

P

Sources agree about workers being intimidated:

Source C says: employees were brutally driven together

Source D says: the Nazis continue to arrest and badly treat working people

Sources agree attacks were appalling/terrible:

Source C says: attacks were brutal/shameful/savage

Source D says: attacks were dreadful

Sources agree people were repeatedly beaten:

Source C says: repeatedly beaten/beaten unconscious/was kicked and dragged across the yard in a most savage attack

Source D says: they thrash him over and over/beaten unconscious

Sources agree that the victim was left a wreck:

Source C says: he was a broken man physically and mentally

Source D says: when a man returns home he is a physical and mental wreck

Sources agree that victims were beaten unconscious:

Source C says: former police chief was beaten until he was unconscious

Source D says: often they are beaten unconscious

Sources agree people were imprisoned:

Source C says: employees were brutally driven together and held

Source D says: they keep him for a week or a fortnight

Only **Source C** mentions Nazi storm troopers opened fire.

Only **Source C** mentions disrespect to war veterans.

Only **Source D** mentions people being abducted from home.

Only **Source D** mentions people were threatened with death.

ES2 (4)

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

[END OF MARKING INSTRUCTIONS]