



# **2012 History**

## **SG Credit**

### **Finalised Marking Instructions**

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## Information for markers

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

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

<b>4</b>	indicates a relevant, credited piece of evidence.
<b>R</b>	indicates that recall has been credited.
<b>DP</b>	indicates a developed point of evidence.
<b>P</b>	indicates that the process is apparent.
<b>X</b>	indicates irrelevance.
<b>SE</b>	indicates a serious error.
<b>NP</b>	indicates that process is suspect weak or non-existent.
<b>C</b>	indicates that the candidate has <b>simply</b> copied presented evidence.
<b>PE</b>	indicates presented evidence is present (useful in an ES4, ES6 question).
<b>CO</b>	indicates the candidate has used content only in response to an ES1 item.
<b>NR</b>	indicates no relevant recall.
<b>NPE</b>	indicates no presented evidence has been used (useful in an ES4, ES6 question).
<b>NB</b>	indicates no balance has been provided (useful in an ES6 question).

(NB: A tick in the right hand margin indicates that a misplaced part of an answer has been read. Marks are not deducted for badly written or barely legible answers.)

## Marking at Credit Level

Marks should be awarded to the candidate for:

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

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

### Section A (Knowledge and Understanding)

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

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

### Section B (Enquiry Skills)

NB: At Credit Level process in itself is not rewarded. However, **a mark should be deducted if not addressed** (N.P.).

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

Examples:

This source is useful as it was written during a period of great changes in farming in the late 18<sup>th</sup> century = 1 mark

This source is useful as it was written by a reputable historian who will have studied the relevant primary sources =1 mark.

NB: Content requires a **specific example** of presented evidence.  
Accuracy/Limitation needs to be supported with **valid recall**.

In an **ES2** question 1 mark is given for a simple comparison and 2 marks for a developed comparison. Examples are given in the Marking Instructions. Be aware that it is perfectly legitimate for candidates to “mix and match” – **examples are not prescriptive**.

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. A **holistic comment**, even if the only comment made, **can be awarded a mark** as long as it is relevant/valid.

In an **ES4** item, asking the candidate to put a source into its historical context, full marks cannot be awarded unless relevant recall is given. Indeed, **reference to both presented evidence and recall is required for full marks.**

In an **ES5** item (Question 4 of Unit I) **listing or copying of relevant evidence from the presented sources is allowed** and should be **fully credited**. However, quotes need to “stand alone” and avoid over use of ellipses.

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

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

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

- use presented evidence
- show relevant recall
- show some balance of answer

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

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

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

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

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

ES5: select evidence; ES6: present conclusion.

## 2012 History – Standard Grade

### Credit Level

### Marking Scheme

<b>UNIT I – Context A: 1750s – 1850s</b>
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#### Section A

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

1. The candidate describes the dangers of working in a textile factory before 1833 by using evidence such as:
  - 1 • poor ventilation/air was full of harmful dust particles which damaged lungs/caused TB
  - 2 • working in hot/damp temperatures was bad for health
  - 3 • bending over all day led to children becoming deformed
  - 4 • working long hours led to tiredness and accidents
  - 5 • children pulled into machines and seriously injured/killed
  - 6 • factories had many health hazards eg.....
  - 7 • dangerous machines – were unfenced
  - 8 • machines had to be cleaned/repared while still running leading to accidents
  - 9 • children were beaten by overseers
  - 10 • machinery was very loud leading to deafness
  - 11 • workers struggled to keep up with machines leading to accidents
  - 12 • no safety laws covering textile mills to protect workers
  - 13 • high risk of fire breaking out

**KU1 (4)**

2. The candidate explains why public health was still so poor by 1850 using evidence such as:
  - 1 • middens/dungheaps in the street meant infected sewage polluted the water supply
  - 2 • open sewers/flooded sewers encouraged disease
  - 3 • stagnant cesspools attracted rats and flies which spread disease
  - 4 • streets were seldom cleaned and the dirt which collected caused illness
  - 5 • communal toilets/shared earth closets encouraged the spread of disease
  - 6 • shortage of fresh, clean running water to drink/wash helped spread disease
  - 7 • polluted drinking water from communal wells or rivers caused disease
  - 8 • growth of slum/poorly constructed housing damaged health
  - 9 • one or two-roomed houses meant overcrowding which helped spread disease
  - 10 • tenement houses badly ventilated which led to chest problems
  - 11 • lack of washing facilities made it difficult to keep clean
  - 12 • houses were often damp damaging the residents' health
  - 13 • unpaved streets led to pools of dirty water which was unhygienic
  - 14 • "laissez-faire" government attitude meant there was no state intervention

**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 makes a balanced evaluation of **Source A** using evidence such as:
- contemporaneity: a secondary source written with the benefit of hindsight
  - authorship: written by reputable historians who will have researched the relevant primary sources.
  - content: details on the impact of the events of the Radical War eg...
  - accuracy: matches candidate's own knowledge eg ...
  - purpose: to inform people about Radical activities/dangers posed by the Radicals
  - limitation: only the view of two historians, which others may not agree with/omits eg...
- ES1 (4)**

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

### Source A

- 1 • workers in Glasgow and surrounding towns attempted a rebellion
- 2 • Radical notices were posted in Glasgow calling on people to revolt
- 3 • one group of armed Radicals marched on Glasgow

### Source B

- 4 • some see this as the start of a revolution
- 5 • there was widespread fear of violent disorder

### Source C

- 6 • the situation then became much more threatening
- 7 • a group of armed Radicals marched towards the Carron Iron Works

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

### Source A

- 1 • only a few workers took up arms
- 2 • they found no support there and went home

### Source B

- 3 • the troublemakers were too disorganised to carry out their plan
- 4 • forces involved are too weak to pose any serious threat
- 5 • Government forces in Scotland are strong enough to deal with such vermin

### Source C

- 6 • at Bonnymuir the troops easily crushed the Radicals
- 7 • the Glasgow uprising of 1820 was small scale
- 8 • it was never a realistic threat to the safety of anyone

**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 • in February 27 Radicals were arrested on suspicion of planning an uprising
- 2 • the Radicals were urging people to commit treason
- 3 • there were a number of Radical risings in 1820
- 4 • 60,000 workers supported the general strike
- 5 • Government couldn't guarantee control of many areas in West of Scotland
- 6 • Government took the threat seriously as 2,000 troops sent to Glasgow
- 7 • large numbers of armed men were publicly drilling
- 8 • the Radicals went to Carrongrange to seize weapons
- 9 • the Radicals opened fire on Government troops at Bonnymuir
- 10 • events at Bonnymuir greatly alarmed the authorities
- 11 • soldiers taking Radical prisoners to Greenock jail were attacked by a mob
- 12 • in the evening the mob attacked Greenock prison and released the Radicals
- 13 • three Radical leaders were executed by the authorities to deter others from rebelling
- 14 • Luddite Radicals smashed new machines/set fire to factories

**Against the issue**

- 1 • most of those on strike were moderates/reformers not revolutionaries
- 2 • economic depression motivated the people, not political motives
- 3 • no real popular support for revolution
- 4 • Government agents provocateurs/spies were responsible for much of the unrest
- 5 • real power was still in the hands of the authorities
- 6 • Radical leadership was weak
- 7 • Radical activity was only strong in West of Scotland
- 8 • the protest was by a dying craft, handloom weavers, rather than a working class rebellion
- 9 • the propertied classes loyally supported the authorities
- 10 • only thirty/small number of Radicals engaged in the Battle of Bonnymuir

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

1. The candidate describes the dangers facing coal miners in the 19<sup>th</sup> century using **evidence** such as:

- 1 • reliance on young children working as trappers to open and close trap doors
- 2 • bearers carrying coal to the surface could fall from ladders/coal could fall from baskets
- 3 • accidents involving putters pulling coal in carts
- 4 • injuries to hewers cutting coal using picks in tight spaces
- 5 • stoups/props used to hold up the roofs could collapse/cave-ins
- 6 • flooding from underground streams/lakes caused drowning
- 7 • explosion of gas; fireballs
- 8 • poison gas: suffocation
- 9 • winding ropes break
- 10 • accidents when blasting: burns; fractures etc
- 11 • Black Spit: lungs filled with coal dust; breathing difficulties
- 12 • lack of protective clothing
- 13 • coal dust got into cuts and caused sores

**KU1 (4)**

2. The candidate explains why public health improved by 1900 using **evidence** such as:

- 1 • Public Health Acts 1848 and 1875 gave local authorities the powers to improve social conditions
- 2 • 1848 – Public Health Act set up Local Health Boards which appointed medical officers of health, this helped reduce disease
- 3 • clean water supplies meant a reduction in water borne diseases eg cholera/Clean Water Act (1883)
- 4 • new reservoirs built in the countryside to supply large towns/cities eg Loch Katrine meant improved hygiene
- 5 • town councils took responsibility for piping fresh water supplies which enabled people to keep clean
- 6 • cleaner streets reduced the spread of vermin
- 7 • improved sewerage systems/proper drainage reduced spread of germs/diseases
- 8 • Impact of Housing Acts/destruction of slum properties after 1866 provided better standards of housing so reducing overcrowding and the spread of disease
- 9 • flush toilets improved sanitation
- 10 • first municipal fever hospital opened in 1869 treating/reducing spread of disease
- 11 • wash houses and public baths introduced in 1878 – cheaper soap available improving hygiene
- 12 • (availability of) cheap cotton clothing which was easier to wash improved personal hygiene
- 13 • improved food standards reduced illness caused by adulterated food
- 14 • by 1900 milk could be sterilised which reduced risk of illness caused by contaminated milk

- 15 • decline in “laissez-faire” government attitude led to state intervention/increased local authority action eg city improvement trusts
- 16 • immunisation and vaccination campaigns led to decline of killer diseases such as smallpox
- 17 • better diet due to higher wages/cheaper transportation/refrigeration/packaging etc led to healthier population/more resistant to disease
- 18 • improved working conditions led to fewer accidents etc.
- 19 • more fresh food was available due to locomotives so diet improved **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 evaluates the usefulness of **Source A** using evidence such as:

- contemporaneity: a secondary source written with the benefit of hindsight
- authorship: written by a reputable historian who will have researched the relevant primary sources
- content: details on effects of Suffragette militancy eg...
- accuracy: matches candidate's own knowledge eg ...
- purpose: to inform people about (debate over) Suffragette militant tactics
- limitation: only the view of one historian, which others may not agree with/omits eg...

**ES1 (4)**

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

### Source A

- 1 • Suffragette tactics frowned upon by many women
- 2 • some considered the Suffragettes gave women a bad name
- 3 • they were criticised for giving MPs an excuse to vote against the Conciliation Bill of 1912.

### Source B

- 4 • Mr Asquith stubbornly refused to give into increasingly violent tactics
- 5 • Mrs Moore feared things were getting out of hand
- 6 • Government officials viewed women as "half-insane"

### Source C

- 7 • Farington Hall blaze caused outrage in Dundee
- 8 • most Dundonians called for severe punishment for fanatical females
- 9 • authorities now trying very hard to break up the movement

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

### Source A

- 1 • the Suffragettes attracted a large following in Scotland

### Source B

- 2 • Suffragettes won admiration for their willingness to stand up for their beliefs
- 3 • their unruly behaviour was endlessly impressive

### Source C

- 4 • everyone is talking about the cause
- 5 • actions had resulted in many additional recruits

**ES5 (6)**

**A maximum of three marks can be awarded if the relevant evidence is selected from only one side if 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 • law breaking strengthened the argument that women could not be trusted with the vote
- 2 • many viewed peaceful methods as being more effective
- 3 • details of the violence which disgusted people eg slashing priceless art work
- 4 • press ridiculed Suffragettes
- 5 • Suffragettes arrested
- 6 • death of Emily Davison shocked many and militant Suffragettes faced hostile crowds
- 7 • alienated would-be supporters/split the women's suffrage movement
- 8 • alienated previously supportive MPs eg Winston Churchill
- 9 • led to concerns about law and order
- 10 • failed to win the vote up to 1914
- 11 • led to formation of the Anti-Suffrage League

**Against the issue:**

- 1 • activities increased pressure on the Government/embarrassed the Government
- 2 • militant actions attracted media attention
- 3 • public sympathy for brave Suffragettes/hunger strikers
- 4 • public recognised that Government action left women with no alternative
- 5 • public recognised that women were simply using similar means men had used in past franchise struggles
- 6 • self-sacrifice had moved people who would otherwise sit still and do nothing
- 7 • they had won some male support
- 8 • non-militant tactics had not achieved as much in 60 years/little attention paid to the cause until 1905 when militancy began
- 9 • Emily Davison became a martyr for the "Cause"
- 10 • 'Cat and Mouse Act' attracted sympathy
- 11 • actions encouraged insurance companies to lobby the Government
- 12 • many horrified at force-feeding

**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 changes to women's work after 1900 using **evidence** such as:
  - 1 • growing number of white collar jobs for women before 1914 eg typists, telephonists
  - 2 • during War women were allowed to do traditional male jobs eg transport, police, postwomen etc
  - 3 • the War made it more acceptable for women to work: WW1/WW2
  - 4 • women found their wages rising due to wartime labour shortage: WW1/WW2
  - 5 • more dangerous occupations eg munitions paid higher wages: WW1/WW2
  - 6 • improved working conditions eg canteens, nurseries, toilets etc: WW1/WW2
  - 7 • more opportunity for promotion/given more responsibility due to lack of men: WW1/WW2
  - 8 • many women preferred the hours/higher pay/increased freedom of factory work as opposed to more traditional jobs like domestic service/far fewer women employed in domestic service after war
  - 9 • War gave women the chance to pursue new careers eg medicine, clerical work: WW1/WW2
  - 10 • after War high numbers of war dead and wounded left many vacancies for women to fill/many widows had to continue to work: WW1/WW2
  - 11 • many women sacked or demoted/wages cut at end of World War 1/ World War 2
  - 12 • 1919 Sex Discrimination Act made it illegal to sack women on the basis of gender
  - 13 • marriage bar in certain jobs ended
  - 14 • growth of light industries created jobs for women eg electrical goods
  - 15 • 1941 unmarried women between 20 and 30 were conscripted into factories or forces/women recruited for war work in World War II
  - 16 • rising living standards meant many women had to work to pay for tvs, washing machines etc
  - 17 • 1970 Equal Pay Act made it illegal to pay women less than a man for the same job
  - 18 • 1975 Sex Discrimination Act made it illegal to discriminate against women in education, training or jobs
  - 19 • Employment Protection Act allowed pregnant women maternity leave and to get jobs back
  - 20 • growth of part time work for women by 1980s
  - 21 • more women went to university and became doctors, lawyers, scientists by end of 20<sup>th</sup> century
  - 22 • more women reaching top of their chosen profession/line of work by end of 20<sup>th</sup> century

**KU1 (4)**

2. The candidate explains why public health improved by the 1980s using **evidence** such as:

- 1 • improved food standards reduced illness caused by adulterated foods
- 2 • by 1900 milk could be sterilised which reduced risk of illness caused by contaminated milk
- 3 • decline in “laissez-faire” government attitude led to state intervention/increased local authority action eg city improvement trusts which improved health
- 4 • Clean Water Act (1883) ensured clean water supplies which enabled people to keep clean and reduced spread of disease
- 5 • improved sanitation: drainage/sewerage systems reduced disease
- 6 • Housing Acts from 1890s onwards encouraged local authorities to demolish worst of crumbling slums that bred disease
- 7 • Addison Act (1921) gave local authorities power to build decent houses which reduced overcrowding and infant mortality rate; Wheatley Act (1924) gave grants to local councils to build houses which reduced overcrowding and spread of disease; Greenwood Act (1930) gave councils grants to clear slums/repair houses which resulted in a healthier environment
- 8 • 1920s ‘model’ housing schemes built on edges of towns, often with gardens and modern facilities which meant tenants enjoyed a healthier environment
- 9 • postwar building of ‘New Towns’ like East Kilbride/by 1971 32 ‘New Towns’ built with modern amenities which led to a healthier living environment/reduced overcrowding and disease
- 10 • postwar slum clearance/council house building into 1950s/60s with better amenities eg indoor toilets. hot water etc
- 11 • impact of Liberal welfare reforms on children’s health: free/cheap school meals (1906) reduced malnourishment; school medical inspections/clinics provided treatment
- 12 • National Insurance Act (1911): health insurance for poorest workers ensured free medical treatment and reduced death rate from TB
- 13 • immunisation and vaccination campaigns (from 30s/wartime) led to decline of killer diseases such as smallpox/whooping cough/diphtheria/polio/TB
- 14 • establishment of maternity clinics/health visitors (1938) reduced infant mortality rate
- 15 • impact of Labour welfare reforms/welfare state: family allowance reduced poverty and led to fewer deaths
- 16 • impact of creation of the National Health Service/free treatment/comprehensive treatments for all increased life expectancy eg x-rays, heart by-pass etc
- 17 • improved domestic facilities eg washing machines to keep clothes clean reduced spread of germs/lice
- 18 • better diet due to higher wages/cheaper transportation/refrigeration/packaging etc led to a healthier population/more resistant to diseases
- 19 • higher standard of living/less poverty so people are healthier
- 20 • improved working conditions led to fewer accidents etc
- 21 • less pollution improved public health eg fewer coal fires
- 22 • better education/public more aware of causes of ill health

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

- contemporaneity: a secondary source written with the benefit of hindsight
- authorship: written by a reputable historian who will have researched the relevant primary sources
- content: details on effect of Suffragette militancy eg ...
- accuracy: matches candidate's own knowledge eg ...
- purpose: to inform people about (debate over) Suffragette militant tactics
- limitation: only the view of one historian, which others may not agree with/omits eg....

**ES1 (4)**

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

### Source A

- 1 • Suffragette tactics frowned upon by many women
- 2 • some considered the Suffragettes gave women a bad name
- 3 • they were criticised for giving MPs an excuse to vote against the Conciliation Bill of 1912

### Source B

- 4 • Mr Asquith stubbornly refused to give into increasingly violent demands
- 5 • Mrs Moore feared things were getting out of hand
- 6 • Government officials viewed women as "half-insane"

### Source C

- 7 • Farrington Hall blaze caused outrage in Dundee
- 8 • most Dundonians called for severe punishment for fanatical females
- 9 • authorities now trying very hard to break up the movement

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

### Source A

- 1 • the Suffragettes attracted a large following in Scotland

### Source B

- 2 • Suffragettes won admiration for their willingness to stand up for their beliefs
- 3 • their unruly behaviour was endlessly impressive

### Source C

- 4 • everyone is talking about the cause
- 5 • actions had resulted in many additional recruits

**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 • law breaking strengthened the argument that women could not be trusted with the vote
- 2 • many viewed peaceful methods as being more effective
- 3 • details of the violence which disgusted people eg slashing priceless art work
- 4 • press ridiculed Suffragettes
- 5 • Suffragettes arrested
- 6 • death of Emily Davison shocked many and militant Suffragettes faced hostile crowds
- 7 • alienated would-be supporters/split the women's suffrage movement
- 8 • alienated previously supportive MPs eg Winston Churchill
- 9 • led to concerns about law and order
- 10 • failed to win the vote up to 1914
- 11 • led to formation of the Anti-Suffrage League

**Against the issue:**

- 1 • activities increased pressure on the Government/embarrassed the Government
- 2 • militant actions attracted media attention
- 3 • public sympathy for brave Suffragette/hunger strikers
- 4 • public recognised that Government action left women with no alternative
- 5 • public recognised that women were simply using similar means men had used in past franchise struggles
- 6 • self-sacrifice had moved people who would otherwise sit still and do nothing
- 7 • they had won some male support
- 8 • non-militant tactics had not achieved as much in 60 years/little attention paid to the cause until 1905 when militancy began
- 9 • Emily Davison became a martyr for the "Cause"
- 10 • 'Cat and Mouse Act' attracted sympathy
- 11 • actions encouraged insurance companies to lobby the Government
- 12 • many horrified at force-feeding

**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 II – Context A: 1890s – 1920s

### Section A

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

1. The candidate explains why the naval arms race increased tension between Britain and German using **evidence** such as:

- 1 • Britain was convinced Germany was building a navy to threaten Britain
- 2 • Germany was convinced Britain was trying to stop her becoming a Great Power
- 3 • British attitudes to naval supremacy – Two Power Standard/Britain needed a large navy as an island/fear of invasion
- 4 • British need to command the seas/protect trade/defend the Empire
- 5 • Germany was determined to build a bigger navy than Britain which worried Britain
- 6 • impact of German naval laws seen as a threat
- 7 • details of naval rivalry/Naval Arms Race eg Britain 29 Dreadnoughts and Germany 17 heightened tension
- 8 • impact of Dreadnoughts – new features made other ships obsolete/ naval race restarts – increased tension
- 9 • impact of new naval bases created suspicion
- 10 • impact of widening the Kiel Canal – easier for Germany to access the North Sea – seen as a threat

**KU2 (4)**

2. The candidate describes the aims of the League of Nations using **evidence** such as:

- 1 • to prevent another war/keep peace
- 2 • collective security: strength in unity/if one member is attacked others will come to her defence
- 3 • defend the independence of nations and their borders/go to the aid of another member state
- 4 • try to resolve disputes peacefully/negotiation rather than aggression
- 5 • applying sanctions against an aggressive state (economic/military/ political)
- 6 • encourage disarmament amongst nations
- 7 • offer advice to member states/try to solve global social and economic problems
- 8 • health immunisation programmes/improve the global community through its agencies (eg ...)
- 9 • assistance for refugees; prisoners of war to get them home
- 10 • abolition of slavery
- 11 • to encourage greater cooperation between countries

**KU1 (4)**

## Section B

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

3. The candidate makes a balanced evaluation of **Source A** using evidence such as:
- contemporaneity: a primary source issued during the war/First World War when food shortages were a problem
  - authorship: official Government poster
  - content: shows a woman preserving fruit/vegetables
  - accuracy: matches/disagrees with candidate's own knowledge eg ...
  - purpose: to encourage people not to waste food
  - limitation: omits other examples of propaganda eg ...
- ES1 (4)**
4. The candidate evaluates the degree of disagreement between **Sources A** and **B** using **evidence** such as:
- 1 • Sources **disagree** about how much the Government did to encourage people not to waste food:  
**Source A** says: "Preserve Perishable Produce"/ the Government poster urges people not to waste food  
**Source B** says: the Government did not do enough to encourage people not to waste food
  - 2 • Sources **disagree** about how happy housewives were to receive government advice:  
**Source A** shows: a happy smiling housewife  
**Source B** says: most housewives were not happy (with any interference)
  - 3 • Sources **disagree** about the availability of home canners/metal cans:  
**Source A** shows: a home canner/plenty of cans available  
**Source B** says: even if you could get the canning equipment the metal for cans was in short supply
  - 4 • Sources **agree** that people preserved their own fruit  
**Source A** shows: a housewife preserving her own fruit  
**Source B** says: some people even preserved their own fruit
  - 5 • Only **Source A** shows vegetables (eg carrots) were also preserved
  - 6 • Only **Source B** mentions that many people were not lucky enough to have a garden
- ES2 (4)**

**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 • British Summer Time was introduced (to give more daylight working hours)
- 2 • pub opening hours were limited
- 3 • (high casualties on the Western Front eventually led to) introduction of conscription
- 4 • newspapers were censored

and from **recall** such as:

- 1 • other DORA restrictions (eg beer/whisky watered down)
- 2 • molesting/shooting homing pigeons was declared illegal
- 3 • rationing introduced
- 4 • details of conscription
- 5 • treatment of conscientious objectors
- 6 • industrial control/strikes discouraged/deportations
- 7 • economic powers (eg control of rents and prices)
- 8 • control of transport
- 9 • air raid restrictions (eg blackout)
- 10 • alien registration/treatment of foreign residents

**ES4 (5)**

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

## UNIT II – Context B: 1930s – 1960s

### 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 aims of the United Nations after the Second World War using **evidence** such as:
  - 1 • to replace the League of Nations
  - 2 • to uphold the principles of self-determination and territorial integrity
  - 3 • to establish political, social and economic freedom in the world after the war
  - 4 • to promote peaceful cooperation between countries
  - 5 • to provide peace-keeping forces to settle disputes in war-torn countries or maintain truces
  - 6 • to seek cooperation on economic, cultural and humanitarian issues and human rights
  - 7 • to impose economic sanctions against countries whose policies offend the rest of the world
  - 8 • only to use force for the common good/to give military support against an aggressor
  - 9 • to end world-wide poverty/racial prejudice
  - 10 • to provide a meeting place where hostile countries could talk over their differences
  - 11 • to respect treaties
  - 12 • to improve world-wide standards of living/UN's specialised agencies to help the people of the world improve their lives

**KU1 (4)**

2. The candidate explains why the Cuban Missile Crisis increased tension between East and West during the early 1960s using **evidence** such as:
  - 1 • Soviet Union planned to place missiles on Cuba, near to the USA/in threatened area of traditional US interest
  - 2 • US sphere of influence threatened
  - 3 • Soviet missiles from Cuba could strike most US cities/ the whole of the USA could be threatened by Soviet forces placed on Cuba
  - 4 • the missiles were aimed at Washington (US Government) and seen as a threat
  - 5 • new missile sites on Cuba were designed to strike cities in Western hemisphere which increased tension
  - 6 • US military build up seen as threatening/escalated tension
  - 7 • USA had massive military superiority in the Caribbean so Russia could only oppose her by nuclear attack
  - 8 • President Kennedy demanded the removal of the Soviet missiles/war of words which heightened tension
  - 9 • President Khrushchev refused to remove the missiles/war of words which increased tension
  - 10 • American U2 plane photographs of the missile sites had been shown in the UN escalating tension
  - 11 • Kennedy did not want to appear weak, ordered US navy to blockade Cuba/Soviet Union would have to fire the first shot
  - 12 • the world stood on the brink of nuclear war/World War Three
  - 13 • in 1962 the USA and USSR had 8,800 megatons of nuclear weapons/threat of nuclear war

**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 makes a balanced evaluation of **Source A** using evidence such as:
- contemporaneity: a primary source published when Britain was at war with Germany
  - authorship: an official British Government advertisement/poster
  - content: details on the benefits of rationing eg ...
  - accuracy: matches/disagrees with candidate's own knowledge eg.....
  - purpose: to inform/persuade the public of the benefits of rationing
  - limitation: omits other examples of propaganda eg ...
- ES1 (4)**

4. The candidate evaluates the degree of disagreement between **Sources A** and **B** using **evidence** such as:
- 1 • Sources **disagree** that rationing was fair:  
**Source A** says: your ration book assures you of your fair share  
**Source B** says: it was not totally fair
  - 2 • Sources **disagree** that food was equally available to all:  
**Source A** says: Rationing divides supplies equally  
**Source B** says: the wealthy continued to enjoy certain advantages/ getting foods on the 'black market'/did not mean everyone made the same sacrifices/there were also regional variations
  - 3 • Sources **disagree** that rationing caused queuing:  
**Source A** says: there will be no queues  
**Source B** says: shortages meant queues
  - 4 • Sources **agree** that rationing prevents food being wasted:  
**Source A** says: prevents waste of food  
• **Source B** says: encouraged people not to waste food
  - 5 • Only **Source B** mentions they could sometimes find a way of getting foods that were in short supply or on the 'black market'
  - 6 • Only **Source B** mentions some areas might enjoy plentiful supplies of chocolate, cigarettes or beer
- ES2 (4)**

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

5. The candidate evaluates the completeness of **Source C** about Government control of everyday life using **presented evidence** such as:

- 1 • television was shut down
- 2 • everyone had to carry a gas mask; by spring 1940 people had stopped bothering
- 3 • everyone had to carry an identity card
- 4 • rationing was introduced

and from **recall** such as:

- 5 • blackout of windows/streetlights/headlights
- 6 • evacuation of children to countryside – away from families in towns/cities
- 7 • conscription: all men by September 3. 1939; some women from December, 1941
- 8 • registration/internment of aliens
- 9 • direction of labour/strikes banned
- 10 • Government propaganda/censorship eg ...
- 11 • road and railway signs removed

**ES4 (5)**

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

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

**Section A**

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

**1.(a)** The candidate assesses the importance of the activities of the KKK as a factor in causing problems for black Americans

**P: link to “causing problems” once per paragraph for 2 paragraphs**

- 1 • sinister uniform/fiery cross terrorised black Americans
- 2 • many policemen and judges were members therefore justice was denied
- 3 • aim was to stop black Americans claiming legal rights
- 4 • prevented many black Americans from voting
- 5 • forced black Americans to leave employment
- 6 • many black Americans were beaten or murdered/lynched
- 7 • burned down churches and schools
- 8 • wanted to ensure white control in the South
- 9 • destroyed crops leading to loss of livelihood/debt

**KU3 (8)**

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

**1.(b)** The candidate assesses the importance of the restrictions of the Black Codes as a factor in causing problems for the black Americans

**P: link to “causing problems” once per paragraph for 2 paragraphs**

- 1 • gave black Americans very few rights/denied full civil rights
- 2 • prevented many black Americans from voting
- 3 • prevented from serving on juries
- 4 • could not testify in court against Whites
- 5 • prevented from owning guns
- 6 • restrictions on renting/owning land in some states
- 7 • the right to strike or leave employment denied
- 8 • in some states, farming and servants were the only jobs that were permitted
- 9 • Northern politicians were powerless to remove the restrictions

**KU3 (8)**

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

**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, i.e. 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 +1 or +2.**

**A total mark should be written in the appropriate box.**

2. The candidate discusses the attitude of the author towards the Mormons using **evidence** such as:

- 1 • **(Holistic): Negative** attitude towards the Mormons
- 2 • **not surprised** about the persecution (“hardly surprising”)
- 3 • **worried** about their growing numbers (“at a threatening rate”)
- 4 • **disapproves** of their superstitious beliefs (“outrageous magical ceremonies”)
- 5 • **appalled** by their polygamous practices (“poisons domestic happiness”)

**ES3 (4)**

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

- 1 • Sources **agree** about Mormons being persecuted:  
**Source A** says: they complain about being persecuted (but this is hardly surprising)  
**Source B** says: feeling themselves persecuted by their neighbours
- 2 • Sources **agree** about disapproval of the Mormons’ practice of polygamy:  
**Source A** says: polygamy poisons domestic happiness  
**Source B** says: mounting hostility towards their practice of polygamy/polygamy declared illegal
- 3 • Sources **agree** that they were isolated/feared because of growing numbers  
**Source A** says: they are chased (out as) their numbers grow and grow at a threatening rate  
**Source B** says: numbers grew to a worrying 150,000 (and seen as threat)
- 4(a) • Sources **agree** that Mormon people were attacked  
**Source A** says: their members were attacked  
**Source B** says: attacks on people (experienced)
- 4(b) • Sources **agree** that Mormon property was attacked  
**Source A** says: Mormon banks set on fire  
**Source B** says: attacks on property (experienced)
- 5 • Only **Source B** mentions Smith and his followers were treated with ridicule

**ES2 (4)**

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

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

### Section A

In answering the questions in Section A, candidates are required to carry out the appropriate process and to use relevant recalled **evidence** such as:

- 1.(a) The candidate assesses the importance of achieving Indian independence as a problem for Britain using evidence such as:

P: link to “causing problems” once per paragraph for 2 paragraphs

- 1 • aim of Congress to achieve a united, independent India
- 2 • demands for India to be treated the same as white Dominions
- 3 • other minorities: Christians/Anglo-Indians
- 4 • ethnic division between Northern Aryans and Southern Dravidians
- 5 • the roles of Gandhi/Jinnah/Nehru
- 6 • the decline of British power and resources in World War Two
- 7 • the policies and decisions of the new Labour Government
- 8 • negotiations between Mountbatten and various parties
- 9 • opposition in some British institutions
- 10 • dismantling of the army/police/civil service
- 11 • Britain relied on Indian recruits to the army
- 12 • Britain relied on raw materials from India eg jute, tea
- 13 • Britain relied on cheap labour provided by Indian workforce

**KU3 (8)**

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

- 1.(b) The candidate assesses the importance of dealing with partition as a problem for Britain using evidence such as:

P: link to “causing problems” once per paragraph for 2 paragraphs

- 1 • divisions in Indian society: Hindus/Muslims/Sikhs
- 2 • uncompromising attitudes between Hindus and Muslims
- 3 • Hindu majority in India with a large Muslim minority
- 4 • previous history of separations: education/voting/newspapers/languages
- 5 • internal differences between Congress and the Muslim League
- 6 • demand for partition in mixed population areas (Bengal/Punjab)
- 7 • the level of violence and massacres
- 8 • the ending of British rule leads to disorder
- 9 • legacies of Direct Action Day
- 10 • migration of communities/refugees
- 11 • transport difficulties/disruption to railway system
- 12 • India not being created as a united state
- 13 • inability of civil authorities to control new frontier
- 14 • speed/cost of partition
- 15 • bias of Mountbatten to Congress leaders

**KU3 (8)**

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

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, i.e. 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 +1 or +2. A total mark should be written in the appropriate box.

## Section B

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

2. The candidate discusses the attitude of the author towards Gandhi's tactics with reference to evidence such as:
- 1 • **(Holistic): Positive** towards Gandhi's tactics
  - 2 • It gave him **pleasure** to see enthusiastic volunteers ("happy to witness")
  - 3 • He was **astonished** to see the spread of salt-making ("amazed to see...")
  - 4 • He **admired** Gandhi's effect on the crowds ("marvelled at")
  - 5 • He was **ashamed** at doubting Gandhi ("feel a little uncomfortable") **ES3 (4)**
3. The candidate evaluated the degree of agreement between **Sources A** and **B** using **evidence** such as:
- 1 • Sources **agree** about the use of volunteers:  
**Source A** says: enthusiasm of the volunteers  
• **Source B** says: band of civil resistance volunteers
  - 2 • Sources **agree** about the march to the sea:  
**Source A** says: on the Salt March  
**Source B** says: 100-mile march to the sea
  - 3 • Sources **agree** about Gandhi adopting a campaign of civil disobedience or satyagraha:  
**Source A** says: doubted Gandhi's campaign of civil disobedience or satyagraha  
**Source B** says: this signalled the beginning of satyagraha or civil disobedience/defy the Government
  - 4 • Sources **agree** that Gandhi and supporters made salt as a protest:  
**Source A** says: to break the law by collecting seawater to make salt  
**Source B** says: he will produce salt and defy the Government to arrest him
  - 5 • Sources **agree** Gandhi's tactics were inspirational/encouraged law breaking:  
**Source A** says: Gandhi's ability to inspire the crowd to break the law  
**Source B** says: his supporters everywhere have been encouraged by him to refuse to pay taxes.
  - 6 • Sources **disagree** about the support for Gandhi's tactics:  
**Source A** says: salt-making has spread like wildfire  
**Source B** says: Gandhi represents a section of India only **ES2 (4)**

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

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

### Section A

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

**1(a).** The candidate assesses the importance of Stalin's Five Year Plans in maintaining control of Russia using **evidence** such as:

- 1 • economic change was directed from the centre by Stalin
  - 2 • real successes in economic growth especially in heavy industries inspired workers
  - 3 • trying to catch up on the Capitalist world quickly - motivation for workers
  - 4 • use of propaganda (eg Stakhanovites) to control workers
  - 5 • improvement in transport/communications increased state control
  - 6 • new cities grew up/improved living standards - life improved/less discontent
  - 7 • collectivisation/introduction of new farm machinery (eg tractors) – work easier/life improved/increased loyalty to Stalin
  - 8 • unemployment dropped/more people in work – less discontent
  - 9 • some improvement in education/better training – life improved/less discontent
  - 10 • some improvement in medical facilities - life improved/less discontent
  - 11 • larger factories/industrial areas made it easier to manage workforce
  - 12 • new developments beyond the Urals increased state control further
  - 13 • incentives such as better pay/housing/medical care meant life improved
  - 14 • labour camps were established to deter dissent/criticism
  - 15 • culture of obedience: targets had to be met at all costs
  - 16 • very strict discipline/use of secret police/slave labour
- BUT**
- 17 • harsh discipline in workplaces caused some dissent/saboteur accusations
  - 18 • price to pay for achieving targets
  - 19 • other factors which indicate any weakening of Stalin's control

**P: link to “maintaining control” once per paragraph for 2 paragraphs**

**KU3 (8)**

**Any other possible factors such as those given for 1(b)**

**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, ie 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 +1 or +2. A total mark should be written in the appropriate box.**

**1(b).** The candidate assesses the importance of Stalin’s political purges in maintaining control of Russia using **evidence** such as:

- 1 • atmosphere of terror to deter dissent
  - 2 • removal of possible rivals to eliminate opposition
  - 3 • complete control of Communist Party/young loyalists promoted
  - 4 • cult of personality/total obedience expected/control of culture
  - 5 • purges enhanced the ability of Stalin to inflict fear/control the population
  - 6 • murder of Trotsky/death of Kirov exploited by Stalin
  - 7 • two thirds of a million Communist Party members killed to eliminate opposition
  - 8 • show trials of prominent individuals held/confessions common to deter dissent
  - 9 • use of torture/psychological pressure to deter dissent
  - 10 • family member often found equally guilty to deter dissent
  - 11 • culture of informing on others/blaming others created to eliminate opposition
  - 12 • many sent to labour camps/Gulags – 9 million by 1939 to eliminate opposition
  - 13 • many Red Army officers shot/examples made to deter dissent
  - 14 • many in NKVD/Gulags also purged to eliminate opposition
- BUT**
- 15 • caused distrust and clandestine opposition
  - 16 • many innocent people implicated

**P: link to “maintaining control” once per paragraph for 2 paragraphs**

**KU3 (8)**

**And other possible factors such as those given for 1(a)**

**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, ie 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 +1 or +2. A total mark should be written in the appropriate box.**

## Section B

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

2. The candidate discusses the attitudes of the Russian people towards the First World War using **evidence** such as:
- 1 • **(Holistic): Negative** attitude towards the war
  - 2 • they **no longer support** the war (“the masses [are] against the war/People hate the war now”)
  - 3 • they **feel unhappy** with rising prices (“people are discontented”)
  - 4 • they **believe the Tsar is responsible** for their suffering (“They blame the Tsar”)
  - 5 • they **think the war must stop/long for it to finish** (“People ... want [the war] to end”) **ES3 (4)**
3. The candidate evaluates the degree of **agreement** between **Sources A** and **B** using **evidence** such as:
- 1 • Sources **agree** that inflation was a problem:  
**Source A** says: high cost of living  
**Source B** says: rising inflation
  - 2 • Sources **agree** that prices rose:  
**Source A** says: prices have gone up  
**Source B** says: food prices went up.
  - 3 • Sources **agree** that there were food shortages:  
**Source A** says: food (was) hard to get  
**Source B** says: a shortage of food
  - 4 • Sources **agree** that the Russian people faced starvation:  
**Source A** says: they blame the Tsar and say ‘he does not care we might starve’  
**Source B** says: urban workers faced with terrible starvation
  - 5 • Only **Source A** mentions the disruption of strikes
  - 6 • Only **Source A** mentions people hate the war/want it to end
  - 7 • Only **Source B** mentions the workers’ wages increased **ES2 (4)**

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

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

### Section A

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

**1(a).** The candidate assesses the importance of the strength of the Nazi government in maintaining control of Germany using **evidence** such as:

- 1 • Enabling Act meant Hitler could make/pass laws without agreement of Reichstag
- 2 • all political parties declared illegal/banned after 1933 (Enabling Act)
- 3 • trade unions declared illegal
- 4 • Nazis employed spies/Gestapo agents
- 5 • intimidation by the SS deterred dissent
- 6 • fear of the concentration camps deterred dissent
- 7 • opponents arrested which weakened opposition groups
- 8 • Nazis controlled the media which inhibited free speech
- 9 • Nazis kept tight control of the young/Nazi control education
- 10 • Nazi propaganda indoctrinated the German people
- 11 • widespread support for the Nazis eg restored order, strong economic policies
- 12 • Nazis control the courts to enforce repression
- 13 • brutal treatment/hanging of opponents deterred dissent
- 14 • Army oath of allegiance to control military

**KU3 (8)**

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

**1(b).** The candidate assesses the importance of the weakness of opposition groups in maintaining control of Germany using **evidence** such as:

- 1 • opposition faced difficulty in publicising their views
- 2 • opposition had little support among the working classes
- 3 • groups had to meet in secret
- 4 • little co-operation between opposition groups/left wing opposition
- 5 • Communists and Socialists refused to cooperate
- 6 • opposition groups such as the Edelweiss Pirates, Texas Band and Nevaho were disorganised
- 7 • most church groups agreed to co-operate with the Nazis
- 8 • lack of organised religious opposition
- 9 • outspoken individuals (Bonhoeffer, Neimoller) were rounded up
- 10 • opposition leaders were arrested or killed
- 11 • overseas assistance was lacking
- 12 • many leaders fled Germany
- 13 • groups were often infiltrated by the Nazis

**KU3 (8)**

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

**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, ie 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 +1 or +2. A total mark should be written in the appropriate box.**

**P: link to “maintaining control” once per paragraph for 2 paragraphs**

**P: link to “maintaining control” once per paragraph for 2 paragraphs**

## 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 end of the First World War in Germany with reference to evidence such as:
- 1 • **(Holistic): Negative** attitude towards the end of the war in Germany
  - 2 • **felt unmoved** at the end of the war (“no sense of joy”)
  - 3 • **uncomfortable/afraid** at the shooting in the streets (“I felt uneasy”)
  - 4 • **shocked/upset** when the Armistice was signed (“I turned to stone”)
  - 5 • **disappointed** at defeat (“I felt my whole world had collapsed”) **ES3 (4)**
4. The candidate evaluates the degree of **agreement** between **Sources A** and **B** using **evidence** such as:
- 1 • Sources **agree** about the Kaiser abdicating:  
**Source A** says: on Saturday the papers announced the Kaiser’s abdication  
**Source B** says: the Kaiser fled to Holland
  - 2 • Sources **agree** about the soldiers returning in chaos:  
**Source A** says: there was only confusion as men returned from the Front  
**Source B** says: the soldiers retreated in disarray
  - 3 • Sources **agree** about shooting in the streets of the cities:  
**Source A** says: on Sunday I heard shots fired in the streets of Berlin  
**Source B** says: there was fighting and gunfire in the streets
  - 4 • Sources **agree** that people were anxious:  
**Source A** says: I felt uneasy/I felt my whole world had collapsed  
**Source B** says: families kept close together often afraid to venture out in fear of stray bullets
  - 5 • Only **Source B** mentions streets being full of lorries with sailors, soldiers and workers brandishing red flags **ES2 (4)**

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

[END OF MARKING INSTRUCTIONS]