



2013 History

Standard Grade Credit

Finalised Marking Instructions

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2013 History – Standard Grade

Credit Level

Marking Scheme

UNIT I – Context A: 1750s – 1850s
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Section A

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

1. The candidate describes the events at Bonnymuir, using evidence such as:

- 1 • on 5th April a group of 35 armed Radicals/Glasgow strikers set off for Carron Iron Works near Falkirk
- 2 • they were led by John Baird and Andrew Hardie
- 3 • at Castlecary, Baird split the group into two
- 4 • Hardie was sent by road to try and collect more recruits
- 5 • Baird followed the Glasgow – Edinburgh canal
- 6 • a company of Yeomanry and Hussars/government troops set off to find the Radicals
- 7 • Hardie and Baird met up again near Bonnybridge
- 8 • the Radicals marched onto the wasteland of Bonnymuir
- 9 • a government spy told the soldiers where the Radicals were
- 10 • when the soldiers arrived at Bonnymuir they called on the Radicals to surrender
- 11 • the Radicals responded by opening fire on the soldiers
- 12 • the soldiers charged/halted the Radicals
- 13 • the Radicals suffered a number of casualties
- 14 • after a short fight the Radicals surrendered
- 15 • eighteen Radicals were captured/arrested; the rest ran away

KU1 (4)

2. The candidate explains the reasons why emigration from the Highlands took place up to the 1850s using evidence such as:

- 1 • landowners wanted to develop the land into sheep runs/sporting estates
- 2 • sheep farming required more land and fewer people than previously
- 3 • people were forcibly evicted from their homes/homes set on fire
- 4 • difficulties faced making a living from farming/crofting
- 5 • chiefs had less use for clansmen with abolition of clan system after Culloden/1746
- 6 • new regulations meant Highlanders forbidden to hunt game
- 7 • collapse of kelp industry made it harder to survive
- 8 • fall in cattle prices was another blow to the Highlanders
- 9 • many Highlanders relied on Poor Relief to survive
- 10 • widespread poverty/poor living conditions in the Highlands
- 11 • suffering caused by the potato famine/drove many out due to hunger
- 12 • growing population put a strain on resources in Highlands
- 13 • some saw emigrating abroad as an adventure
- 14 • hoped to make their fortune by finding gold by emigrating
- 15 • plenty of cheap/free farmland abroad
- 16 • prospects of better employment/pay abroad
- 17 • attracted by prospect of better life/opportunities abroad
- 18 • encouraged by family and friends who had already emigrated
- 19 • greater freedom overseas/less class prejudice abroad
- 20 • landlords offered to pay their fares/fares paid for indentured labourers

KU2 (4)

Section B

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

3. The candidate makes a balanced evaluation of **Source A** using evidence such as:
- contemporaneity: a secondary source, but written with benefit of hindsight
 - authorship: written by reputable historian who would have researched working conditions in textile factories/ studied the relevant primary sources
 - content: details of impact of factories on working conditions for textile workers in factories, eg...
 - accuracy: matches candidate's own knowledge eg...
 - purpose: to inform about the effects factories had on textile workers' conditions/document working conditions in textile mills.
 - limitation: only one historian's view which others may not agree with/doesn't say anything about other factors improving conditions eg Factory Act/omits eg... **ES1 (4)**

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

Source A

- 1 • machinery was well fenced and safe
- 2 • workers' changing rooms had piped water
- 3 • workers were healthy and happy

Source B

- 4 • open windows meant the rooms were well-ventilated
- 5 • the building was clean/no unpleasant smell in any parts of the mill
- 6 • plenty of extractor fans in the preparing rooms

Source C

- 7 • very few young workers under 14 now employed
- 8 • all workers appeared to be in good health
- 9 • no accidents from machinery for twelve months/a year
- 10 • no worker has become deformed because of their work

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

Source A

- 1 • breathing the cotton particles led to the workers becoming hoarse/ coughing
- 2 • workers had to stand for hours without a break
- 3 • their legs and feet were so swollen they could hardly walk

Source B

- 4 • the extractor fans didn't clear the dust out of the air properly
- 5 • the temperature in the weaving mill was unbearably hot/80 to 90 degrees

Source C

- 6 • a few young children are still employed in the mill
- 7 • four people have died from accidents at work

ES5 (6)

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

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

For the issue:

- 1 • new machinery made work easier/machines easy to operate
- 2 • the machinery meant the work wasn't physically hard
- 3 • factory wages were better than other work
- 4 • had some advantages over the domestic system, eg...
- 5 • at New Lanark Owen reduced children's hours
- 6 • Owen wouldn't employ children under the age of ten
- 7 • Owen paid workers when there was no work
- 8 • Owen wouldn't allow overseers to use violence on workers
- 9 • there was decent sanitation in some mills
- 10 • many of the new factories were roomy
- 11 • mills had many windows which meant there was lots of light

Against the issue:

- 1 • workers struggled to keep up with the machines
 - 2 • hours were very long, twelve to fourteen hours was normal
 - 3 • strict rules/harsh discipline
 - 4 • workers laid off when there was no work
 - 5 • led to much greater use of child labour
 - 6 • children frequently beaten by overseers
 - 7 • dust from the machines could cause TB
 - 8 • people lost the freedom they had enjoyed working at home
 - 9 • worked six days a week/only Sunday off
 - 10 • workers sacked if they questioned authority
 - 11 • terrible noise from the machines could cause deafness
 - 12 • hot/damp conditions in mills led to workers becoming ill
 - 13 • machines had to be cleaned/repared when they were still running
 - 14 • no safety laws
 - 15 • the long hours left the workers exhausted
 - 16 • during the workers' meal breaks the machines were often kept running
 - 17 • conditions were very cramped/little space between the machines
 - 18 • children were pulled into the machines and were seriously injured/killed
 - 19 • strain on eyes/damaged eyesight
- BUT
20. • various Factory Acts passed to improve eg health and safety/reduce working hours/ages

ES6 (5)

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

Section A

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

1. The candidate describes the militant tactics of the Suffragettes using evidence such as:

- 1 • paintings slashed
- 2 • smashing windows
- 3 • chalk/paint on roads/acid on golf courses
- 4 • cutting telegraph wires/false phone calls
- 5 • poured acid/paint/tar/set fire to post boxes etc
- 6 • pepper bombs
- 7 • MPs heckled in Parliament/political meetings interrupted
- 8 • hammer on windows of King's car
- 9 • high-profile politicians attacked: Prime Minister Asquith "assaulted" on golf course/stones thrown at Lloyd George's car/Winston Churchill attacked with a whip
- 10 • Suffragettes chained themselves to railings (of Parliament/Buckingham Palace/Downing Street)
- 11 • death of Emily Davison at the Derby
- 12 • arson attacks
- 13 • once arrested refused to pay fines/imprisonment
- 14 • hunger strikes

KU1 (4)

2. The candidate explains why Irish immigrants came to Scotland up to 1930 using evidence such as:

- 1 • fares to Scotland were quite cheap
- 2 • geographical proximity meant an easier/quicker journey
- 3 • temporary migration eg as harvest workers
- 4 • demands for workers in industries such as jute, coal, shipbuilding, textiles
- 5 • other employment opportunities eg dock work, railway navvies
- 6 • prospects of better pay
- 7 • Irish communities developed/people came to stay with family and friends
- 8 • widespread poverty/poor living conditions, unable to pay rent
- 9 • Potato Famine/blight of 1846-47
- 10 • starvation in Ireland as a result of failure of potato crop
- 11 • growing population in Ireland led to land shortage
- 12 • little alternative employment in Ireland
- 13 • collapse of traditional Irish industries such as linen

KU2 (4)

Section B

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

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

- contemporaneity: a secondary source but written with the benefit of hindsight
- authorship: written by a reputable historian who would have researched working conditions in coal mines/studied the relevant primary sources
- content: details on impact of new technology on working conditions in coal mines eg...
- accuracy: matches candidate's own knowledge eg...
- purpose: to inform people about the impact new machines had on working conditions in coal mines
- limitation: only one historian's view, which others may not agree with/doesn't say anything about other factors improving conditions eg Mines Act/omits eg...

ES1 (4)

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

Source A

- 1 • electric lights replaced the dim candles of earlier generations

Source B

- 2 • drums of the winding engines are fitted with brakes which ensures the greatest safety
- 3 • cages are attached to thick steel wire rather than rope
- 4 • pumping engine works constantly to keep pit clear of water

Source C

- 5 • miners used their safety lamps to test for gas

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

Source A

- 1 • mining remained an industry with an appalling record of death and disease
- 2 • in late Victorian times there were 800 deaths and serious injuries each year
- 3 • it was remarked that there was “blood on every ton”

Source B

- 4 • some seams are so low/narrow that the miner has to lie on his side/ water pours down on him

Source C

- 5 • mechanical coal cutters were only used on a small scale
- 6 • ventilation systems remained grossly inadequate
- 7 • fire-damp put safety lamps out/when lamp went out miners plunged into terrible darkness
- 8 • ex-miners suffered from eye-sight problems from bad/flickering light **ES5 (6)**

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

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

For the issue:

- 1 • new machinery provided easier work/machines were easier to operate
- 2 • cages prevented accidents on ladders/safer than men dangling on ropes
- 3 • wagonways underground helped the movement of coal
- 4 • metal or concrete pit-props reduced the risk of cave-ins
- 5 • mechanical conveyer belts made coal extraction easier

Against the issue:

- 1 • new machines meant mines got deeper which was often more dangerous
- 2 • new machines were expensive – smaller mines could not compete, miners lost jobs
- 3 • early machines were often unreliable and dangerous
- 4 • British mines were slow to modernise/use new technology; most coal still cut by hand
- 5 • there was still the risk of accidents eg explosions
- 6 • safety lamp not widely used in Scotland
- 7 • Black Spit continued to affect miners
- 8 • new cutting machines created more dust
- 9 • new coal cutting machines were very noisy
- 10 • miners continued to work long hours
- 11 • pit ponies pulled tubs rather than putters
- 12 • ventilation shafts made mines safer
- 13 • Mines Act 1842 prevented women and children going down mines – improved safety
- 14 • mines inspectors were appointed: improved safety
- 15 • mine managers required a certificate: improved safety

ES6 (5)

A conclusion which takes into account 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 knowledge.

1. The candidate describes the militant tactics of the Suffragettes using evidence such as:
 - 1 • paintings slashed
 - 2 • smashing windows
 - 3 • chalk/paint on roads/acid on golf courses
 - 4 • cutting telegraph wires/false phone calls
 - 5 • poured acid/paint/tar/set fire to post boxes etc
 - 6 • pepper bombs
 - 7 • MPs heckled in Parliament/political meetings interrupted
 - 8 • hammer on windows of King's car
 - 9 • high profile politicians attacked: Prime Minister Asquith "assaulted" on golf course/stones thrown at Lloyd George's car/Winston Churchill attacked with a whip
 - 10 • Suffragettes chained themselves to railings (of Parliament/Buckingham Palace/Downing Street)
 - 11 • death of Emily Davison at the Derby
 - 12 • (arson attacks)
 - 13 • once arrested refused to pay fines/imprisonment
 - 14 • hunger strikes

KU1 (4)

2. The candidate explains why immigration to Scotland took place up since the 1880's using evidence such as:

- 1 • fares to Scotland were quite cheap/Scotland was near Ireland, cheaper travel for poorer immigrants
- 2 • many attracted to Scotland as wealthier country/fled poverty
- 3 • Scotland offered jobs in heavy industry eg coal mining, iron and steel
- 4 • (many Irish familiar with Scotland eg) seasonal labour on farms
- 5 • (many Irish) had family and friends in Scotland eg offer accommodation etc
- 6 • (many Lithuanians and Poles settled in Lanarkshire and) found work in iron/coal industry
- 7 • (some Lithuanians) recruited by mine owners to break strikes
- 8 • (Jews) fled Eastern Europe due to persecution/Scotland viewed as a tolerant society
- 9 • (Jews/Italians/Asians/Lithuanians) established communities in Glasgow/Edinburgh/able to start small businesses eg furniture makers, tailors, shoe makers, pawnbrokers, cafes, shops/restaurants
- 10 • many Poles settled after WW2: armed forces and refugees
- 11 • labour shortage – 1950s many Commonwealth immigrants eg Indians, Pakistanis, Afro-Caribbeans and Hong Kong Chinese arrived to take up employment
- 12 • Asians employed in factories and public transport
- 13 • Scottish hospitals depended upon immigrant doctors and nurses to care for public
- 14 • political refugees/Asylum Seekers
- 15 • immigrants attracted by higher standard of living/Welfare State etc
- 16 • believed would be welcomed as members of British Empire/Commonwealth

KU2 (4)

Section B

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

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

- contemporaneity: a secondary source but written with the benefit of hindsight
- authorship: written by a reputable historian who would have researched employment opportunities for women/studied the relevant primary sources
- content: details such as types of jobs/length of service eg...
- accuracy: matches candidate's own knowledge eg...
- purpose: to inform people about the changing role of women in the workplace during WW1
- limitation: only the view of one historian, which others may not agree with/doesn't say anything about other areas besides Glasgow/other jobs eg Land Army/omits eg... **ES1 (4)**

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

Source A

- 1 • war brought employment opportunities that otherwise would not have been available
- 2 • Glasgow was the first city to employ women tram drivers & conductresses
- 3 • women took over a variety of jobs such as postwomen
- 4 • one factory employed only war widows

Source B

- 5 • the war gave me a chance of a better job
- 6 • they said we did as well as any skilled workman
- 7 • the pay was good, double my old wages

Source C

- 8 • there was a steady expansion in the female workforce (as men enlisted)
- 9 • some women became supervisors
- 10 • women's average wages rose

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

Source A

- 1 • women lasted only the length of the war in men's jobs

Source B

- 2 • we didn't get the same pay
- 3 • working with explosives could be dangerous
- 4 • we worked 12 hour shifts

Source C

- 5 • many employers preferred to employ unemployed men first
- 6 • war work meant long hours/hard manual labour
- 7 • only allowed to supervise other women
- 8 • at the end of the war the number of women employed declined rapidly
- 9 • attitudes of the press became hostile to women workers

ES5 (6)

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

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

For the issue:

- 1 • gained respect of male workers/made female workers more acceptable
- 2 • First World War made it more acceptable for women to work/changing attitudes to female workforce
- 3 • “The Nation Thanks the Women” billboards put up all over Britain which showed gratitude
- 4 • women employed in a range of traditional male jobs eg engineering/offices/white collar
- 5 • improved working conditions for women: canteens, toilets, nurseries
- 6 • huge expansion of women employed in nursing/medical care eg V.A.D.; FANY
- 7 • women gained new skills which helped some keep their jobs after the war
- 8 • war dead and wounded left jobs open for women
- 9 • women were employed in a range of wartime industries such as land army/shipbuilding

Against the issue:

- 1 • stereotypes of housewives/mothers deeply entrenched so wartime changes in attitudes short lived
- 2 • returning soldiers demanded their jobs back from women
- 3 • great deal of hostility towards women during wartime over dilution of skills and wages
- 4 • women’s wages were cut after the war
- 5 • many women who were in promoted positions were demoted
- 6 • many women forced to return to domestic service due to lack of work in factories/domestic service remained biggest female employer
- 7 • many employers removed improved conditions to discourage women workers, eg closed nurseries
- 8 • soon after war some newspapers labelled women workers as “parasites” for taking men’s jobs/campaign to remove female workers
- 9 • new inventions and technologies such as typewriter/telephone opened up more job opportunities for women
- 10 • post-war 1919 Sex Disqualification Act made it illegal to sack women on basis of gender alone
- 11 • new lighter industries eg electrical goods/textiles employed many female workers

ES6 (5)

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

Section A

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

1. (a) The candidate assesses the importance of food shortages in affecting the everyday lives of civilians in Britain during the First World War by using evidence such as:

P: candidates must establish process in a minimum of 2 paragraphs excluding the introduction and conclusion otherwise a process mark should be deducted

- 1 • food shortages did lead to malnutrition/illness (and sometimes death)
 - 2 • succumbed to Spanish Influenza
 - 3 • rationing limited how much/what food could be bought
 - 4 • Black Market encouraged criminality
 - 5 • hoarding meant less food was available
 - 6 • queuing became routine
 - 7 • many people grew own food on allotments
 - 8 • people used whatever they could for food eg dandelion leaves etc
 - 9 • mothers would go without to feed children
 - 10 • fighting broke out over food
- BUT
- 11 • diet improved for many/healthy eating during wartime
 - 12 • efforts to produce more food (eg allotments/Land Army) were successful to some extent
 - 13 • government propaganda/campaigns to conserve food eg meatless days
 - 14 • restrictions imposed on use of food eg throwing rice at weddings; feeding bread to poultry

and other possible factors such as:

- 15 • requisition of land/industry increased government control over business/workers
- 16 • air raids/blackout frightened people/caused some destruction/disruption
- 17 • other war shortages (eg coal) affected people/caused inconvenience
- 18 • wartime restrictions (eg DORA) limited people's freedoms
- 19 • men away at war caused distress/worry
- 20 • war casualties caused distress
- 21 • fundraising for/commemoration of veterans
- 22 • women at work (eg munitions) needed to take on more responsibility
- 23 • treatment of conscientious objectors: public opinion/abuse; military tribunals/punishments
- 24 • coping with loss of loved ones/seriously wounded

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. Each piece of evidence may only be developed for a maximum of 1 additional mark. A further 2 marks may be awarded for process – whether the response is indeed an ‘essay’, constructed in paragraphs (at least two) and separate from a valid introduction and a clear conclusion. Such additional marks should be indicated as P+1 or P+2. A total mark should also be written in the appropriate column.

1. (b) The candidate assesses the importance of food shortages in affecting the everyday lives of civilians in Germany during the First World War by using evidence such as:

P: candidates must establish process in a minimum of 2 paragraphs excluding the introduction and conclusion otherwise a process mark should be deducted

- 1 • unavailability of many foods caused hardship/lowered morale
- 2 • succumbed to Spanish Influenza
- 3 • severe shortages mass slaughtering of pigs / “Turnip Winter”
- 4 • food shortages led to malnutrition/illness (and often death)
- 5 • rationing limited how much/what food could be bought
- 6 • food queues became routine/riots broke out
- 7 • ersatz provisions reduced the quality of food available
- 8 • Black Market encouraged criminality
- 9 • many depended on food/soup kitchens
- 10 • people grew own food in allotments

and other possible factors such as:

- 11 • air raids/blackout frightened people/caused some destruction/ disruption
- 12 • other war shortages (eg metal/raw materials) affected people/ caused inconvenience
- 13 • men away at war/caused distress/worry
- 14 • war casualties caused distress
- 15 • wartime restrictions limited people’s freedoms
- 16 • women at work (eg industry) needed to take on more responsibility
- 17 • shortage of fuel affected morale
- 18 • war-weariness led to civil unrest
- 19 • coping with loss of loved ones/seriously wounded

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. Each piece of evidence may only be developed for a maximum of 1 additional mark. A further 2 marks may be awarded for process – whether the response is indeed an ‘essay’, constructed in paragraphs (at least two) and separate from a valid introduction and a clear conclusion. Such additional marks should be indicated as P+1 or P+2. A total mark should also be written in the appropriate column.

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

- contemporaneity: a primary source written at the end of the First World War
- authorship: written by an (informed) eyewitness
- content: details on the aims of the Allied peacemakers eg...
- accuracy: matches candidate's own knowledge eg...
- purpose: to persuade people that Wilson's aims were the most appropriate/that Germany should not be harshly punished
- limitation: only mentions some aims of the Allied peacemakers, others held different views/omits eg...

ES1 (4)

3. The candidate evaluates the degree of disagreement between **Sources A** and **B** using evidence such as:

- 1 • Sources **disagree** on whether Versailles should be vengeful/ make Germany suffer:
Source A says: this should be a peace without victory/absolutely opposed to any plan to take what they can get
Source B says: (families who had lost loved ones) wanted victory to mean the Germans would suffer
- 2 • Sources **disagree** on whether Versailles was/should be a just peace:
Source A says: it must be a peace of justice (to the defeated nations)
Source B says: public opinion in Britain would not have allowed Lloyd George to be fair and just
- 3 • Sources **disagree** on whether an unjust peace will have serious consequences:
Source A says: (an unjust peace) will be fatal to all the nations in the end
Source B says: The French believed that) Europe would only avoid another war by crippling Germany
- 4 • Sources **agree** that some countries/victors wanted to make Germany pay as much as possible:
Source A says: some are determined to get everything out of Germany that they can/planning to take what they can get
Source B says: Britain and France were holding out for a peace which would make Germany pay huge reparations
- 5 • Sources **agree** that Britain and France/some of the Allies did not care about right and wrong/ethical considerations:
Source A says: they are planning to take what they can get regardless of what is right
Source B says: only the Germans seemed to care about what was right as much as Wilson

ES2 (4)

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

Section A

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

1. (a) The candidate assesses the importance of food shortages in affecting the everyday lives of civilians in Britain during the Second World War by using evidence such as:

P: candidates must establish process in a minimum of 2 paragraphs excluding the introduction and conclusion otherwise a process mark should be deducted

- 1 • rationing limited how much/what food could be bought
 - 2 • Black Market encouraged criminality
 - 3 • hoarding meant less food was available
 - 4 • queuing became routine
- BUT
- 5 • diet improved for many/healthy eating during wartime
 - 6 • Ministry of Food recipes supplied by Lord Woolton
 - 7 • “Dig for Victory” campaigns helped
 - 8 • campaigns against waste were encouraged
 - 9 • efforts to produce more food (eg allotments) were successful to some extent
 - 10 • government welfare measures: milk; orange juice etc

and other possible factors such as:

- 11 • utility products were disliked
 - 12 • air raids/rocket attacks/bombing of cities frightened people/caused destruction/disruption eg Clydebank, Coventry, London
- BUT
- 13 • also encouraged patriotism/stoical perseverance
 - 14 • other war shortages (eg coal) affected people/caused inconvenience
 - 15 • wartime restrictions such as the blackout limited people’s freedoms
 - 16 • men away at war/caused distress/worry
 - 17 • war casualties caused distress
 - 18 • women at work (eg munitions) needed to take on more responsibility
 - 19 • evacuation of children meant families were split up
 - 20 • increased state interventions eg vaccination
 - 21 • direction of labour: Bevan’s Boys
 - 22 • impact of conscription and reaction to conscientious objection
 - 23 • coping with loss of loved ones/caring for seriously wounded

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. Each piece of evidence may only be developed for a maximum of 1 additional mark. A further 2 marks may be awarded for process – whether the response is indeed an ‘essay’, constructed in paragraphs (at least two) and separate from a valid introduction and a clear conclusion. Such additional marks should be indicated as P+1 or P+2. A total mark should also be written in the appropriate column.

1. (b) The candidate assesses the importance of food shortages in affecting the everyday lives of civilians in Germany during the Second World War by using evidence such as:

P: candidates must establish process in a minimum of 2 paragraphs excluding the introduction and conclusion otherwise a process mark should be deducted

- 1 • unavailability of many foods caused hardship later in the war
- 2 • food shortages did lead to malnutrition/illness (and often death) later in the war
- 3 • rationing limited how much/what food could be bought; stricter control from 1942

BUT

- 4 • first years of war, still goods in shops/food rationing not too severe
- 5 • food queues became routine
- 6 • Black Market encouraged criminality

and other possible factors such as:

- 7 • shortage of fuel affected morale/well-being
- 8 • air raids/blackouts/bombing of cities/thousand-bomber raids/caused death/destruction/disruption eg Dresden, Berlin, Cologne

BUT

- 9 • also encouraged patriotism/stoical perseverance
- 10 • other war shortages (eg metal) affected people/caused inconvenience
- 11 • men away at war/caused distress/worry
- 12 • war casualties caused distress
- 13 • wartime restrictions limited people's freedoms
- 14 • women at work (eg industry) needed to take on more responsibility
- 15 • threat from secret police/terrified of Nazi repression
- 16 • Ministry of Propaganda censored/influenced public opinion
- 17 • coping with loss of loved ones/seriously wounded
- 18 • experienced atrocities/retribution at hands of Red Army eg murder; rape; displacement

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. Each piece of evidence may only be developed for a maximum of 1 additional mark. A further 2 marks may be awarded for process – whether the response is indeed an ‘essay’, constructed in paragraphs (at least two) and separate from a valid introduction and a clear conclusion. Such additional marks should be indicated as P+1 or P+2. A total mark should also be written in the appropriate column.

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

- contemporaneity: a primary source written at the end of the Berlin Blockade
- authorship: an official Soviet **government** statement/written by an (informed) eye witness
- content: details on the reasons for Soviet conduct eg...
- accuracy: matches candidate's own knowledge eg...
- purpose: to persuade people that the West were to blame for the blockade
- limitation: only mentions some reasons for Soviet conduct, others held different views/omits eg... **ES1 (4)**

3. The candidate evaluates the degree of disagreement between **Sources A** and **B** using evidence such as:

- 1 • Sources **disagree** on hardships suffered by population in West Berlin:
Source A says: In winter people were freezing and starving
Source B says: when winter came the West successfully airlifted food and fuel
- 2 • Sources **disagree** on who pulled back from confrontation/backed down first:
Source A says: By May 1949 the USA was forced to yield
Source B says: In May 1949 the USSR called off the blockade
- 3 • Sources **disagree** on who imposed the blockade:
Source A says: This self-blockade by the Western powers (badly hit the West Berlin population)
Source B says: Stalin, the Soviet leader, closed all land routes into Berlin
- 4 • Sources **agree** that restrictions were placed on movement of people and goods:
Source A says: We, the Soviet Union, were forced to tighten control of the movement of people and goods
Source B says: the Soviet blockade which restricted the movement of people and goods
- 5 • Sources **agree** that there was a risk of war:
Source A says: The Western airlift risked war if we shot down their aircraft
Source B says: Soviet forces did not shoot down any planes...it would have been an act of war **ES2 (4)**

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

UNIT III – Context A: USA 1850 – 1880

Section A

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

1. The candidate describes the problems faced by Native Americans using evidence such as:

- 1 • hunters wiped out the buffalo; vital for food, shelter, clothing
- 2 • loss of homeland as boundaries pushed West
- 3 • hunting/ sacred grounds disturbed eg Black Hills
- 4 • destruction of way of life/loss of traditional skills
- 5 • new diseases affected tribes (smallpox, measles, cholera)
- 6 • decline of population/some tribes wiped out
- 7 • loss of freedom with removal to reservations
- 8 • alcohol became a problem
- 9 • loss of power/tribes not regarded as a nation
- 10 • felt betrayed by treatment/breach of promises
- 11 • massacred by white settlers

KU1 (4)

2. The candidate explains the reasons why the Civil War began using evidence such as:

- 1 • secession: Southern states wanted to opt out of the Union
- 2 • election of Lincoln was the last straw
- 3 • Northern states determined to preserve the Union
- 4 • leaders unwilling to compromise
- 5 • disagreement about tariffs
- 6 • (views about) slavery was the chief cause of the war
- 7 • opponents of slavery did not want it to expand
- 8 • slavery was essential to Southern economy and they believed it was under attack/attacks on slavery alarmed the Southern States
- 9 • Northern states were opposed to slavery/North was generally abolitionist
- 10 • fears that slave-owning South was holding back industrial North
- 11 • economic differences between North (industrial) and South (plantation)
- 12 • opponents of slavery did not want to compete against slave labour
- 13 • attack on Fort Sumter

KU2 (4)

Section B

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

3. The candidate discusses the attitude of the author towards the Carpet-baggers using evidence such as:
1. • **(holistic): Negative** attitude towards/**did not like** the carpetbaggers
 2. • **distrusts** the carpetbaggers/**considers** them to be **dishonest** (“thieving fellows”)
 3. • **thinks** they are **sly/devious** (“cunningly seeing if”)
 4. • **embarrassed/annoyed** that they embarrass the North (“these thieves represent the North and they disgrace us”)
 5. • **condemns** their actions (“I denounce them”)
 6. • **disgusted** with carpetbaggers (“There they stand in the public eye, stealing and plundering”)
- ES3 (4)**
4. The candidate evaluates the degree of agreement between **Sources A** and **B** using evidence such as:
- 1 • Sources **agree** that carpetbaggers got involved in local politics:
Source A says: Some of them got elected Senators, some Judges, and so on
Source B says: They arrived with their travel carpetbags and meddled in local politics
 - 2 • Sources **agree** that they came to steal (from the South):
Source A says: There they stand, in the public eye, stealing and plundering
Source B says: Southerners considered them ready to loot and plunder the defeated South
 - 3 • Sources **agree** that they would trick/take advantage of unsuspecting Southerners:
Source A says: Many of them pretended to help the black Americans, while seeing if they can make money out of them
Source B says: take advantage of poor Southerners
 - 4 • Sources **agree** that the carpetbaggers set poor example (of Northern politicians):
Source A says: What the Southern people see of us are these thieves who represent the North and they disgrace it/They are the greatest obstacle to the triumph of Republican principles
Source B says: Little wonder that Republican policies were not trusted
 - 5 • Only **Source B** says: Carpetbaggers bought up plantations at rock bottom prices
- ES2 (5)**

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

5. The candidate evaluates the completeness of **Source C** about problems faced by black Americans using **presented evidence** such as:

- 1 • No state gave black Americans the vote
- 2 • All introduced 'black codes' designed to ensure that black Americans remained second-class citizens/kept under control
- 3 • Those who were unemployed or who broke the contracts could be forcibly set to work
- 4 • The codes also prevented black Americans from buying land

and from **recall** such as:

- 1 • the codes also prevented black Americans from marrying Whites/serving on juries/possessing firearms
- 2 • many Whites were opposed to educating black Americans/schools were burned down
- 3 • many Whites showed hostility/violence towards them
- 4 • actions of the Ku Klux Klan
- 5 • most black Americans were still in low paid employment eg farming
- 6 • many still tied to the land as share croppers
- 7 • not allowed to go on strike or leave employment
- 8 • unemployed/begging black Americans could be arrested
- 9 • discrimination continued in the South eg Jim Crow Laws

ES4 (4)

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

UNIT III – Context B: India 1917 – 1947

Section A

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

1. The candidate describes the religious and social divisions amongst Indians using evidence such as:

- 1 • language differences: 18 official and 200+ dialects
- 2 • social divisions caused by Hindu caste system/Untouchables
- 3 • Hindu/Muslim/Sikh and other religious groups such as Jainism (often encouraged by the Raj)
- 4 • attitudes to British rule eg...
- 5 • attitudes to independence for India eg...
- 6 • political differences among Congress and the Muslim League/leaders
- 7 • ethnic differences: Northern Aryans/Southern Dravidians
- 8 • internal differences between princely states and provinces under direct British rule
- 9 • huge differences in wealth

and other possible factors such as:

- 10 • education
- 11 • traditional dress/western style clothing
- 12 • city dwellers/villagers

KU1 (4)

2. The candidate explains why the Simon Commission failed to achieve the support of the Indian people using evidence such as:

- 1 • the Commission was composed of only British politicians/no Indian representation was considered an insult
- 2 • it was greeted by strikes (hartals) and demonstrations
- 3 • a wide range of Indian political opinion was opposed to it
- 4 • boycotted by Congress/Hindu leaders/members of Muslim League/ Liberal thinkers
- 5 • report produced by Congress called for dominion status
- 6 • radicals called for independence (swaraj)
- 7 • miscalculation by Viceroy Irwin

KU2 (4)

Section B

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

3. The candidate discusses the attitude of the author to Indian independence with reference to evidence such as:
- **(holistic)**: author has a **negative** attitude to/**did not like/disliked**/the proposed solution
 - **determined** not to use force/violence (“I cannot forcibly resist”)
 - **resentful** that they cannot live together (“my whole soul rebels”)
 - **distressed** about the disagreement (“I am so sad about this conflict”)
 - **frustrated** that they want partition (“can’t thrust it down their throats”)
- ES3 (4)**

4. The candidate evaluates the degree of agreement between **Sources A** and **B** using evidence such as:
- Sources **agree** that partition cannot be resisted if Muslims insist:
Source A says: cannot forcibly resist the partition if Muslims insist
Source B says: if Muslims really insisted on Pakistan they could have it
 - Sources **agree** that: the two-nation solution couldn’t be accepted:
Source A says: But Congress will not accept a two-nation solution
Source B says: They couldn’t accept the two-nation solution
 - Sources **agree** that partition couldn’t be accepted:
Source A says: I can never agree to partition
Source B says: Congress couldn’t be a willing party to the division of India
 - Sources **agree** that the wish for separation caused distress:
Source A says: I am so sad about this conflict
Source B says: This caused distress to Congress members
 - Sources **agree** that they cannot force the Muslims to give up their demands for independence:
Source A says: this is my belief, I cannot thrust it down the throats of Muslims who think they are a different nation
Source B says: They couldn’t force Muslims to give up their demand for a separate state
 - Only **Source A** mentions that: his soul rebels against the idea that they can no longer live together
- ES2 (5)**

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

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

- 1 • many Muslims from the South could not travel to Pakistan
- 2 • Bengalis were alarmed that Urdu would be the official language
- 3 • Indian Muslims took most of the responsible jobs in the new government
- 4 • many attacked/properties burned and looted

and from **recall** such as:

- 1 • PM Ali Khan assassinated 1951
- 2 • refugees suffered from bad weather/food shortages
- 3 • refugees camps established
- 4 • refugees caused huge problems
- 5 • massacres/killings on both sides of border
- 6 • Gandhi assassinated
- 7 • two parts of Pakistan divided by India/over 1000 miles apart
- 8 • Muslims fled to Pakistan
- 9 • Hindus fled to India

ES4 (4)

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

UNIT III – Context C: Russia 1914 – 1941

Section A

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

1. The candidate describes the problems faced by Russian civilians during the First World War using evidence such as:

- 1 • Russians were war-weary/low morale/unrest
- 2 • coping with loss of loved ones
- 3 • severe food shortages; inadequate rations
- 4 • severe fuel shortages
- 5 • breakdown of rail network/ transport problems
- 6 • faced higher taxes
- 7 • prices were rising/wages not keeping pace
- 8 • frequent industrial strikes/demands for higher wages
- 9 • existing poor standards of living exacerbated by war
- 10 • continuing the war made it harder to deal with other problems (eg land redistribution)
- 11 • uncertainty following Kornilov Revolt
- 12 • middle/upper classes alarmed by growing anarchy
- 13 • experienced two separate revolutions (February/March: October/November)
- 14 • political uncertainty/lack of leadership: Provisional Government unelected/lacked authority

KU1 (4)

2. The candidate explains why Stalin's Five Year Plans were successful using evidence such as:

- 1 • electricity supply rose through dams/hydro-electric schemes
- 2 • dramatic increases in production eg coal, oil and steel
- 3 • new cities grew up providing better living conditions
- 4 • building Moscow underground led to improvement in transport/communications
- 5 • unemployment dropped as a result of demand for labour
- 6 • some improvement in education (eg literacy) as a result of new schools
- 7 • some improvement in medical facilities (eg factory clinics) led to better health
- 8 • introduction of new farm machinery (eg tractors) improved agriculture
- 9 • strict discipline guaranteed success (eg use of secret police/labour camps)
- 10 • control of party/propaganda eliminated any opposition that could have undermined success
- 11 • incentives (eg more food/better housing/pay rises/holidays) increased productivity

KU2 (4)

Section B

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

3. The candidate discusses the attitude of the author towards the suffering caused by the Civil War using evidence such as:
1. • **(holistic)** the author **did not like** what she witnessed/**negative** attitude
 2. • **sad** to see the streets dirty/deserted (“it depressed me”)
 3. • **shocked** to see people so starving (“I was appalled to see...living corpses”)
 4. • **worried** about food and fuel shortages (“made me feel anxious”)
 5. • she **felt sorry** for the people she saw searching for food/fuel (“it was pitiful”)
- ES3 (4)**
4. The candidate evaluates the degree of agreement between **Sources A** and **B** using evidence such as:
- 1 • Sources **agree** that the Civil War made city streets unclean:
Source A says: (It depressed me to see) the streets (were) dirty
Source B says: The streets are full of refuse
 - 2 • Sources **agree** that the Civil War kept city streets empty:
Source A says: It depressed me to see) the streets (were) deserted/all life had gone from them
Source B says: The streets are (not) full of...people/the streets are full of refuse instead of people
 - 3 • Sources **agree** that the Civil War caused people to go very hungry:
Source A says: (people are) thin (and) starving/walking about like living corpses
Source B says: workers of the cities...choke with hunger/ many people are barely alive
 - 4 • Sources **agree** that the Civil War caused shortages of basic essentials:
Source A says: shortages of food and fuel/men, women and children searching for a piece of bread or a stick of wood
Source B says: There are shortages of everything/there has been little bread for days/no one can light a decent fire
 - 5 • Sources **agree** that the Civil War caused damage to cities:
Source A says: Petrograd was almost in ruins
Source B says: Houses are crumbling
 - 6 • Only **Source B** mentions that Our industry is ruined
 - 7 • Only **Source B** mentions that Epidemics spread death everywhere
- ES2 (5)**

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

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

- 1 • Lenin used the presence of foreign armies to stir up patriotic feelings
- 2 • the countries that intervened could not decide which faction of the Whites to support
- 3 • Bolsheviks introduced conscription/found it easier to get more people into the Red army
- 4 • by the end of 1919 the Red soldiers outnumbered the Whites by ten to one

and from **recall** such as:

- 1 • Reds had strong leadership from Lenin and Trotsky
- 2 • Whites lacked effective leadership
- 3 • Reds controlled a compact area in the centre of Russia (easier to defend)
- 4 • White armies were scattered/could not coordinate their attacks
- 5 • Reds kept control of main lines of communication/key cities and railways
- 6 • Reds used their industrial resources well
- 7 • Whites mainly controlled agricultural areas
- 8 • Trotsky was a skilled commander of the Red Army
- 9 • White leaders were lazy, brutal or corrupt
- 10 • Red army was highly disciplined
- 11 • Whites not disciplined (looting and low morale)
- 12 • Reds used effective propaganda against enemies (agitprop)
- 13 • White terror alienated peasants
- 14 • Whites lost Allied intervention after 1919

ES4 (4)

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

Section A

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

1. The candidate describes the rights gained by the German people under the Weimar Constitution using evidence such as:

- 1 • all men and women over 20 had the vote; 35 for presidential elections
- 2 • people had the right to vote by secret ballot
- 3 • all Germans were equal before the law
- 4 • everyone had the right of freedom of speech/to express their opinions freely and openly
- 5 • freedom of association/people had the right to hold peaceful meetings
- 6 • freedom of press
- 7 • everyone had the right of freedom of religion
- 8 • letters and correspondence could not be opened and read
- 9 • rights of privacy/people had the right of privacy in their own homes
- 10 • no one could be arrested without good reason/unless they broke the law
- 11 • no one could be imprisoned without trial
- 12 • people had the right to form political parties
- 13 • people had the right to join trade unions and societies

KU1 (4)

2. The candidate explains why hyperinflation made life difficult for German people using evidence such as:

- 1 • pensioners suffered as pensions did not keep pace with inflation
- 2 • middle class suffered as salaries could not keep pace with inflation
- 3 • people's savings lost their value causing hardship
- 4 • money became worthless causing great suffering
- 5 • barter for goods as money was worthless
- 6 • working class suffered a fall in their standard of living as wages didn't keep up with inflation
- 7 • workers had to rush to spend their savings before prices went up
- 8 • people sold items of value to purchase necessities
- 9 • those on fixed benefits eg the unemployed, suffered badly
- 10 • people were reduced to poverty
- 11 • wealthier found it hard to adapt as unused to poverty and hardship
- 12 • people couldn't afford fuel and suffered from the cold
- 13 • people couldn't afford soap so cleanliness suffered
- 14 • people had to queue for food as food was in short supply
- 15 • people couldn't afford medicine so health suffered
- 16 • death rate increased/deaths from hunger
- 17 • businesses go bust as people not buying non-essential items/unemployment
- 18 • physical burden of carrying large bundles of worthless money eg in wheelbarrows/suitcases

KU2 (4)

Section B

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

3. The candidate discusses the attitude of the author to the Hitler Youth using evidence such as:
- **(holistic)** the author has a **mixed attitude** to Hitler Youth/**partly positive, partly negative**
 - **disinterested** in serving the Fuhrer (“I wasn’t really concerned”)
 - **excited** about Youth Movement activities (“attractive outdoor activities/get away from school and home”)
 - **unquestioningly** signed up (“I signed up without thinking”)
 - **disliked** the marching drills and lectures (“marching drills which I hated along with the lectures”) **ES3 (4)**
4. The candidate evaluates the degree of agreement between **Sources A** and **B** using evidence such as:
- Sources **agree** that not all members of Hitler Youth were committed Nazis:
Source A says: I wasn’t concerned with serving the Fuhrer
Source B says: Those of us who joined the Hitler Youth were not necessarily dedicated National Socialists
 - Sources **agree** that many found the activities of the Hitler Youth attractive:
Source A says: I thought of the attractive outdoor activities
Source B says: attracted by the range of leisure activities
 - Sources **agree** that Hitler Youth was used to spread Nazi ideas:
Source A says: (there were) lectures in National Socialist ideas
Source B says: (there was) ideological schooling
 - Sources **agree** that Hitler Youth activities offered a break from home and school:
Source A says: outdoor activities would get me away from school and home
Source B says: It was also an opportunity for more independence from parents/to go on trips
 - Sources **disagree** on attitudes to marching:
Source A says: marching drill which I hated
Source B says: attracted by the chance to do things which previously only boys could do such as marching
 - Only **Source A** mentions that members had to swear an oath of loyalty to Hitler
 - Only **Source B** mentions that interest in Hitler Youth flagged among many girls after a certain time/attracted girls who wanted to participate in what were traditionally boys’ activities **ES2 (5)**

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

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

- 1 • new Nazi books were introduced
- 2 • teaching of Religious Education was reduced in favour of PE
- 3 • competitive field events were added to curriculum
- 4 • pupils (and teachers) were to raise arms in “Heil Hitler!” salute

and from **recall** such as:

- 1 • indoctrination of Nazi ideas eg anti-semitism/militarism
- 2 • emphasis on German history/German culture
- 3 • introduction of new subjects such as Racial Science/Eugenics
- 4 • for girls emphasis on female subjects (Kinder, Kirche, Kuche)
- 5 • teachers suspected of being disloyal to party were arrested
- 6 • all teachers had to join the Nazi Teachers’ League
- 7 • pictures of Hitler in classrooms
- 8 • Jewish children were humiliated/from 1938 only allowed to attend Jewish schools
- 9 • maths questions changed to reinforce Nazi ideals
- 10 • specialist schools set up to train future Nazi leaders (Napolas)

ES4 (4)

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

[END OF MARKING INSTRUCTIONS]