



2010 History

Standard Grade – General

Finalised Marking Instructions

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Information for markers

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

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

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

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

Marking at General Level

Marks should be awarded to the candidate for:

carrying out the correct process
using relevant presented evidence
using relevant recall

Section A (Knowledge and Understanding)

All answers to items in Section A of the paper **must** make use of at least one piece of relevant recall to obtain full marks.

A *selection* of possible recall is given in the Marking Instructions. The marker should use professional judgement to determine the relevance of other possible recall.

The use of duly selected, presented evidence is permitted. Only where a candidate has **done nothing at all** with presented evidence should it then be regarded as simple copying.

Section B (Enquiry Skills)

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

At General Level the correct demonstration of **process** or application of judgement where required must be **automatically rewarded if reinforced with relevant and appropriate evidence: eg**

“This source is ^{P✓}useful as it was written during a period of great change in [✓]farming.” = 2 marks

“The two sources ^{P✓}agree that Hitler was [✓]hated.” = 2 marks

“This source is not ^{P✓}complete as it does not mention the use of [✓]poison gas.” = 2 marks

“I ^{P✓}agree that machinery improved coal mining as it increased [✓]productivity.” = 2 marks

Full marks cannot be awarded if no process is demonstrated or no judgement made where this is required – do not deduct a mark as the candidate will be already penalised by not achieving the process point.

The letter “P” in the margin indicates that a process mark is available for this question: tick and award a mark once reinforced with relevant evidence.

NB: A process mark is **only** awarded in **ES1, ES2, ES4** and **ES6** and **only one process mark** can be awarded **per question**.

At General Level, in an **ES1** item, the following response is worthy of 2 marks:

“This source is useful^{P✓} as it is a primary source written at/near the time.” ✓

“This source is reliable^{P✓} as it was written by an eye-witness.” ✓

Content requires a specific example of presented evidence.

Accuracy/Limitation needs to be supported with valid recall.

In an **ES2** item, 1 mark is given for a simple comparison and 2 marks for a developed comparison. Examples are given in the Marking Instructions.

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

A holistic comment, even if the only comment made, can be awarded a mark as long as it is relevant/valid – it does not need to be reinforced, eg
“His attitude is positive/negative; sympathetic/critical” = 1 mark.

In an **ES4** item, asking candidates to put a source into its historical context, full marks cannot be awarded unless the candidate refers to evidence in the source **and** to relevant recalled evidence.

In an **ES5** item (selection of evidence) straight copying is permissible in support of or against the given issue. Recall or personal judgement cannot be credited at all. If evidence is selected on only one side of the given issue, the maximum obtainable is 4 marks.

In order to obtain full marks, in an **ES6** item, asking for a conclusion, the candidate must use presented evidence **and** recalled evidence. Any response based solely on presented evidence or on recalled evidence only may attract a maximum of 2 marks – even if the process is correct.

NB A response giving 3 points of recall and 1 point of presented evidence = 4 marks.
A response giving 3 points of presented evidence and 1 point of recall = 4 marks.

In the Marking Instructions, the abbreviations K1, K2, and K3 have been used to indicate the particular sub skills of the EGRC to which an individual question relates:
K1: describe; K2: explain; K3: state the importance.

The abbreviations ES1 – ES6 have similarly been used to relate to the skills of:

ES1: evaluating evidence; ES2: comparing sources; ES3: evaluating attitude; ES4: putting evidence in context, ES5: selection and organisation of evidence; ES6: providing a conclusion.

2010 History – Standard Grade

General Level

Marking Scheme

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

1. The candidate assesses the importance of improved medical knowledge in making people healthier using **presented evidence** such as:

- 1 • vaccinating people protected them against smallpox
- 2 • greater knowledge of link between dirt and disease/cleaner hospitals helped patients' chances of survival
- 3 • anaesthetics helped people's chances of surviving surgery

But

- 4 • many patients still died from infection following operations.

And **recalled evidence** such as:

- 1 • better quarantine procedures stopped reappearance of plague
- 2 • use of carbolic sterilisation reduced infection
- 3 • improved standard of midwifery led to fewer mothers and babies dying in childbirth
- 4 • improved standard of nursing meant better care

But other factors were also important, such as:

- 5 • farming improvements led to a better diet
- 6 • public health acts improved sanitation which reduced disease
- 7 • better, cleaner water supply made it easier to keep clean/reduced disease
- 8 • better hygiene/greater use of soap improved cleanliness
- 9 • cheaper cotton led to cleaner clothes
- 10 • some better housing, such as New Town, model villages, reduced overcrowding and spread of disease
- 11 • improved working conditions led to fewer accidents/ailments
- 12 • high tax on alcohol reduced illness and deaths
- 13 • no famines during this period
- 14 • healthier mothers led to healthier babies.

KU3 (4)

2. The candidate explains why the Bonnymuir Riot harmed the Radical cause using **presented evidence** such as:

- 1 • the Radicals were quickly overpowered by government troops
- 2 • 19 Radicals were taken prisoner leaving the movement leaderless
- 3 • failure was a serious setback to the Radicals.

And **recalled evidence** such as:

- 1 • a number of Radicals were arrested and tried
- 2 • Radical leaders were executed
- 3 • some Radicals were transported for life
- 4 • harsh punishments discouraged others from causing trouble
- 5 • agitation died down throughout the country
- 6 • showed how weak and disorganised the Radicals were
- 7 • clearly demonstrated the authorities were in control.

KU2 (3)

Section B

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

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

P

- contemporaneity: primary source written at the time/near the time
- authorship: an eyewitness account: first hand knowledge/experience of changes in agriculture
- content: details on the benefits developments in agriculture brought, eg ...
- accuracy: matches candidate's own knowledge eg/an official statistical account, unlikely to be biased
- purpose: to inform the public about the changes brought about by developments in agriculture
- limitation: content only refers to one parish/1792 is early in time period/omits eg...

ES1 (3)

4. The candidate selects evidence from **Source C** that the people of Scotland **benefited** from developments in agriculture such as:

- 1 • farmers had bigger, more impressive farmhouses
- 2 • value of the landlords' land increased
- 3 • landlord received higher rent from tenants
- 4 • better crop yields meant tenants enjoyed bigger profits.

The candidate selects evidence from **Source D** that the people of Scotland **suffered** as a result of developments in agriculture such as:

- 5 • some tenant farmers could not afford the rent/lost their land
- 6 • low wages meant farm labourers lived in poverty
- 7 • farm labourers houses were small, damp and overcrowded
- 8 • new machinery put many labourers out of work.

ES5 (5)

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

5. The candidate comes to a conclusion using **presented evidence** such as that given in No. 4 and **recalled evidence** such as:

P

For the issue

- 1 • revolution in agriculture helped feed growing urban population
- 2 • brought an end to famines
- 3 • tenant farmers were given longer leases
- 4 • longer leases provided incentive to further improve land
- 5 • allowed farmers to introduce new methods
- 6 • many who remained in the countryside enjoyed a better standard of living
- 7 • new machinery meant work could be done quicker/more easily
- 8 • enclosure provided short-term work fencing and building
- 9 • made it easier for farmers to run farms
- 10 • increased wealth helped improve standard of living: housing; clothing etc.

Against the issue

- 11 • loss of rights to use of pasture/common land
- 12 • drove many people away from the countryside/farm labourers forced to move to find work in mill towns
- 13 • forced many people to emigrate
- 14 • labourers still had to work very long hours, 12 – 14 hours per day
- 15 • much of the work was still physically very hard
- 16 • labourers worked outdoors in all weathers
- 17 • increasing numbers of people relied on parish/poor relief
- 18 • some areas, especially in the Highlands, experienced few benefits
- 19 • many families evicted: Highland Clearances
- 20 • many Scots reduced to begging
- 21 • family ties were broken
- 22 • some farm machinery could lead to accidents.

ES6 (4)

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

UNIT I – Context B: 1830s – 1930s

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

1. The candidate assesses the importance of improved medical knowledge in making people healthier using **presented evidence** such as:

- 1 • Antiseptics increased your chances of surviving a hospital operation

But

- 2 • for the majority of the poor medical care remained inadequate
3 • no cure for tuberculosis
4 • no cure for whooping cough/measles
5 • appalling child mortality rates remained.

And **recalled evidence** such as:

- 1 • vaccinations against smallpox made compulsory in 1853 (although poorly administered, fully enforced from 1871)
2 • Simpson’s anaesthetics made operations more successful
3 • link between germs and disease becoming better understood
4 • discovery/use of x-rays
5 • improved standard of nursing/doctors meant better care
6 • improved standards of midwifery led to fewer mothers and babies dying in childbirth.

But other factors were also important, such as:

- 7 • clean water supplies led to greater cleanliness
8 • diseases such as typhoid, cholera, dysentery all reduced due to better water supplies
9 • improved sanitation/sewerage reduced disease
10 • availability of cheap soap improved cleanliness
11 • availability of cheap cotton cloth – easy to launder/cheaper clothes
12 • improved diets and milk supplies improved health – farming improvements led to a better diet
13 • improved housing conditions helped reduce overcrowding and the spread of disease
14 • improved working conditions led to fewer accidents/ailments
15 • Public Health Acts/council measures helped reduce disease
16 • Healthier mothers lead to healthier babies.

KU3 (4)

2. The candidate explains why the actions of the militant Suffragettes harmed the campaign for votes for women using **presented evidence** such as:

- 1 • splits in the WSPU caused by the Pankhursts weakened the movement
- 2 • some leading Suffragettes claimed violence undermined their efforts
- 3 • some afraid that they would not be seen as mature adults who could be trusted with the vote.

And **recalled evidence** such as:

- 1 • Government determined not to give into acts of vandalism/force
- 2 • attacks on MPs alienated support/turned many people against the cause who had previously supported votes for women
- 3 • militancy gained a lot of negative publicity
- 4 • newspapers ridiculed Suffragette campaign
- 5 • Suffragette speakers often heckled/meetings disrupted
- 6 • violent actions eg window smashing annoyed the public
- 7 • death of Emily Davison shocked nation
- 8 • upset Suffragists/damaged Suffragist campaign
- 9 • formation of Anti-Suffrage Societies a direct response to militancy
- 10 • once imprisoned Suffragettes could no longer campaign effectively.

KU2 (3)

Section B

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

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

P

- contemporaneity: primary source written at/near the time
- authorship: an eye-witness account: first hand knowledge/experience of railways
- content: details on reasons why railways brought harm eg ...
- accuracy: matches candidate's own knowledge eg .../author was a railway objector and will therefore be biased against railways – possible exaggeration
- purpose: to prevent the building of the railway/give information and objections about railway development
- limitation: content only refers to negative side of railways/1864 is early in time period/omits eg...

ES1 (3)

4. The candidate selects evidence from **Source C** that the people of Scotland **suffered** as a result of the development of railways such as:

- 1 • railways would seriously damage the peaceful countryside
- 2 • railways would scare horses pulling carriages
- 3 • incomes from turnpike roads would decrease/cease.

The candidate selects evidence from **Source D** that the people of Scotland **benefited** as a result of the development of railways such as:

- 4 • railways employ thousands of people
- 5 • millions of passengers travel by train
- 6 • postal facilities are very great
- 7 • weekly newspapers are carried all over the country/delivered next day.

ES5 (5)

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

5. The candidate comes to a conclusion using **presented evidence** such as that given in No. 4 and **recalled evidence** such as:

For the issue

P

- 1 • disruption caused by navvies/railway building
- 2 • canal trade adversely affected
- 3 • stagecoaches adversely affected
- 4 • use of coaching inns declines
- 5 • pollution
- 6 • railway accidents eg Tay Bridge disaster
- 7 • unsightly railway embankments etc.

Against the issue:

- 8 • railways brought cheap, fast travel
- 9 • farmers benefit from cheaper transportation
- 10 • land values increase
- 11 • people are able to move to the suburbs/commute to work
- 12 • holiday resorts open up
- 13 • fresh food brought to towns
- 14 • people can go on day trips/leisure trips
- 15 • bank holidays are introduced
- 16 • football leagues develop
- 17 • coal and iron industry boosted
- 18 • industries benefited by quick, cheap deliveries
- 19 • examples of jobs created
- 20 • time was standardised.

ES6 (4)

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

UNIT I – Context C: 1880s – Present Day

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

1. The candidate assesses the importance of improvements in medical knowledge in making people healthier using **presented evidence** such as:

- 1 • advances in medicines led to a steady reduction of the killer childhood diseases: measles, whooping cough and scarlet fever
- 2 • by the 1950s infant deaths were cut by half as antibiotics were introduced
- 3 • penicillin had reduced deaths among adults with tuberculosis

But

- 4 • heart disease remained widespread.

And **recalled evidence** such as:

- 1 • vaccinations against disease such as polio etc
- 2 • increased use of x-rays to identify TB
- 3 • preventative medicine eg breast screening etc
- 4 • rise of blood transfusions
- 5 • new procedures/operations eg heart transplants etc
- 6 • advances in equipment such as scanners, laser etc
- 7 • new medicines eg steroids, insulin etc
- 8 • better trained doctors/nurses meant better care.

But other factors were also important, such as:

- 9 • better diet led to healthier population, more resistant to disease
- 10 • better housing helped reduce overcrowding and spread of disease
- 11 • improved working conditions led to fewer accidents/ailments
- 12 • establishment of the NHS provided free care
- 13 • improved sanitation/sewerage/water supplies led to improved hygiene/cleanliness
- 14 • better standard of living led to less disease
- 15 • better education about hygiene/causes of disease.

KU3 (4)

2. The candidate explains why the actions of the militant Suffragettes harmed the campaign for votes for women using **presented evidence** such as:

- 1 • splits in the WSPU caused by the Pankhursts weakened the movement
- 2 • some leading Suffragettes claimed violence undermined their efforts
- 3 • some afraid that they would not be seen as mature adults who could be trusted with the vote.

And **recalled evidence** such as:

- 1 • Government determined not to give into acts of vandalism/force
- 2 • attacks on MPs alienated support/turned many people against the cause who had previously supported votes for women
- 3 • militancy gained a lot of negative publicity
- 4 • newspapers ridiculed Suffragette campaign
- 5 • Suffragette speakers often heckled/meetings disrupted
- 6 • violent actions eg window smashing annoyed the public
- 7 • death of Emily Davison shocked nation
- 8 • upset Suffragists/damaged Suffragist campaign
- 9 • formation of Anti-Suffrage Societies a direct response to militancy
- 10 • once imprisoned Suffragettes could no longer campaign effectively.

KU2 (3)

Section B

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

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

P

- contemporaneity: primary source written at/near to the time
- authorship: eyewitness account: first hand knowledge/experience of motor cars
- content: details of attitudes to motor cars eg ...
- accuracy: matches candidate's own knowledge, eg ...
- purpose: to inform about the bad points of cars
- limitation: may be biased towards writer's point of view/only the view of one person – possible exaggeration/omits ...

ES1 (3)

4. The candidate selects evidence from **Source C** that the people of Scotland **suffered** as a result of the development of the motor car.

- 1 • children don't walk as much so are no longer fit
- 2 • stuck in cars children don't socialise
- 3 • children don't even play in the streets anymore because of fast cars.

The candidate selects evidence from **Source D** that motor cars **benefited** the people of Scotland such as:

- 4 • cars allowed people to travel to places that otherwise would have been merely names on a map
- 5 • allowed people to travel without worrying about bus or train timetables
- 6 • weekend outings by car became quite common
- 7 • this meant families could enjoy the fresh air of the countryside.

ES5 (5)

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

5. The candidate comes to a conclusion using **presented evidence** such as that given above and **recall** such as:

For the issue

P

- 1 • more cars meant more traffic jams/more congestion in towns
- 2 • greater pollution
- 3 • more money spent on road/bridge building
- 4 • destruction of landscape especially by motorway construction
- 5 • rising cost of motoring
- 6 • more accidents
- 7 • less public transport/decline of railways
- 8 • local shops decline.

Against the issue

- 9 • allowed people to commute to work
- 10 • created jobs
- 11 • boosted tourism eg in Highlands
- 12 • door to door travel possible
- 13 • growth of out-of-town retail/leisure parks
- 14 • brought a lot of fun to peoples lives
- 15 • brought cheaper goods to shops, so improved people's standard of living
- 16 • made travel more comfortable and convenient
- 17 • isolated rural communities now a few hours' drive of cities.

ES6 (4)

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

UNIT II – Context A: 1890s – 1920s

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

1. The candidate describes the assassination of the Archduke Franz Ferdinand using **presented evidence** such as:

- 1 • the driver of the Archduke’s car took a wrong turn
- 2 • shots were fired as the driver reversed the car/was going the wrong way
- 3 • Sophie was hit
- 4 • Franz Ferdinand begged Sophie to live for the children.

and **recalled evidence** such as:

- 1 • 6 young assassins, members of the Black Hand Gang waited along the route
- 2 • Cabrinovic threw a bomb/grenade which exploded behind the Archduke’s car
- 3 • later officials decided on a new route, but the driver wasn’t told
- 4 • Gavrilo Princip stepped forward and fired two shots at the Archduke
- 5 • Princip tried to commit suicide but failed
- 6 • Princip was arrested and taken to the police station
- 7 • within an hour the Archduke and his wife were both dead.

KU1 (3)

2. The candidate assesses the importance of the role British women played during the First World War using **presented evidence** such as:

- 1 • as men left to fight women took over their jobs in industry
- 2 • they did vital/dangerous work in the munitions industry/produced weapons and shells
- 3 • worked on buses and trains to keep the transport system going
- 4 • many had the responsibility of being head of the family.

and **recalled evidence** such as:

- 1 • worked as nurses or VADs caring for the wounded soldiers
- 2 • joined the Land Army to help with food production on farms
- 3 • joined the women’s armed forces and so freed more men to go and fight
- 4 • did important work in the engineering and chemical industries
- 5 • kept vital services going, such as railways and the police
- 6 • stopped campaigning for the vote and offered their services to their country
- 7 • encouraged men to join up
- 8 • had to cope with food shortages
- 9 • had to cope with the loss of loved ones
- 10 • they played such a vital role in 1918 they were given the vote.

KU3 (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 evidence where appropriate. Where **recall is required** in an answer this is stated in the question paper.

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

P

- contemporaneity: a primary source written at/near the time
- authorship: eyewitness account: first hand knowledge/experience of ...
- content: details of the effect of artillery at the Somme eg ...
- accuracy: matches/disagrees with candidates own knowledge eg ...
- purpose: to inform people of his experiences at the Somme/how effective the artillery barrage was
- limitation: only the opinion of one person, others could differ/omits eg ...

ES1 (3)

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

P

- 1 • Sources agree that the German trenches were badly damaged:
Source C says: for the most part they were entirely destroyed
Source D says: to find their line of trenches smashed
- 2 • Sources agree that the artillery failed to destroy the machine guns:
Source C says: our lengthy bombardment failed to knock out the German machine guns
Source D says: the heavy machine guns were already set up
- 3 • Sources agree that the deep German dugouts kept the infantry safe from the bombardment:
Source C says: the German infantry must have survived due to their deep dugouts
Source D says: German troops listened to the explosions... in the safety of their deep dugouts
- 4 • Sources disagree about the damage done to the barbed wire:
Source C says: the enemy barbed wire had been completely destroyed by the artillery
Source D says: the barbed wire was not even damaged.

ES2 (4)

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

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

P

- 1 • they destroyed enemy machine guns
- 2 • was a great life-saver of infantry
- 3 • was more effective than an artillery bombardment
- 4 • restored the element of surprise to attacks.

and **recalled evidence** such as:

- 1 • cross-country mobility allowed it to go over rough ground/no-man's land
- 2 • smashed gaps in the barbed-wire
- 3 • gave protection to advancing troops crossing no-man's land
- 4 • able to cross enemy trenches (carried fascines on top of tank)
- 5 • their 6 pounder guns and machine-guns could clear enemy troops out of trenches
- 6 • could knock out enemy pill boxes (concrete emplacements)
- 7 • their armour meant bullets couldn't stop them but steel splinters were dangerous for crew/could only be stopped by a direct shell hit
- 8 • often got stuck in mud
- 9 • were often inefficient: broke down; caterpillar tracks came off; ran out of fuel
- 10 • only successful in certain conditions, such as firm terrain, in sufficient numbers, etc
- 11 • even when successful they often suffered very high losses
- 12 • very slow moving, so an easy target for enemy artillery
- 13 • relatively successful in early battles, such as the Somme/terrified enemy soldiers
- 14 • some initial success at Cambrai but not sustained
- 15 • often failed to provide enough infantry to hold on to gains tanks made
- 16 • successful at later battles, such as Amiens.

ES4 (4)

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

UNIT II – Context B: 1930s – 1960s

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

1. The candidate describes what happened in Poland using **presented evidence** such as:

- 1 • German troops crossed the frontier on September 1, 1939
- 2 • there was fierce fighting
- 3 • the flat Polish plain suited the German tanks
- 4 • they (tanks) attacked and surprised an unprepared enemy along a narrow front.

and **recalled evidence** such as:

- 1 • use of Panzers
- 2 • German attack method: ‘Blitzkrieg’/Lightning War
- 3 • dive bombers raided airfields, roads, bridges
- 4 • Polish use of cavalry no match for German tanks
- 5 • Polish army destroyed in 10 days
- 6 • half of Poland taken by Germany, eastern half taken by Russia
- 7 • Germans used a ruse to convince people the Poles had started it.

KU1 (3)

2. The candidate assesses the role British women played during the Second World War using **presented evidence** such as:

- 1 • women factory workers did heavy jobs like welding
- 2 • they were as skilful workers as men
- 3 • women worked 60 hours or more per week
- 4 • their efforts increased the output of war materials more quickly than expected.

and **recalled evidence** such as:

- 1 • they did vital/dangerous work in munitions/produced weapons, shells, aircraft
- 2 • worked as nurses caring for wounded soldiers
- 3 • joined the Land Army to help with food production on farms
- 4 • did important work as engineers/mechanics/lorry drivers to assist in war effort: armed forces/essential war work
- 5 • evacuation largely organised by women
- 6 • December 1941 conscription of women aged 19-30
- 7 • women worked in voluntary services: maintaining medical centres, first aid posts, mobile canteens, rest centres
- 8 • women worked in the Civil Defence as fire-watchers, ARP wardens
- 9 • many joined the Woman’s Home Defence Movement where they learnt to handle firearms and prepare for invasion
- 10 • Air Transport Auxiliary flew planes to airfields
- 11 • many had the responsibility of being head of the family
- 12 • encourage men to join up
- 13 • had to cope with food shortages
- 14 • had to cope with the loss of loved ones
- 15 • they kept the country going/took over men’s jobs.

KU3 (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 evidence where appropriate. Where **recall is required** in an answer this is stated in the question paper.

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

P

- contemporaneity: primary source written at/near the time
- authorship: an eyewitness account: first hand knowledge/experience of...
- content: details of the effects of a German air raid over the Firth of Forth, eg...
- accuracy: matches/disagrees with candidate's own knowledge, eg ...
- purpose: to inform about the events during an enemy air raid/how effective the German air raid was
- limitation: only the opinion of one person/police inspector, others could differ/omits eg ...

ES1 (3)

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

P

- 1 • Sources agree that shrapnel fell on the land:
Source C says: shrapnel fell at the town harbour and on a farm
Source D says: shrapnel fell in the streets of Edinburgh and Dunfermline
- 2 • Sources agree that civilian casualties were minor/few:
Source C says: it (shrapnel) slightly wounded a farmer on the back
Source D says: only two slightly injured casualties were reported
- 3 • Sources disagree about the number of civilians present:
Source C says: few people were on the streets
Source D says: the public who had crowded onto the streets
- 4 • Sources disagree about the civilian reaction:
Source C says: the public behaved very well
Source D says: (no general warning had been given and) this caused great annoyance among the public
- 5 • **Only Source C** mentions that two small boats tied nearby had been sunk.
- 6 • **Only Source C** mentions that there was little or no panic.

ES2 (4)

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

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

P

- 1 • RAF used Lancasters to bomb German cities at night with incendiary bombs that often caused devastating firestorms
- 2 • Bouncing Bombs used to destroy important dams in Germany
- 3 • developed the very fast Mosquito which acted as a path finder for the bombers
- 4 • USA used Flying Fortresses for precision daylight raids on targets like factories.

and **recalled evidence** such as:

- 1 • use of strategic bombers on factories and civilians
- 2 • use of tactical bombers on troops and warships
- 3 • use of long-distance aircraft with depth charges to sink submarines
- 4 • 'window' (millions of pieces of silver paper dropped from an aircraft) made radar useless
- 5 • V1 and V2 rockets in 1944-5 (flying bombs)
- 6 • Atomic Bomb dropped on Hiroshima killed as many people as conventional bombs
- 7 • Oboe radar used as a beacon by British bombers/to find targets.

ES4 (4)

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

UNIT III – Context A: USA 1850 – 1880

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

1. The candidate explains why Lincoln was popular with many American people using **presented evidence** such as:

- 1 • **Visual:** strong belief in the preservation of the Union
- 2 • Lincoln was a skilful war leader during the Civil War
- 3 • he was a great orator/speeches captured the public's imagination/people were spellbound
- 4 • Americans liked that Lincoln's life story was one of rags to riches.

and **recalled evidence** such as:

- 1 • diplomacy: excelled in compromise politics; tried to keep both sides happy
- 2 • capacity to listen to different points of view
- 3 • never ignored his constituents especially during the Civil War
- 4 • spent time talking to ordinary people/held regular public receptions
- 5 • made point of shaking everyone's hand and speaking to the individual
- 6 • ability to make ideas simple and communicate them with an understanding of people's concerns
- 7 • good sense of humour – never tired of telling anecdotes/jokes
- 8 • abolitionists (both white and black) delighted with his Emancipation Proclamation.

KU2 (3)

2. The candidate describes the activities of Carpetbaggers using **presented evidence** such as:

- 1 • some were involved in cheating/double dealing
- 2 • many got involved in local politics
- 3 • some were discovered to have stolen taxpayers' money
- 4 • many bought land at rock bottom prices to make a huge profit.

and **recalled evidence** such as:

- 1 • many helped freedmen build schools/hospitals for poor Americans
- 2 • helped The Freedmen's Bureau to hand out clothes and medical supplies
- 3 • offered advice to black Americans on how to progress politically
- 4 • they controlled many important post war developments in the South
- 5 • many Southerners jealous of their status and power
- 6 • helped rebuild Southern states and roads
- 7 • held federal position of power eg judges, marshalls, revenue agents and postmasters – instead of Southerners
- 8 • purchased/leased plantations.

KU1 (3)

Section B

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

3. The candidate identifies the attitude in **Source C** towards slavery being a cause of the civil war using **evidence** such as:

- 1 • **(Holistic):** overall **negative/opposed** slavery
- 2 • **considers** it to be the **main/only reason/factor** (“convinced sole cause”)
- 3 • **determined to eliminate/eradicate** slavery (“stand firm to wipe out”)
- 4 • **agrees** some slaves are well treated (“accepted slaves treated well”)
- 5 • **supports** those who are **anxious** that war is declared to resolve slavery issue/**supports** a war hoping it will resolve the issue of slavery (“hoping war will come”).

ES3 (3)

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

P

- 1 • Sources agree about wanting to abolish slavery (eventually):
Source C says: we must stand firm to wipe out slavery
Source D says: Lincoln did not want to expand slavery and wanted it to end eventually
- 2 • Sources agree about people’s determination to preserve the Union:
Source C says: I firmly believe that the large majority... support Lincoln’s determined effort to keep the union together
Source D says: show his anti-slavery supporters that he would stand firm to keep the union together
- 3 • Sources agree that some people wanted a war to deal with the slavery issue:
Source C says: many ... are hoping war will come to deal with this issue over slavery
Source D says: men from all over America supported Lincoln over the slavery issue/100,000 men volunteered to fight
- 4 • Only **Source D** mentions that Lincoln’s attitude over slavery worried many people in the South.

ES2 (4)

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

UNIT III – Context B: India 1917 – 1947

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

1. The candidate explains why Gandhi was so popular with many Indians using **presented evidence** such as:

- 1 • **Visual:** huge crowds listened intently to Gandhi/orator
- 2 • Indians liked his simple way of life
- 3 • visited every part of India on foot/by train
- 4 • people agreed with his non-violent protest/his speeches held massive crowds spellbound

and **recalled evidence** such as:

- 1 • Gandhi was against British rule
- 2 • Gandhi's treatment of the Untouchables
- 3 • Gandhi's tactics of civil disobedience eg Salt March
- 4 • Gandhi's belief in national unity
- 5 • his aim was a free India
- 6 • he was willing to work with other religious groups.

KU1 (3)

2. The candidate describes the aims of the Indian National Congress using **presented evidence** such as:

- 1 • to have more say in the government of India
- 2 • to become partners with the British in running India
- 3 • to overthrow the British (after Amritsar).

and from **recalled evidence** such as:

- 1 • keeping India united
- 2 • reducing social divisions among Indians
- 3 • most believed in non-violence
- 4 • some extremists wanted to use force
- 5 • wanting India to be a secular state with tolerance for non-Hindus
- 6 • working against caste and linguistic differences
- 7 • working against untouchability
- 8 • working against poverty
- 9 • wanted Indian independence.

KU2 (3)

Section B

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

3. The candidate identifies the attitude of **Source C** using **evidence** such as:

- 1 • **Holistic:** they were **negative** towards the Simon Commission (“disappointed with”)
- 2 • they were **insulted** by the setting up of the Commission (“national insult”)
- 3 • they were **angry** about it (“hostile shouts”)/they showed their **displeasure** by shouting slogans (“Go back Simon”)
- 4 • Gandhi **ignored** it (“have nothing to do with it”)
- 5 • Congress **rejected/opposed** it (“boycotted it”)
- 6 • they showed they **disapproved** of it **opposed** it by shuttered windows/ strike action (“faced shuttered windows”).

ES3 (3)

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

- 1 • The sources agree about the lack of Indian members:
Source C says: the all-white Simon Commission/why was no Indian included?
Source D says: not even one Indian had been included in the commission
- 2 • The sources agree about Indians rejecting it:
Source C says: Congress boycotted it
Source D says: all Indian parties... deciding to boycott the Commission
- 3 • The sources agree that the Commission was opposed by strikes and demonstrations:
Source C says: there was a countrywide hartal when the Commission landed
Source D says: it was greeted by hartals and massive demonstrations
- 4 • The sources agree about that Indians shouted abuse at the Commission:
Source C says: Simon Seven were greeted with hostile shouts of “Simon go back”
Source D says: the slogan “Go Back Simon” was heard across the nation
- 5 • Only **Source D** mentions that Gandhi would have nothing to do with it
- 6 • Only **Source D** mentions massive demonstrations.

ES2 (4)

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

P

UNIT III – Context C: Russia 1914 – 1941

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

1. The candidate explains why Lenin was popular with many Russian people using **presented evidence** such as:

- 1 • **Visual:** (effective) use of posters/propaganda in appealing to Russians
- 2 • **Visual:** he used the media (Pravda) well to communicate his ideas/vision to the Russian people
- 3 • toured the country sharing his ideas
- 4 • his policy of ending Russia's involvement in the war was widely supported
- 5 • his policy of transferring land ownership to them welcomed by the peasants.

and **recalled evidence** such as:

- 1 • April Theses appealed to many
- 2 • Lenin was also popular because he was charismatic/energetic
- 3 • his ability as an inspirational public speaker made people support him
- 4 • promising bread to combat shortages/extreme hunger was very popular
- 5 • state control of industry was another popular policy
- 6 • promising power to the Soviets was also popular.

KU2 (3)

2. The candidate describes the aims of Stalin's Purges using **presented evidence** such as:

- 1 • Stalin wanted rid of old Bolsheviks who would oppose his policies
- 2 • he wanted to create fear and suspicion everywhere in the country
- 3 • he wanted to divide the Russian people so they were easier to rule/control.

and **recalled evidence** such as:

- 1 • Stalin wanted to gain a firmer grip on the Communist Party itself
- 2 • Stalin wanted to crush powerful groups like the Kulaks or senior generals in the army
- 3 • Stalin wanted to settle old scores with past enemies like Trotsky
- 4 • Stalin wanted to eliminate possible leadership challenges like Kamenev and Zinoviev.

KU1 (3)

Section B

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

3. The candidate identifies the attitude of the Communist Party member using **evidence** such as:

- 1 • **Holistic**: he is **supportive** of Lenin's introduction of NEP
- 2 • he **argues** that Lenin was **right** to introduce NEP ("correct")
- 3 • he **agrees** it is **a good thing** that NEP has stopped the peasants rebelling ("at last")
- 4 • he is **pleased** that NEP has brought stability to the country again ("we were happier")
- 5 • he is **unhappy** about rising prices/unemployment ("still a problem").
- 6 • he **believes** that there was **no other option** in the circumstances but NEP ("necessary")

ES3 (3)

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

- 1 • Sources agree that the New Economic Policy ended peasants' rebelling:
Source C says: peasants stopped working against us
Source D says: took the steam out of peasant discontent
- 2 • Sources agree that the New Economic Policy made Russia a stable country again:
Source C says: the country became more stable again
Source D says: it brought about recovery/economic stability
- 3 • Sources agree that the New Economic Policy improved industrial output:
Source C says: output did increase
Source D says: output of industry was rising sharply
- 4 • Sources agree that the New Economic Policy produced more grain:
Source C says: surplus grain
Source D says: grain production had also risen
- 5 • Sources agree that the New Economic Policy was not considered to be a long-term solution:
Source C says: would give us temporary 'breathing space'
Source D says: Bolsheviks debating how long NEP should last for
- 6 • Sources agree that the New Economic Policy gave relief from trouble:
Source C says: would give us a temporary "breathing space"
Source D says: it took the steam out of peasant discontent
- 7 • Only **Source C** mentions that peasants were allowed to sell surplus grain
- 8 • Only **Source C** mentions prices rose/unemployment was still a problem
- 9 • Only **Source D** mentions that grain production rose well above 1920-21 levels.

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

1. The candidate describes the aims of the Spartacists using **presented evidence** such as:

- 1 • to take away the wealth of the rich
- 2 • to create a government which ruled on behalf of the poor
- 3 • to stage a revolution/copy the Russian example.

and from **recalled evidence** such as:

- 1 • to abandon plans for democratic elections
- 2 • Germany to become a republic
- 3 • to give more power to the workers' and soldiers' councils
- 4 • to achieve a Communist/Socialist state/have a Communist government
- 5 • removal of the powers of the civil service and the judiciary
- 6 • industry and agriculture to be taken over by the workers
- 7 • army to be disbanded/replaced by local militias – break the power of the army
- 8 • police and army officers to be disarmed
- 9 • people to have freedom of speech and other personal freedoms
- 10 • introduction of welfare benefits for the workers
- 11 • overthrow Ebert's (Provisional) Government
- 12 • to create a more equal society.

KU1 (3)

2. The candidate explains why Hitler was popular with many Germans using **presented evidence** such as:

- 1 • **Visual:** Hitler offered “loyalty, honour and order”/Germany saw Hitler as her saviour/loved by Germany
- 2 • **Visual:** (effective) use of propaganda posters
- 3 • **Visual:** swastikas/uniforms were popular
- 4 • Germany had endured years of weak governments/Hitler promised strong leadership
- 5 • Hitler offered hope and a bright future for Germany.

and from **recalled evidence** such as:

- 1 • Hitler's skills as an orator
- 2 • Nazi programme was appealing eg getting rid of Treaty of Versailles
- 3 • Hitler's promises were attractive to Germans eg provision of jobs, uniting all Germans, get rid of Communists
- 4 • rallies/large meetings were popular
- 5 • SA were impressive/gave impression of power and order
- 6 • Hitler Youth appealed to young
- 7 • Schemes for German workers eg Strength through Joy provided benefits for German workers
- 8 • Use of other forms of propaganda eg film, radio, press.

KU2 (3)

Section B

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

3. The candidate identifies the attitude of the author of **Source C** using **evidence** such as:

- 1 • **Holistic**: overall **positive**
- 2 • **never challenged/accepting of** the new books and the new subjects (“never questioned”)
- 3 • **very pleased** when competitive games were introduced (“were delighted”)
- 4 • **delighted** with physical fitness programme (“loved”)
- 5 • **liked** gym better than arithmetic (“preferable”)
- 6 • **did not like/disliked** the loud Nazi songs we had to sing **as much** (“less keen on”).

ES3 (3)

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

P

- 1 • Sources agree about the time given to PE increased:
Source C says: the number of PE periods was increased
Source D says: the normal timescale allocation of PE periods was increased
- 2 • Sources agree about religious instruction receiving less time:
Source C says: this was at the expense of religious instruction
Source D says: this was instead of religious instruction
- 3 • Sources agree about new subjects appearing:
Source C says: the new subjects which appeared
Source D says: the introduction of new subjects such as racial studies
- 4 • Sources agree about Nazi songs being sung:
Source C says: I was less keen on the Nazi songs we had to sing
Source D says: hymns were replaced by Nazi songs
- 5 • Only **Source C** mentions new books
- 6 • Only **Source D** mentions PE gained higher status as a subject
- 7 • Only **Source D** mentions introduction of racial studies
- 8 • Only **Source D** mentions that PE instructors should automatically be made deputy headmasters
- 9 • Only **Source D** mentions weekly assemblies became Nazi ceremonies.

ES2 (4)

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

[END OF MARKING INSTRUCTIONS]