



2010 History

Standard Grade – Credit

Finalised Marking Instructions

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Information for markers

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

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

Marking conventions

Markers must carefully observe the following points:

All marking on candidate scripts must be in red biro.

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

Half marks must not be used.

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

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

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

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

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

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

Candidate must address process ie answer the question at both KU and ES
eg Explain not describe and How important/successful/useful/fully?

NB if the candidate does not address process then a mark should be deducted, even if only one mark has been achieved eg 2 – 1 N.P. =1 or 1 – 1 N.P. =0.

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 18th 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 extended EGRC to which an individual question relates:

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

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

ES5: select evidence; ES6: present conclusion.

2010 History – Standard Grade

Credit Level

Marking Scheme

UNIT I – Context A: 1750s – 1850s
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In answering questions in Section A, candidates are required to carry out the appropriate process and to use relevant recalled knowledge.

1. The candidate explains the reasons why many people left the Highlands using **evidence** such as:
 - 1 • people forcibly evicted from their homes/homes set on fire
 - 2 • landowners wanted to develop the land into sheep/sporting estates
 - 3 • sheep farming required lots of space and few people
 - 4 • abolition of clan system after 1746/Culloden
 - 5 • new regulations meant Highlanders could no longer hunt game
 - 6 • difficulties of farming/crofting in the Highlands and Islands
 - 7 • collapse of the kelp industry after Napoleonic Wars, making it harder to survive
 - 8 • cattle prices dropped, making it harder to make a living
 - 9 • many Highlanders were living on Poor Relief
 - 10 • widespread poverty/poor living conditions in the Highlands
 - 11 • overcrowding and lack of jobs forced some to leave
 - 12 • the hardship caused by the potato famine in 1836 and the 1840s/driven out by hunger
 - 13 • overpopulation put a strain on resources in the Highlands
 - 14 • some saw emigration as an adventure eg Canada
 - 15 • hoped to make their fortune by emigrating abroad eg find gold
 - 16 • encouraged by success of family/friends who emigrated abroad
 - 17 • attracted by prospect of better life/opportunities abroad
 - 18 • cheap farmland available overseas
 - 19 • possibility of employment/better pay abroad or in Lowland factories
 - 20 • family and friends already abroad/welcomed them
 - 21 • greater freedom overseas/less class prejudice abroad
 - 22 • fares paid for indentured labourers.

KU2 (5)

2. The candidate describes the ways new laws improved conditions in textile mills using **evidence** such as:

1833 Factory Act

- 1 • employment of children under age of 9 banned in all textile mills
- 2 • children between 9 and 13 only to work 8 hours a day and no more than 48 hours per week
- 3 • children under 13 were to have an additional 2 hours' schooling
- 4 • children between 13 and 16 only to work 12 hours per day and no more than 69 hours a week
- 5 • night work banned for those under 18
- 6 • children not to clean machinery while in motion
- 7 • minimum meal breaks of 1 ½ hours for all children
- 8 • four factory inspectors appointed to enforce the Act
- 9 • problem of enforcement **until** Registration of Births, Deaths and Marriages.

1844 Factory Act

- 10 • reduced minimum age to work in textile mill to 8
- 11 • set a maximum 6 ½ hour day for children under 13
- 12 • maximum 12 hours a day for women and all young people under 18
- 13 • made it a legal requirement to fence dangerous machinery.

1847 Factory Act

- 14 • reduced working day to 10 hours; 58 hour week for all women and boys under 18.

1850 Factory Act

- 15 • maximum working day for women and children under 18 changed to 10 ½ hours
- 16 • working day in textile mills should begin at either 06.00 or 07.00 and finish at either 18.00 or 19.00 – a total of 12 hours, allowing for 1½ hours for meals
- 17 • Saturday afternoons were to be half holidays in addition to Sunday.

KU1 (3)

Section B

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

3. The candidate makes a balanced evaluation of **Source A** using evidence such as:

- contemporaneity: a primary source written when rural housing was being improved
- authorship: eyewitness account/written by journalist who would have investigated conditions
- content: describes changing conditions in rural housing, eg ...
- accuracy: matches/disagrees with candidate's own knowledge eg ...
- purpose: to inform people about improvements in rural housing
- limitation: only the view of one journalist, which others may not agree with/only covers the period up to 1795 and says nothing about improvements made up to the 1850s/omits eg ...

ES1 (4)

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

Source A

- 1 • houses now had stone or wooden floors
- 2 • the doors and windows were wind and watertight.

Source B

- 3 • (new houses) had slate or corrugated iron roofs
- 4 • fireplaces and chimneys (to take the smoke out)
- 5 • a range or stove provided to cook on.

Source C

- 6 • the stone walls were bonded by mortar
- 7 • cottages had glass windows.

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

Source A

- 8 • cottages didn't have a ceiling
- 9 • poor fitting doors and windows which let rain in
- 10 • floor was made of earth/soil which was often damp.

Source B

- 11 • no windows in the Black House
- 12 • open fire in the middle of the floor
- 13A • no chimney only a hole in the roof for the smoke to escape through.

Source C

- 13B • walls and doors were very low
- 14 • floor is the same material as the soil/floor made of earth
- 15 • it is frequently damp.

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 • farm houses now had outbuildings for animals/no longer shared houses with animals
- 2 • wealthy farmers/improvers built substantial houses
- 3 • outside of houses finished with lime
- 4 • bigger houses with a second storey built
- 5 • a kitchen extension was added

Against the issue:

- 6 • many houses were just hovels (huts/shacks)
- 7 • some houses were still made of stone and turf
- 8 • many houses were still one or two roomed (but and ben)
- 9 • the rooms were very small
- 10 • roofs poorly constructed of thatch or turf
- 11 • cooking done on an open fire
- 12 • interior was dark
- 13 • still had inside dung heap/waste often piled beside house
- 14 • animals still shared the house with people
- 15 • sanitation poor or non-existent
- 16 • single, male workers lived in primitive conditions in bothies
- 17 • unmarried female workers lived in attics above the farmhouse.

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 B: 1830s – 1930s

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

1. The candidate explains the reasons why people emigrated from Scotland using **evidence** such as:

- 1 • unemployment forced some to leave
- 2 • low wages led to poverty
- 3 • changes in farming resulted in less jobs on the land
- 4 • evictions from the Highlands
- 5 • high rents increased poverty
- 6 • lack of land reduced opportunities
- 7 • famine following failure of the potato crop in 1846/driven out by hunger
- 8 • living standards/housing in Scotland were poor
- 9 • free passage schemes (eg Highlands and Islands Commission after 1850 and Canadian Government Assisted Passage Scheme after WWI)
- 10 • promises of cheap farm land
- 11 • prospects of employment
- 12 • health through living in a good climate
- 13 • good wages and prosperity
- 14 • to join other family members
- 15 • emigrants sent home word of better opportunities
- 16 • adverts/posters encouraging people to emigrate.

KU2 (5)

2. The candidate describes the ways that conditions in mines improved as a result of new laws using **evidence** such as:

1842 Mines Act

- 1 • banned women and girls from working underground
- 2 • boys under 10 banned from working underground
- 3 • one inspector appointed for the whole of Britain.

1855 Act

- 4 • safety rules had to be drawn up for each colliery.

1860 Act

- 5 • boys under the age of 12 were not allowed underground unless they could read and write.

1862 Act

- 6 • single shaft mines were declared illegal.

1872 Act

- 7 • mine managers required a certificate
- 8 • mine workers could appoint their own safety manager.

1909 Act

- 9 • 8 hour day for those working underground.

1911 Act

- 10 • pithead baths installed.

1917 Act

- 11 • working day reduced to 7 hours.

KU1 (3)

Section B

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

3. The candidate makes a balanced evaluation of **Source A** using evidence such as:

- contemporaneity: a primary source written at the time when rural housing was being improved
- authorship: written by an eyewitness/sanitary inspector was an expert
- content: describes changing conditions in rural housing, eg. ...
- accuracy: matches/disagrees with candidate's own knowledge, eg. .../ written as part of an objective report
- purpose: to record information/inform people about typical houses in Sutherland
- limitation: only tells us about Sutherland, nowhere else in Scotland/only covers the period up to 1912 and says nothing about later improvements made up to the 1930s/omits eg.

ES1 (4)

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

Source A

- 1 • roofs were improved by wood and iron/felt roof.

Source B

- 2 • houses of farm labourers had vastly improved
- 3 • comfort was evident both inside and outside the cottages
- 4 • the foul old bothies had died out.

Source C

- 5 • by 1860s rebuilding of farm worker housing was widespread
- 6 • by 1900 most houses were on two floors
- 7 • roofs were heightened/slatted.

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

Source A

- 8 • the walls are naturally damp
- 9 • small windows are fixed shut/cannot be opened
- 10 • gaps needed to be stuffed up to exclude draughts.

Source B

- 11 • there were still cottages with only one room
- 12 • some lacked sanitation.

Source C

- 13 • improvements in buildings were not always accompanied with better facilities
- 14 • water supplies were not always provided
- 15 • privies were not always built
- 16 • farm workers/owners had little incentive to improve property. **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 • wooden floors replaced earthen floors
- 2 • sharing with animals no longer common
- 3 • byres blocked off from house
- 4 • proper fireplaces, with chimneys were installed
- 5 • houses built of stone or brick
- 6 • glass in windows/more windows fitted
- 7 • flush toilets/septic tanks beginning to be installed
- 8 • kitchen equipment/ranges were also improving.

Against the issue:

- 9 • often no proper sewers
- 10 • in remoter areas Black Houses remained
- 11 • houses lacked ventilation
- 12 • water supply might be polluted
- 13 • lack of power/no electricity
- 14 • lighting still oil based
- 15 • inadequate removal of rubbish
- 16 • unmarried female workers lived in attics above the farm house. **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

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

1. The candidate explains the reasons why so many people emigrated from Scotland during the twentieth century using **evidence** such as:

- 1 • living standards/housing in Scotland were poor
- 2 • higher unemployment in Scotland
- 3 • very difficult to make a living in Highlands/faced terrible hardships
- 4 • better housing available/cheaper than Scotland
- 5 • availability of subsidised travel for Scottish emigrants eg “ten pound, Poms”/Canadian Government Assisted Passage Scheme after First World War
- 6 • countries like USA, Canada actively welcomed Scots/positive stereotype, hard workers etc
- 7 • countries actively recruited in Scotland: posters/adverts
- 8 • countries like Canada, Australia etc offered prospects of employment/higher wages
- 9 • prospect of cheaper land
- 10 • many had family and friends to help them settle
- 11 • emigrants sent word home of better opportunities
- 12 • better climate attracted many
- 13 • skilled workers/professional people offered better pay and conditions
- 14 • dream of making a fortune eg finding gold
- 15 • finding a better future for themselves and family
- 16 • read about countries abroad in books, wanted to see for themselves
- 17 • some saw emigration as an adventure.

KU2 (5)

2. The candidate describes the ways trade unions tried to improve working conditions after 1880 using **evidence** such as:

- 1 • trade unions fought to improve pay/hours/working conditions
- 2 • growth of unskilled trade unions at the end 19th century
- 3 • influence of Match Girls’ Strike 1888: encouraged unskilled unions to accept women as members
- 4 • more women join trade unions
- 5 • women formed their own unions
- 6 • influence of London Dockers Strike 1889: beginning of General Unions
- 7 • union amalgamation/smaller unions joined bigger ones
- 8 • growth of trade unions after Taff Vale Decision 1906
- 9 • Scottish unions joined with English unions to form national unions
- 10 • union membership increased
- 11 • trade unions became more militant/increase in strikes
- 12 • General Strike attempted to help the miners
- 13 • unions helped create the Labour Party/unions became involved in politics
- 14 • through negotiations with employers.

KU1 (3)

Section B

In answering questions in Section B, candidates are required to carry out the appropriate process and to use relevant presented evidence and recalled 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 written near to/during the period of new council house construction
 - authorship: speaker was a tenant who actually lived in new council housing/eye witness
 - content: describes changing candidates in council housing eg ...
 - accuracy: matches candidates own knowledge, eg... may be embellished/facts forgotten over time
 - purpose: to record/inform people about attitudes towards new council housing/to give tenant's opinion of new council housing
 - limitation: may be biased towards writer's point of view/only the view of one person or small group/only one area of Glasgow or Scotland/omits eg

ES1 (4)

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

Source A

- 1 • came from Bridgeton out of a tenement with an outside toilet and no bath
- 2 • new house had more rooms
- 3 • house felt 'like a castle'
- 4 • it was all fields round about with plenty of places to run.

Source B

- 5 • the city demolished approximately 50,000 slum houses
- 6 • over 100,000 new council houses were built
- 7 • the overcrowding of areas like the Gorbals now a thing of the past.

Source C

- 8 • desperate race to demolish the slums
- 9 • for the first time large numbers of Scots had a decent home built to modern standards.

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

Source A

- 10 • years later mum's house riddled with damp.

Source B

- 11 • there were no facilities like cinemas
12 • there wasn't even a shopping centre.

Source C

- 13 • many of the new houses suffered from poor construction
14 • lacked amenities in the new schemes/Billy Connolly's description of the big estates as "deserts wi' windies"
15 • the break up of many close knit communities in the old tenements.

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 • many residents praised community spirit that grew up in new estates
2 • renovation of more recent estates eg Castlemilk
3 • New Towns like East Kilbride and Glenrothes had greater variety of housing and amenities
4 • prefabricated housing post war helped housing crisis
5 • separate bedrooms/separate living room/separate kitchenette/inside toilet/bathroom
6 • high rise flats constructed with modern amenities/spacious
7 • new council houses had electricity
8 • some houses had gardens.

Against the issue:

- 9 • new estates suffered problems of vandalism/graffiti/high crime rates
10 • new estates were areas of high deprivation/poverty
11 • areas of higher than average unemployment
12 • monotonous housing/rows of tenements
13 • meant long bus journeys into city centre
14 • estates built in 1960s & 1970s now being demolished
15 • many houses not adequately repaired
16 • lifts break down/too small/vandalised
17 • feeling isolated eg high rise.

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

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 the Naval Arms Race between Britain and Germany as a cause of the First World War by using **evidence** such as:

Naval Arms Race

- 1 • Britain was convinced Germany was building a navy to threaten Britain
- 2 • Germany was convinced Britain was trying to stop her from becoming a Great Power
- 3 • British attitudes to naval supremacy – Two Power Standard/Britain as an island needed a strong navy
- 4 • impact of German Naval Laws
- 5 • details of Naval Rivalry/Naval Arms Race
- 6 • impact of Dreadnoughts – new features, made other ships obsolete, Naval Race restarts
- 7 • Germany was determined to build a bigger navy than Britain
- 8 • impact of new naval bases on the Naval Arms Race
- 9 • impact of widening the Kiel Canal – easier for Germany to get into the North Sea
- 10 • British need for command of the seas/fear of invasion/protect trade/defend Empire.

And the **possible importance** of:

- 11 • Arms Race in Europe: militarism and the build-up of weapons
- 12 • army reforms in Europe
- 13 • actions of Kaiser Wilhelm II
- 14 • the Alliance system and its effects
- 15 • Pre-war Incidents eg Moroccan Crises
- 16 • Economic Rivalry
- 17 • French and German military planning – Plan 17, Schlieffen Plan
- 18 • Imperial rivalry: German ambition ie Britain/France
- 19 • violation of Treaty of London.

KU3 (8)

And other possible factors such as those given in 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.

(b) The candidate assesses the importance of rivalry between Austria-Hungary and Russia in the Balkans as a cause of the First World War by using **evidence** such as:

- 1 • Balkan Wars and their significance
- 2 • Austria-Hungary worried about Russian expansion into the Dardanelles
- 3 • both Austria-Hungary and Russia bordered the Balkans and wanted control
- 4 • background to Austro-Hungarian Russian rivalry in the Balkans – Impact of Austria-Hungary annexing Bosnia-Herzegovina: Russia close to mobilising, backed down due to warning from Germany; Russian determination not to let Austria-Hungary get away with anything again
- 5 • Russia encouraging Pan-Slavic nationalism amongst Balkan nations/ Austria-Hungary fear of Russia spreading Slavic nationalism among Balkan people – threatened unity of Austria-Hungarian empire
- 6 • Alliance system comes into play eg...
- 7 • Imperial Rivalry: decline of Ottoman/Turkish Empire – Russia and Austria-Hungary wanted to take over in Balkans
- 8 • Sarajevo – Austrian ultimatum & Russia mobilises in support as “Big Slav brother”: Russia promise to Serbia to help her if Austria-Hungary threatened/Russian-Serbian Agreement.

And the **possible importance** of:

- 9 • militarism and the build-up of weapons
- 10 • actions of Kaiser Wilhelm II
- 11 • army reforms in Europe
- 12 • the Alliance system and its effects
- 13 • pre-war Incidents eg Moroccan Crises
- 14 • Arms Race in Europe
- 15 • economic rivalry
- 16 • French and German military planning – Plan 17, Schlieffen Plan
- 17 • Imperial rivalry: German ambition ie Britain/France
- 18 • violation of Treaty of London.

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.

Section B

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

2. The candidate evaluates the completeness of **Source A** using **presented evidence** such as:

- 1 • go to the aid of another member state if attacked
- 2 • seek advice from the League (if agreement could not be reached)
- 3 • defend the independence of countries and their borders
- 4 • resolve issues peacefully/by talking rather than fighting.

and from **recall** such as:

- 5 • to prevent another war
- 6 • collective security
- 7 • applying sanctions against an aggressive state (military/political or economic)
- 8 • encourage disarmament between nations
- 9 • improve the global community through its Agencies eg ...
- 10 • health and global immunisation programmes
- 11 • refugee issues
- 12 • abolition of slavery
- 13 • solve social and economic problems facing world.

ES4 (4)

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

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

- contemporaneity: secondary source but written with the benefit of hindsight
- authorship: modern historian who would have researched relevant/primary sources
- content: describes problems/strengths associated with the League of Nations, eg ...
- accuracy: matches candidate's own knowledge, eg ...
- purpose: to inform about the work of the League
- limitation: only shows some strengths/weaknesses of the League/omits eg ...

ES1 (4)

4. The candidate assesses the agreement between **Sources B** and **C** using evidence such as:
- 1 • Sources agree that the League was not really successful/failed:
Source B says: often failed to act
Source C says: failing in its chief aim
 - 2 • Sources agree that the League did not always act decisively:
Source B says: allowed another body to act on its behalf
Source C says: many members were not willing to use sanctions
 - 3 • Sources agree that the League had lots of members:
Source B says: initially its membership numbers were impressive
Source C says: to its credit, the League originally had 42 members
 - 4A • Sources agree that the League had greater success at settling disputes amongst smaller nations:
Source B says: manage to settle disputes of smaller nations who could be leaned on
Source C says: it did manage to achieve some success in 1925 when Greece invaded Bulgaria
 - 4B • Sources agree that the League was not successful settling disputes with larger nations:
Source B says: when disputes involved larger countries, the League failed to act or allowed another body to act for it
Source C says: actions against larger countries who challenged the League were insufficient
 - 5 • Sources agree that the League was hindered by the lack of support of nations:
Source B says: the USA refused to join which affected its power and prestige
Source C says: several big powers failed to support the League
 - 6 • Sources disagree about overall success of the League:
Source B says: There is great historical debate about the success of the League of Nations
Source C says: it became clear the League was failing in its chief aim of keeping the peace
 - 7 • Only **Source B** mentions: the success of humanitarian work carried out by the League
 - 8 • Only **Source C** says: members were not willing to use sanctions
 - 9 • Only **Source C** says: countries were only members for a short time.

ES2 (5)

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

UNIT II – Context B: 1930s – 1960s

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 German rearmament as a cause of the Second World War using **evidence** such as:

- 1 • rearmament broke the Treaty of Versailles
- 2 • reintroduction of conscription allowed Hitler to expand the size of his army quickly
- 3 • naval rearmament could threaten Britain
- 4 • military rearmament threatened France
- 5 • Luftwaffe was essential to Hitler's foreign policy plans
- 6 • League of Nations powerless to stop rearmament
- 7 • rearmament could threaten countries in Eastern Europe
- 8 • Anglo-German Naval Agreement of 1935/Britain accepted Germany could have up to 35% of size of Royal Navy
- 9 • rearmament was only the prelude/first step to Hitler's other foreign policy aims
- 10 • failure of Britain and France to prevent Hitler's rearmament.

And the **possible importance** of:

- 11 • way open for aggression towards Poland
- 12 • invasion of Poland
- 13 • Britain could stand up to the dictators with more confidence as British rearmament accelerated
- 14 • British and French guarantees to Rumania and Poland after March 1939
- 15 • Impact of Rome-Berlin Axis/Anti-Comintern Pact.

KU3 (8)

And other possible factors such as those given in 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.

(b) The candidate assesses the importance of German actions against Czechoslovakia as a cause of the Second World War using **evidence** such as:

- 1 • Hitler's demands for Sudetenland – part of Czechoslovakia
- 2 • part of Hitler's aim for Greater Germany
- 3 • unrest in the Sudetenland amongst German-speaking populations (Henlein)
- 4 • Czechoslovakian response (alliances with France and Russia)
- 5 • Chamberlain's meetings with Hitler at Berchtesgaden/Bad Godesberg/Munich
- 6 • British/French appeasement of Hitler
- 7 • Hitler increased demands – crisis deepened
- 8 • danger of war close in September 1938 – Czechs mobilised their army
- 9 • Munich conference – Hitler gets the Sudetenland
- 10 • Hitler's assurances it is his 'last territorial demand I have to make in Europe'
- 11 • Chamberlain's Anglo-German treaty of friendship ("peace for our time")
- 12 • Hitler took Bohemia and made Slovakia a protectorate in March 1939
- 13 • end of appeasement after invasion of Czechoslovakia
- 14 • war much nearer after failure of appeasement, recognition that war was inevitable.

And the **possible importance** of:

- 15 • way open for aggression towards Poland
- 16 • Britain could stand up to the dictators with more confidence as British rearmament accelerated
- 17 • British and French guarantees to Rumania and Poland after March 1939. **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.

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.

2. The candidate evaluates the completeness of **Source A** using **presented evidence** such as:

- 1 • to maintain peace in the world
- 2 • determined to set up a stronger organisation (than the League of Nations)
- 3 • aimed to promote cooperation between countries
- 4 • sought to settle disputes in war-torn countries.

and from **recall** such as:

- 5 • to prevent another war
- 6 • sit in judgement over difficult problems between UN members (International Court of Justice)
- 7 • sought cooperation on economic/cultural/humanitarian issues
- 8 • sought to promote human rights
- 9 • to provide a debating chamber.

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

ES4 (4)

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

- contemporaneity: secondary source but written with the benefit of hindsight
- authorship: modern historian who would have researched relevant/primary sources
- content: describes the problems/strengths associated with the UN, eg ...
- accuracy: matches candidate's own knowledge, eg
- purpose: to inform people about the work of the UN
- limitation: only shows some strengths/weaknesses of the UN/ omits eg

ES1 (4)

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

- 1 • Sources agree that the UN grew in numbers/attracted support:
Source B says: by the 1970s the UN had grown a lot
Source C says: many new nations have joined
- 2 • Sources agree that each country has one vote:
Source B says: every country has one vote regardless of size
Source C says: the policy of ‘one country – one vote’/puts tiny states... on the same level as the Great Powers
- 3 • Sources agree that the Great Powers had become lukewarm about the UN:
Source B says: had alienated the Great Powers
Source C says: had made some of the Great Powers lukewarm in their attitude to the UN
- 4 • Sources agree that the Great Powers resented “one country – one vote”:
Source B says: Great Powers alienated at every country having one vote regardless of size
Source C says: Great Powers lukewarm due to policy of “one country – one vote” putting tiny states with small populations on the same level as the Great Powers with their millions of people
- 5 • Sources agree the UN enabled discussion to take place:
Source B says: it has given the world a meeting place
Source C says: it has provided convenient channels for discussion
- 6 • Only **Source C** says: tiny countries were on the same level as the Great Powers
- 7 • Only **Source C** says: the UN has not always succeeded in preventing conflicts.

ES2 (5)

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

UNIT III – Context A: USA 1850 – 1880

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

1. The candidate explains why tension existed between Native Americans and white settlers using **evidence** such as:
- 1 • Native Americans wanted freedom to roam/hunt; white Americans wanted to farm
 - 2 • treaty with the Native Americans broken – felt betrayed due to broken promises
 - 3 • white settlers had a ‘property attitude’ towards land
 - 4 • Manifest Destiny – belief in being able to occupy land from Pacific to Atlantic
 - 5 • Native Americans believed that Great Spirit had created land for their care
 - 6 • grants to encourage gold prospecting alarmed Native Americans (Colorado & Montana in 1858/& the Black Hills in 1874)
 - 7 • sacred land had to be protected by the Native Americans
 - 8 • many white Americans favoured setting up reservations
 - 9 • Native Americans objected to reservation life – not enough government support
 - 10 • loss of freedoms associated with move back to reservations
 - 11 • destruction of Native American way of life – many Native Americans felt invaded
 - 12 • hunting grounds disturbed by settlers and miners crossing Native American territory on the way to California and Oregon
 - 13 • issue of buffalo brought further conflict – took away Native American means of supporting life on the Plains
 - 14 • clash of cultures – many white Americans saw Native Americans as savages/inferior
 - 15 • decline in Native American population – some Native American tribes were wiped out
 - 16 • railroad companies ready to build line across the prairies and open up the West
 - 17 • Native Americans blamed white Americans for the introduction of new diseases (smallpox, measles, cholera)
 - 18 • US Government supported/encouraged homesteaders, miners and ranchers to settle – against the Plains tribes
 - 19 • white/Native American tension led to atrocities/massacres/wars eg Battle of Little Big Horn
 - 20 • loss of power – tribes no longer considered a nation
 - 21 • humanitarians wanted Native Americans treated with respect.

KU2 (4)

2. The candidate describes the treatment of black Americans by the Ku Klux Klan using **evidence** such as:

- 1 • many black people were murdered/lynched
- 2 • violent attacks carried out on many black Americans – often led to a ‘negro chase’
- 3 • whippings and beatings
- 4 • burning of black churches/schools
- 5 • many judges and policemen were members therefore justice was denied to many victims
- 6 • armed gangs prevented black Americans from voting/running for office/ asserting political rights
- 7 • raping black women
- 8 • lesser personal abuse
- 9 • forced black Americans to leave their employment, especially from farms
- 10 • intimidation/threats/warnings eg gunshots through windows
- 11 • black American sharecroppers had their crops stolen or destroyed
- 12 • targeted educated black Americans.

KU1 (4)

Section B

In answering questions in section B, candidates are required to carry out the appropriate processes and to use 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 using evidence such as:

- 1 • He is **critical** of Reconstruction (**holistic**)
- 2 • **shocked** at the terrible living conditions (“shock at”)
- 3 • **disappointed** life had shown little improvement (“dismayed”)
- 4 • could **not understand** why many black men remained in the South (“puzzled”)
- 5 • **worried** how white men could adopt violent action against black people – often not justified (“worrying”)
- 6 • **found it unusual** that black and white people did not work together (“strange”).

ES3 (4)

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

- 1 • Sources agree that life had not improved for black people:
Source A says: was dismayed their life had shown no improvement
Source B says: attempt to improve conditions for black people, but it had little effect in the South
- 2 • Sources agree that many black people remained in the South:
Source A says: so many black Americans remained in the South
Source B says: because they were too poor, many stayed in the South
- 3 • Sources agree that violence was often used against black people:
Source A says: some white Americans felt justified in lynching and using violence against black people
Source B says: Secret organisations were set up to terrorise black people
- 4 • Sources agree that there was little mixing between the races:
Source A says: white and black Americans did not work together in the field or elsewhere
Source B says: many white Americans remaining fearful and hostile, encouraging little interaction/black people came nowhere near attaining social acceptance
- 5 • Only **Source A** mentions: the shabby living conditions
- 6 • Only **Source B** says: that Churches and Freedmen’s Bureau’s action reduced illiteracy rates.
- 7 • Only **Source B** mentions: secret organisations were set up to terrorise blacks.

ES2 (4)

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

UNIT III – Context B: India 1917 – 1947

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

1. The candidate describes the treatment of Untouchables using **evidence** such as:

- 1 • they had no rights/second class citizens
- 2 • they were outcasts from society
- 3 • they could not cross the path of a caste Hindu
- 4 • they couldn't enter some Brahmin neighbourhoods
- 5 • they did jobs caste Hindus considered as unclean: sweeping streets/
cleaning out lavatories/removing dead animals/removing corpses
- 6 • they couldn't use the same wells or temples as caste Hindus
- 7 • they lived in slums
- 8 • they may have had to shout a warning so that caste Hindus were not
touched by their shadows
- 9 • in some areas they could only leave their shacks at night/known as
Invisibles
- 10 • they lived in poverty
- 11 • they were not allowed an education.

KU1 (4)

2. The candidate explains why the Muslim League called for a Day of Direct Action using **evidence** such as:

- 1 • out of frustration at failure of previous negotiation
- 2 • to challenge British Rule/no other action was now possible
- 3 • to get publicity
- 4 • as part of Jinnah's plan to get his way
- 5 • to bring civic, commercial and industrial life to a standstill
- 6 • to further divide Muslims from Hindus
- 7 • to show both the British and the Congress that the Muslims would no
longer cooperate/that they had exhausted all means to find a peaceful
solution
- 8 • to demonstrate that Muslims would not accept anything other than the
establishment of an independent Pakistan
- 9 • to show that they were prepared to fight for Partition
- 10 • to destroy the possibility of a united India
- 11 • they feared a Muslim minority would be treated badly in a free India
- 12 • they feared a Hindu-dominated India.

KU2 (4)

Section B

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

3. The candidate discusses the attitude of Indians towards the British Raj using **evidence** such as:

- 1 • **negative** towards/**critical** of British rule (**holistic**)
- 2 • **criticised** British rule for ruining the Indian economy (“complained”)
- 3 • **blamed** defence costs for making India poor (“tax meant not much left over”)
- 4 • **held** Britain **responsible for** India’s slow economic growth (“blamed”)
- 5 • he finds it **humiliating** to be under foreign rule (“lost pride”)
- 6 • **angry** that the British undermine Indian culture (“resented”).

ES3 (4)

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

- 1 • Sources agree about Britain harming the Indian economy:
Source A says: British rule ruined the Indian economy
Source B says: expensive military costs are ruining the Indian economy
- 2 • Sources agree about Britain not encouraging Indian industry/Indian industry handicapped by British rule:
Source A says: British rule blamed for India’s slow industrial growth
Source B says: British have never encouraged Indian industry
- 3 • Sources agree about British rule making India poor:
Source A says: there was not much left over
Source B says: millions of Indians have been impoverished
- 4 • Sources agree about blow to Indian pride:
Source A says: many Indians lost pride from being under foreign rule
Source B says: humiliating to be a second-class citizen in your own country
- 5 • Sources agree about harm done to/neglect of Indian culture:
Source A says: Indian culture was ignored
Source B says: British undermining Indian culture
- 6 • Sources agree that too much was spent on defence by British:
Source A says: half the tax collected spent on defence/not much left for other uses
Source B says: expensive military costs were ruining the Indian Economy.

ES2 (4)

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

UNIT III – Context C: Russia 1914 – 1941

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

1. The candidate explains why the Tsar was so unpopular by 1917 using **evidence** such as:

- 1 • the war was going very badly/military defeats blamed on Tsar
- 2 • the armed forces were not happy with his leadership (heavy losses of troops)
- 3 • people did not like the fact he left Tsarina in charge when he went to the front
- 4 • he was seen as weak/controlled by Tsarina and Rasputin
- 5 • suspicion over his choice of wife/she was seen as a German spy
- 6 • the Tsar was an autocrat/the system gave him too much power
- 7 • spread of Bolshevik propaganda
- 8 • severe food and fuel shortages blamed on Tsar/population faced great hardship which they blamed on the Tsar
- 9 • he did not improve people's lack of political rights/policies of repression/Duma weak/he was unwilling to introduce political reform
- 10 • he favoured his own family members in positions of power.

KU2 (4)

2. The candidate describes the treatment of the Kulaks after 1929 using **evidence** such as:

- 1 • Stalin deliberately set out to crush the power of the Kulaks after 1929
- 2 • they lost everything they had worked for/spent years building
- 3 • they had to give up their land for collectivisation
- 4 • they lost their livestock
- 5 • their farm equipment/tools were taken from them/property confiscated
- 6 • they were forced to join collective farms
- 7 • they were no longer allowed to hire people to work for them
- 8 • Kulaks were often arrested/deported/executed/transported to labour camps
- 9 • one of the main groups that suffered in Stalin's Purges in the 1930s eg starvation due to collectivisation.

KU1 (4)

Section B

In answering questions in Section B, candidates are required to carry out the appropriate process and to use relevant presented evidence and recalled 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 towards the peasants using **evidence** such as:
- 1 • he is **unsympathetic/negative** towards the suffering of the peasants (**holistic**)
 - 2 • he **agrees/feels** that the **peasants** who support the Reds **deserve to die/he accuses** the peasants of betrayal (“Bolshevik traitors”)
 - 3 • he **is unconcerned** that the villagers are upset/distressed (“did not care”)
 - 4 • he **believes** that he was **doing the right thing** (“did our duty”)
 - 5 • he **supports** the action taken against the peasants/**feels justified/no remorse** for his actions (“many villages...it was necessary”). **ES3 (4)**
4. The candidate compares **Sources A** and **B** using **evidence** such as:
- 1 • Sources agree that peasants were killed during the Civil War:
Source A says: (we) put the Bolshevik traitors to death
Source B says: the death penalty was used (during the Civil War)
 - 2 • Sources agree that the Civil War brought great suffering to peasants:
Source A says: peasants were punished
Source B says: peasants were terrorised
 - 3 • Sources agree that grain was taken from the peasants during the Civil War:
Source A says: the population was ordered to deliver the best grain
Source B says: the Bolsheviks adopted a policy of grain requisitioning
 - 4 • Sources agree that the terror against the peasants was widespread:
Source A says: many villages had to be dealt with in this way
Source B says: both Reds and Whites practised terror in areas under their control
 - 5 • Only **Source A** mentions: that houses were burned down
 - 6 • Only **Source A** mentions: that cattle and horses were taken (as well as grain)
 - 7 • Only **Source B** mentions: that both the Reds and the Whites treated the peasants badly. **ES2 (4)**

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

UNIT III – Context D: Germany 1918 – 1939

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

1. The candidate explains why the Kaiser was so unpopular by late 1918 using **evidence** such as:

- 1 • growing discontent with the (autocratic) Government/Kaiser
- 2 • great majority of German people held him responsible for bloodshed of war/defeat
- 3 • increasingly obvious that the war could not be won/German allies dropping out: general morale low/defeatism high
- 4 • disillusionment with military leadership: Kiel mutiny
- 5 • Allied Blockade/demand for fertilisers created shortages of food/fuel; medicines; electric light; gas; lamp oil; soap
- 6 • effects of “Turnip Winter”: daily calorie intake half of adult needs
- 7 • over 750,000 died from starvation/malnutrition
- 8 • strict rationing introduced, worse than Britain/dissatisfaction with “ersatz” foods
- 9 • news of defeats/high casualties/death rate on Western Front
- 10 • America’s entry into the war in 1917 was psychologically damaging for the German people
- 11 • Socialist agitation: influence of Bolshevik Revolution
- 12 • failure of Spring offensives/Allied counter attack
- 13 • effects of “Spanish flu” epidemic: 150,000 died
- 14 • Kaiser seen as an obstacle to peace which most Germans wanted
- 15 • Kaiser had fled to Holland (thereby abandoning Germany).

KU2 (4)

2. The candidate describes the treatment of Jews in Germany after 1933 using **evidence** such as:

- 1 • Anti-Semitism/persecution of Jews was official policy
- 2 • Anti-Jewish propaganda: blamed for World War One/Communism/economic ruin/contaminating the “Master Race”
- 3 • Anti-Semitic education: pupils taught to be hostile to Jews: teachers humiliated Jewish children
- 4 • from 1933 Anti-Jewish Laws/boycott of Jewish shops/doctors/lawyers/lecturers dismissed
- 5 • Law for the Restoration of the Professional Civil Service banned Jews from government jobs
- 6 • 1935: Jews forbidden to join the Army; restrictions on opportunities for employment/education; Civil Liberties restricted; Anti-Jewish signs displayed in shops/restaurants/cafes
- 7 • 1935 Nuremberg Laws for protection of German blood and honour: ban on marriage between Jews and non-Jews
- 8 • Sexual relations between Jews and non-Jews outside marriage – criminal/prison offence
- 9 • 1935 National Law of Citizenship meant Jews lost citizenship – no vote/rights
- 10 • 1938 Government contracts only for Aryan firms
- 11 • 1938 only Aryan doctors were allowed to treat Aryan patients
- 12 • 1938 all Jews had to take new first name: Israel and Sarah: adding to signatures/passport stamped with letter ‘J’
- 13 • 1938 Kristallnacht – massive anti-Semitic campaign: Jewish homes/shops/synagogues destroyed; 100 killed/2000 arrested/sent to camps

KU1 (4)

Section B

In answering questions in section B, candidates are required to carry out the appropriate process and to use relevant presented evidence and recalled 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 towards the hyperinflation in Germany in 1923 using **evidence** such as:

- 1 • **negative** attitude towards the hyperinflation (**holistic**)
- 2 • **anxiety** about getting to the shops quickly (“desperately rushed”)
- 3 • **felt demoralised** that people had to queue for food (“soul destroying”)
- 4 • thought it was **chaotic** that people had to use prams to transport money/**concerned** about the chaos it caused (“in the chaos”)
- 5 • **horrified** by life (“nightmarish”)
- 6 • was **appalled** that life savings became worthless (“devastated”)
- 7 • **felt** it was **difficult/traumatic** for people to go from having wealth to having nothing (“hard”).

ES3 (4)

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

- 1 • Sources agree about people losing their life savings:
Source A says: we were devastated as life savings became worthless
Source B says: it reduced to nothing money saved over decades of hard work
- 2 • Sources agree about prices rising quickly:
Source A says: when you arrived a pound of sugar cost two million marks, but by the time your turn came you could only afford half a pound
Source B says: people paid for their meals before they ate because the price would have gone up before they drank their coffee
- 3 • Sources agree about people having to transport large amounts of money:
Source A says: people pushed prams loaded with money
Source B says: others carried their savings to the bakers in wheelbarrows
- 4 • Sources agree that people who were once rich suddenly had nothing:
Source A says: it was hard for those who had money and suddenly had nothing
Source B says: fear and despair became the daily experience not only of those who already knew the effects of poverty, but also of many accustomed to prosperity.
- 5 • Sources agree that hyperinflation brought misery:
Source A says: life became nightmarish/it was soul destroying
Source B says: had done appalling damage.
- 6 • Only **Source A** says: people had to rush to buy food/people had to queue for food
- 7 • Only **Source B** says: people blamed the Weimar government.

ES2 (4)

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

[END OF MARKING INSTRUCTIONS]