



# **2012 History**

## **SG 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.

<b>4</b>	indicates a relevant, credited piece of evidence.
<b>PE</b>	indicates presented evidence is present.
<b>R</b>	indicates that recall has been credited.
<b>DP</b>	indicates a developed point of evidence.
<b>P</b>	indicates that the process is apparent.
<b>X</b>	indicates irrelevance.
<b>SE</b>	indicates a serious error.
<b>NP</b>	indicates that process is suspect or non-existent.
<b>C</b>	indicates that the candidate has <b>simply</b> copied presented evidence.
<b>CO</b>	indicates the candidate has used content only in response to an ES1 item.
<b>NPE</b>	indicates no presented evidence has been used.
<b>NR</b>	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 useful as it was written during a period of great change<sup>4</sup> in farming.” = 2 marks  
P4

“The two sources agree that Hitler was hated.” = 2 marks  
P4 4

“This source<sup>P4</sup> is not complete as it does not mention the use of poison gas.” = 2 marks

“I agree<sup>P4</sup> that machinery improved coal mining as it increased<sup>4</sup> 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 <sup>P4</sup>useful as it is a primary source written at/near the <sup>4</sup>time.”

“This source is <sup>P4</sup>reliable as it was written by an eye-witness<sup>4</sup>.”

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.

## 2012 History – Standard Grade

### General Level

### Marking Scheme

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

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

1. The candidate explains why Scotland's population increased after 1750 using **presented evidence** such as:

- 1 • the fall in the death rate meant people lived longer
- 2 • advances in medical care meant people survived longer
- 3 • people lived longer due to improved quality and variety of food

and **recalled evidence** such as:

- 1 • fewer famines meant fewer died from starvation
- 2 • decrease in infant mortality/healthier mothers meant healthier babies
- 3 • greater use of soap led to better hygiene which reduced spread of germs/infection
- 4 • earlier marriages increased child bearing years which led to larger families
- 5 • high tax on alcohol reduced illness and death
- 6 • inoculation helped control some diseases/some diseases died out eg plague
- 7 • some better housing, eg New Town in Edinburgh, model villages, reduced overcrowding and spread of disease
- 8 • in the growing towns attempts were made to improve sanitation which would reduce death from disease
- 9 • in some towns fresh, clean water was provided which reduced disease
- 10 • cheaper cotton led to cleaner clothes which reduced spread of germs
- 11 • improved working conditions led to fewer accidents, less illness
- 12 • increased immigration from Ireland due to Potato Famine.

**KU2 (4)**

2. The candidate describes the new technology which improved farming using **presented evidence** such as:

- 1 • Tull's seed drill sowed seeds in a straight line
- 2 • horse-drawn hoe removed the weeds between the rows/kept the surface of the soil loose

and **recalled evidence** such as:

- 1 • Small's light swing plough cut the soil more easily/could be pulled by two horses
- 2 • Meikle's threshing machine made separating grain from the straw much easier
- 3 • scythe replaced the sickle and was easier to use
- 4 • Bell's reaping machine/mechanical reaper replaced the scythe as it cut down crops much more quickly
- 5 • Rotherham plough was lighter and easier to steer
- 6 • steam powered reaper/steam traction engine could do the work more efficiently than horses
- 7 • mechanical binder could do the work more quickly and efficiently
- 8 • horse drawn turnip sower made this a light job.

**KU1 (3)**

## Section B

In answering questions in Section B, candidates are required to carry out the appropriate process and to use the relevant presented evidence and recalled evidence where appropriate. Where **recall is required** in an answer 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 (when people from the Highlands and Islands were moving abroad)
- authorship: an eyewitness account: first-hand experience of emigrating abroad
- content: details on the benefits of emigrating from Scotland, eg ...
- accuracy: matches candidate's own knowledge, eg .../possible exaggeration eg...
- purpose: to inform Scots about the benefits of emigrating/to try to persuade Scots to emigrate
- limitation: content only refers to Australia/only refers to 1850s which is late in the time period/omits, eg ...

**ES1 (3)**

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

- 1 • get good/even better wages in Australia/Melbourne
- 2 • avoid starvation back home/in Scotland
- 3 • Australia offers much better opportunities than back home (in Scotland).

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

- 4 • emigrant ships were overcrowded which led to disease and death
- 5 • suffered the misery of storms/terrible seasickness during journey
- 6 • many faced hardship when they arrived abroad
- 7 • difficult/wasn't always easy to find work abroad.

**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** as outlined above and **recalled evidence** such as:

**For the issue**

**P**

- 1 • emigrants escaped from poor living conditions in Scotland/high rents
- 2 • opportunity for a fresh start
- 3 • many had family to welcome them/other Scots living there
- 4 • Scots emigrants were often welcomed in their new land
- 5 • lack of employment opportunities at home/more job opportunities abroad
- 6 • plenty of cheap farmland available abroad
- 7 • skilled workers were in demand and did well
- 8 • many managed to get a steady job
- 9 • the climate meant they could harvest several crops a year
- 10 • some made their fortune by mining/prospecting for gold, eg the Gold Rush etc
- 11 • greater freedom overseas
- 12 • decline of the kelp industry
- 13 • potato famine in Highlands and Islands in 1840s

**Against the issue**

- 14 • Canada/Australia/New Zealand were wild countries
- 15 • overseas they faced hostile land and sometimes crowded cities
- 16 • some Scots were not made welcome abroad
- 17 • strange diseases/animals killed immigrants
- 18 • starting a new life/creating a farm was difficult/hard work/emigrants had to clear land and build own homes
- 19 • drought a problem in some areas
- 20 • many Scots emigrants missed their family/friends/culture/homeland/were very homesick
- 21 • many Scots had to work abroad in a form of slavery
- 22 • some died of hunger while going across the ocean.
- 23 • sense of clan loss/culture breakdown.

**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

### Section A

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

1. The candidate explains why the population in Scotland grew after 1830 using **presented evidence** such as:

- 1 • cheap food imports meant food became more plentiful
- 2 • the number of babies dying fell steadily as diets improved
- 3 • medical knowledge also improved so the population grew

and **recalled evidence** such as:

- 1 • impact of railways brought fresh food to the towns which improved health and life expectancy
- 2 • food became more varied and nutritious, eg more milk, meat and fresh fruit
- 3 • diseases such as cholera were in decline/smallpox vaccination developed
- 4 • examples of improved medical knowledge eg Lister's antiseptics and Simpson's anaesthetics so more people survived operations
- 5 • advances in medical care: better hospitals, medical training stopped people dying
- 6 • improved housing conditions/living conditions reduced the spread of disease
- 7 • clean water supplies reduced the spread of disease
- 8 • greater understanding of the link between filth and disease/improved hygiene, eg cheap soap increased life expectancy
- 9 • improved Public Health; examples of laws 1848, 1875
- 10 • impact of Liberal welfare reforms: school meals; medical inspections; National Insurance Act; free medical care for workers etc
- 11 • improved working conditions led to reduced health risks
- 12 • Irish immigration increased due to Potato famine
- 13 • earlier marriage: having babies younger increased birth rate.

**KU2 (4)**

2. The candidate describes the new technology which improved railways by the 1930s using **presented evidence** such as:

- 1 • faster engines reduced journey times
- 2 • continuous automatic brakes made trains safer

and **recalled evidence** such as:

- 1 • steel rails replaced iron rails
- 2 • Block Signalling was introduced
- 3 • better locomotive design made trains more reliable
- 4 • development of steam locomotive eg more efficient boilers
- 5 • new fuels eg diesel (first used in 1933)
- 6 • streamlined engines
- 7 • better carriages; heating/sleeping cars/restaurant cars/lavatories
- 8 • Dead Man's Handle
- 9 • construction of railway bridges eg Forth, Tay
- 10 • telegraph used in signalling from 1845
- 11 • electric operated signalling in earlier twentieth century
- 12 • electric lighting (London to Brighton line 1881)
- 13 • improvements in explosives made tunnelling safer.

**KU1 (3)**

## Section B

In answering questions in Section B, candidates are required to carry out the appropriate process and to use the relevant presented evidence and recalled evidence where appropriate. Where **recall is required** in an answer 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 (when people from the Highlands and Islands were moving abroad)
- authorship: an eye-witness account: first-hand experience of emigrating abroad
- content: details on the benefits of emigrating from Scotland, eg ...
- accuracy: matches candidate's own knowledge eg .../possible exaggeration eg ...
- purpose: to inform his sister about his experience of moving abroad
- limitation: content only refers to Australia/only refers to 1850s which is early in the time period/omits, eg...

**ES1 (3)**

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

- 1 • We have left starvation behind.
- 2 • I can give as much food to my dogs now as I could give to my family at home
- 3 • I am alive, well and happy in the wilds of Australia

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

- 4 • The daily scenes of distress suffered by unlucky strangers are heart-breaking
- 5 • There are no friends to greet them/no friendly hand to point the way
- 6 • would not believe the water and filth on the streets
- 7 • Everywhere emigrants struggle to survive/in crude shelters made from scraps of wood.

**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 **recalled evidence** such as:

**For the issue**

**P**

- 1 • emigrants escaped from poor living conditions in Scotland/high rents
- 2 • opportunity for a fresh start
- 3 • many had family to welcome them/other Scots living there
- 4 • Scots emigrants were often welcomed in their new land
- 5 • better education opportunities for some
- 6 • lack of employment opportunities at home/more job opportunities abroad/skilled workers in demand
- 7 • escape from low wages/prospect of higher wages
- 8 • greater freedom abroad
- 9 • young people looking for a sense of adventure
- 10 • overpopulation put a drain on Highland/Scottish resources
- 11 • decline of the kelp industry
- 12 • crofting life was hard even after 1886 reforms
- 13 • potato famine in Highlands and Islands in 1840s
- 14 • there was plenty of land available abroad/Hudson Bay land grants/cheap farmland
- 15 • better/more fertile land available
- 16 • Scottish successes in Australia, USA, Canada, eg...
- 17 • possibility of making it rich, eg The Gold Rush

**Against the issue**

- 18 • suffered misery of storms/terrible conditions during journey
- 19 • some died of hunger/disease while going across the ocean
- 20 • many were homesick/had difficulty settling down/missed their family/friends
- 21 • severe winters in some areas eg Canada
- 22 • starting a new life/creating a farm was difficult/hard work/emigrants had to clear land and build own homes
- 23 • disease often a problem in new lands
- 24 • discrimination against emigrants especially those who spoke Gaelic/Gaels had language difficulties
- 25 • drought a problem in some areas
- 26 • sense of clan loss/culture breakdown
- 27 • many emigrants returned to Scotland.

**ES6 (4)**

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

**Section A**

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

1. The candidate explains why Scotland's population increased after 1880 using **presented evidence** such as:

- 1 • clean water/sewers were now common which improved public health
- 2 • flats often had bathrooms with hot and cold water making it easier to stay clean
- 3 • some homes even had separate toilets which reduced disease

and **recalled evidence** such as:

- 1 • rising living standards: higher wages/more money for food improved health
- 2 • improved diet: better farming/better transport led to fresher and cheaper food
- 3 • better housing: demolition of the slums/new council houses reduced disease
- 4 • improved domestic facilities: washing machines to keep clothes clean/fridges to preserve food
- 5 • impact of Liberal welfare reforms: school meals; medical inspections; National Insurance Act; free medical care for workers etc
- 6 • impact of Labour welfare reforms: welfare state; family allowance etc
- 7 • improvements in hygiene: soap; disinfectant; personal cleanliness reduced disease
- 8 • medical improvements: X-rays; vaccinations; antibiotics increased life expectancy
- 9 • cures/preventions for childhood diseases like TB, polio, etc reduced death rate
- 10 • NHS; free medical facilities improved health
- 11 • killer epidemics disappeared, eg typhoid, smallpox and diphtheria
- 12 • fewer women died in childbirth/decline in infant mortality
- 13 • immigration from abroad eg Ireland, Italy, New Commonwealth, Eastern Europe.

**KU2 (4)**

2. The candidate describes some of the new technology used in Scottish shipyards in the twentieth century using **presented evidence** such as:

- 1 • some yards made ships cheaper/quicker by using prefabricated sections joined together
- 2 • Yarrow's yard specialised in new materials/pioneered glass fibre hulls for warships

and **recalled evidence** such as:

- 1 • early 20<sup>th</sup> Century introduction of powerful new Parson's steam turbine engine
- 2 • more efficient diesel engines
- 3 • pneumatic riveters speeded up riveting
- 4 • huge cranes used to move sections of ships
- 5 • yards switched from riveting to welding steel plates
- 6 • arc welding replaced oxy-acetylene torches
- 7 • Yarrow's adopted flowline method/built ships under cover to minimise weather delays (indoor shipping facilities)
- 8 • introduction of gas turbines
- 9 • ships designed by computer
- 10 • UCS pioneered standard design cargo ships to minimise cost.

**KU1 (3)**

## Section B

In answering questions in Section B, candidates are required to carry out the appropriate process and to use the relevant presented evidence and recalled evidence where appropriate. Where **recall is required** in an answer 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 (of mass emigration)
- authorship: an eyewitness account: first-hand experience of reasons why Scots emigrated
- content: details on benefits of emigrating from Scotland, eg ...
- accuracy: matches candidate's own knowledge, eg ...
- purpose: to inform the public about the reasons for Scottish emigration
- limitation: only refers to farm workers/omits other reasons for emigration, eg ...

**ES1 (3)**

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

- 1 • This is because there are fewer jobs for farm workers in Scotland/Scots emigrants go to where the opportunities for jobs are greater
- 2 • town workers enjoyed increased wages
- 3 • Many emigrating farm workers enjoy the independence of owning their own land (as Canada had plenty to spare)

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

- 4 • it would be nonsense to say that all Scots emigrants succeeded
- 5 • many thousands returned to Scotland/By 1900 it is estimated that around one third of those Scots who left came back sooner or later
- 6 • some Scots emigrants were worse off than at home
- 7 • Often the jobs they hoped for did not exist.

**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 **recalled evidence** such as:

**For the issue**

**P**

- 1 • emigrants escaped from poor living conditions in Scotland/high rents
- 2 • opportunity for a fresh start
- 3 • many had family to welcome them/other Scots living there
- 4 • Scottish emigrants warmly welcomed/positive stereotype eg hard workers, well educated
- 5 • better education opportunities for some
- 6 • many saw emigration as an adventure
- 7 • farmland was cheap
- 8 • land in Canada was more productive
- 9 • examples of Scots who did well abroad eg Andrew Carnegie/many Scots rose to high positions in Canada and Australia
- 10 • better standard of living/better housing
- 11 • less class prejudice abroad/more equal society/upward mobility easier/greater freedom abroad
- 12 • possibility of making it rich, eg the Gold Rush

**Against the issue**

- 13 • suffered misery of terrible storms/unpleasant conditions during journey
- 14 • many Scots missed family and friends back home/homesickness
- 15 • Scots missed their homeland/culture
- 16 • not all emigrants welcomed/difficulties with native peoples
- 17 • drought a problem in some areas
- 18 • many Scots were unprepared for harsh conditions abroad
- 19 • discrimination against emigrants, especially those who spoke Gaelic/Gaels had language difficulties
- 20 • many emigrants had low wages and struggled to survive
- 21 • some emigrants had totally unrealistic expectations/bound to be disappointed
- 22 • some were temporary emigrants who had no intention of staying.

**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

### Section A

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

1. The candidate assesses the importance of the agreements and alliances made by the Great Powers in leading to the outbreak of the First World War using **presented evidence** such as:

- 1 • Europe was divided into two rival armed camps/each armed camp was very suspicious of the other
- 2 • alliance system encouraged aggression/countries to act boldly
- 3 • countries could rely on their allies to back them up

and **recalled evidence** such as:

- 1 • rivalry between Austria-Hungary and Russia in the Balkans
- 2 • Russian support for Serbia/Pan-slavism
- 3 • Dual/Triple Alliance; German guarantee of support for Austria-Hungary/“blank cheque”
- 4 • rivalry between Germany and France after 1871; desire for revenge
- 5 • rivalry between Germany and Britain: trade; colonies; navy
- 6 • Franco-Russian Alliance worried Germany/led to Schlieffen Plan
- 7 • Britain’s Ententes with France and Russia worried Germany
- 8 • Treaty of London; Britain’s guarantee to Belgium’s neutrality
- 9 • Sarajevo assassinations triggered alliances/excuse for declaring war.
- 10 • other factors eg Naval Arms Race, colonial rivalries

**KU3 (4)**

2. The candidate describes the military terms of the Treaty of Versailles using **presented evidence** such as:

- 1 • Germany not allowed conscription
- 2 • German navy was not allowed any submarines

and **recalled evidence** such as:

- 1 • German army was reduced to 100,000 men
- 2 • no heavy machine-guns/artillery
- 3 • no tanks allowed
- 4 • the Rhineland was demilitarised
- 5 • army of occupation inside Germany
- 6 • German navy was only allowed 6 small battleships
- 7 • no air force allowed
- 8 • no airships/zeppelins allowed.

**KU1 (3)**

## Section B

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

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

**P**

- contemporaneity: a primary source produced at/near the time (of the First World War)
- authorship: an official Government photograph/eyewitness account/first-hand experience of an offensive/attack
- content: shows details of an attack on the Western Front, eg ...
- accuracy: matches/disagrees with candidate's own knowledge, eg ...
- purpose: to inform on the fighting/create a record of the attack
- limitation: only shows one attack, others could differ/omits, eg ...

**ES1 (3)**

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

**P**

- 1 • Sources **agree** that attacks involved infantry/large numbers of men:  
**Source C** shows: (considerable numbers of) troops advancing  
**Source D** says: Battles began to involve more and more soldiers
- 2 • Sources **agree** that it was not easy to get out of trenches:  
**Source C** shows: troops scrambling/having difficulty getting out of the trenches  
**Source D** says: Soldiers struggled to get out of their trenches (to attack the enemy)
- 3 • Sources **agree** that trenches were often primitive:  
**Source C** shows: trenches were often very simple/basic  
**Source D** says: (Once out of) their often basic trenches
- 4 • Sources **agree** that heavy shelling destroyed the landscape:  
**Source C** shows: churned up ground/ barren landscape created by heavy bombardments  
**Source D** says: heavy shells churned up the ground around the frontline/created a barren landscape
- 5 • Sources **agree** that soldiers crossed no man's land:  
**Source C** shows: troops crossing no man's land  
**Source D** says: soldiers had to cross 'no-man's-land'
- 6 • Only **Source D** mentions: the danger of shell craters
- 7 • Only **Source D** mentions: the danger of barbed wire.

**ES2 (4)**

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

**P**

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

- 1 • planes could spot enemy activity
- 2 • aerial photographs helped to plan more effective attacks
- 3 • fighter planes were developed to shoot down spotter planes

and **recalled evidence** such as:

- 1 • planes could carry machine guns/bombs to use in “dog fights”/attack enemy
- 2 • planes had considerable range (could fly hundreds of miles on a single tank of fuel)
- 3 • details on machine guns, eg range/speed in cutting down enemy soldiers
- 4 • impact of tanks, eg to break through barbed wire/give cover to infantry but could be unreliable, eg broke down/overheated
- 5 • types of gas: chlorine/phosgene/mustard/tear to blind/burn/blister/suffocate
- 6 • delivery of gas: shells/mortars/cannisters
- 7 • impact of gas, eg caused confusion/disabled enemy but could be unreliable eg wind direction blew back
- 8 • other examples of new technology (eg flame throwers).

**ES4 (4)**

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

**Section A**

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

1. The candidate assesses the importance of German actions over Czechoslovakia as a cause of growing tension before the Second World War using **presented evidence** such as:

- 1 • Hitler breaking his promise/taking over the rest of Czechoslovakia showed he could not be trusted
- 2 • Hitler gaining control of the Czech munitions works made him more ambitious
- 3 • (after the seizure of more land by Germany) public opinion in Britain turned against giving in to Hitler

and **recalled evidence** such as:

- 1 • the importance of the Sudetenland/Munich crisis
- 2 • Munich gave Hitler confidence and prestige
- 3 • meetings with Chamberlain convinced Hitler that Britain would not fight
- 4 • German rearmament as a cause of tension/increased British rearmament
- 5 • remilitarisation of the Rhineland
- 6 • the Anschluss with Austria
- 7 • increasing German pressure on Poland in build up to war
- 8 • Nazi-Soviet pact gave Hitler green light to attack
- 9 • the German attack on Poland September 1<sup>st</sup> 1939.

**KU3 (4)**

2. The candidate describes the changing role of the United States after 1945 using **presented evidence** such as:

- 1 • President Truman in a speech – said it was America’s duty to help free peoples all over the world
- 2 • American Marshall Aid began to help Western Europe get back on its feet

and **recalled evidence** such as:

- 1 • attendance at Yalta Conference
- 2 • USA ended World War 2 as a world superpower
- 3 • concerned to stop the spread of Communism in Western Europe/ around world
- 4 • concern over aggressive nature of the USSR/Stalin
- 5 • attitude towards/ involvement in Berlin Blockade
- 6 • setting up of NATO in 1949
- 7 • setting up of the UNO.

**KU1 (3)**

## Section B

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

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

**P**

- contemporaneity: a primary source produced at/near the time (of the German air raids on Britain)
- authorship: an official Government poster/ eyewitness account/first-hand experience of air raid
- content: shows details of the air raid defences, eg ...
- accuracy: matches/disagrees with candidate's own knowledge eg...
- purpose: to show how effective anti-aircraft devices were
- limitation: only one example of air raid defences, others could differ/omits eg ... (radar, night fighters etc)

**ES1 (3)**

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

**P**

- 1 • Sources **agree** that the Home Defence Battalions launched counter-attacks:  
**Source C** shows: men of the Home Defence Battalions taking part in an attack on German bombers  
**Source D** says: Counter-measures were put in place by men of the Home Defence Battalions
- 2 • Sources **agree** that counter attacks were launched at night/anti-aircraft guns were operated during night time air raids:  
**Source C** shows: anti-aircraft guns shooting into the night sky  
**Source D** says: anti-aircraft guns ... were trained on the night sky
- 3 • Sources **agree** that anti-aircraft guns were used against the enemy:  
**Source C** shows: anti-aircraft guns being fired  
**Source D** says: A ring of 28 anti-aircraft guns
- 4 • Sources **agree** that searchlights were used:  
**Source C** shows: searchlights attempting to pinpoint the attacking bombers  
**Source D** says: searchlights were trained on the night sky
- 5 • Only **Source D** mentions: radar was used
- 6 • Only **Source D** mentions: barrage balloons
- 7 • Only **Source D** mentions: night fighters.

**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 • the Sunderland flying boat could spot U-boats
- 2 • navy destroyers used the ASDIC system to detect U-boats under water
- 3 • U-boats were fitted with a snorkel/they did not have to come to the surface for air so were harder to destroy

and **recalled evidence** such as:

- 1 • use of sonar to detect U-boats
- 2 • some U-boats had a special covering that made sonar detection harder
- 3 • use of Enigma machine by U-boats to signal the position of convoys/breaking of Enigma code helped Royal Navy identify position of U-boats
- 4 • magnetic mines used to destroy enemy ships/submarines
- 5 • minesweepers to detect and disable mines
- 6 • anti-submarine nets to prevent submarines entering harbours etc
- 7 • use of aircraft carriers to extend range of aircraft at sea
- 8 • depth-charges used to destroy submarines.

**ES4 (4)**

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

**Section A**

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

1. The candidate assesses the importance of the work of the Freedmen’s Bureau in helping black Americans using **presented evidence** such as:

- 1 • provided food for poor black Americans
- 2 • helped them buy land

and **recalled evidence** such as:

- 1 • paid for schools/helped adults and children to read and write
- 2 • paid for hospitals
- 3 • provided temporary shelter
- 4 • helped them find employment.

**KU3 (3)**

2. The candidate explains why the actions of Whites were a cause of tension using **presented evidence** such as:

- 1 • the white hunters crossed sacred land
- 2 • shooting buffalo for sport/meat offended the Native Americans

and **recalled evidence** such as:

- 1 • the extermination of the buffalo destroyed the Native American way of life
- 2 • Native Americans wanted to hunt/white Americans wanted to farm
- 3 • white settlers had a property attitude to land
- 4 • Manifest Destiny: white settlers believed they had the right to settle where they wanted
- 5 • grants to encourage gold prospecting alarmed Native Americans
- 6 • they believed the Great Spirit had created land for their care
- 7 • objection to reservation life.

**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** towards Lincoln's Emancipation Proclamation using **evidence** such as:
- 1 • **(holistic)**: overall **positive** attitude
  - 2 • **pleased** that the slaves were now free ("it was a **happy** day")
  - 3 • **delighted** with the President and the proclamation ("I **congratulate** President Lincoln")
  - 4 • **relieved/felt relief** that slavery had ended ("woken up from a bad dream").
- ES3 (3)**

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

**P**

- 1 • Sources **disagree** about Lincoln being congratulated/condemned:  
**Source C** says: Lincoln was congratulated  
**Source D** says: Lincoln was condemned
  - 2 • Sources **disagree** about the effects of the Proclamation:  
**Source C** says: it was a happy day (slaves would be free)  
**Source D** says: It's a terrible day; (Lincoln is trying to steal our slaves)
  - 3 • Sources **disagree** over whether slaves will be freed:  
**Source C** says: Slaves would be free  
**Source D** says: There will not be a single slave set free
  - 4 • Sources **disagree** about the ending of slavery:  
**Source C** says: It is as if we have woken up from a bad dream that has lasted 200 years  
**Source D** says: The idea of black Americans resisting the authority of white Americans had been a nightmare of Southerners for more than 200 years
  - 5 • Only **Source D** mentions: that Lincoln's Proclamation seemed to confirm plans for the arming and training of slaves and sending them to wage war against their masters.
- ES2 (4)**

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

**Section A**

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

1. The candidate assesses the importance of India to the British using **presented evidence** such as:

- 1 • provided valuable raw materials like jute for Britain's factories
- 2 • great military importance/great source of manpower for British Army/provided soldiers

and **recalled evidence** such as:

- 1 • India bought steel/clothing/railways/ships/food/consumer goods
- 2 • cheap labour for British industry in India
- 3 • India was the gateway to the East (China/Hong Kong/Australia)
- 4 • provided jobs at home and in India for British people (civil service/landowners/managers/business/industry/agriculture/transport/education)
- 5 • a rich export market for British manufactured goods.

**KU3 (3)**

2. The candidate explains why the Congress Party gained support from the Indian people using **presented evidence** such as:

- 1 • following the Amritsar Massacre it became a party of mass appeal
- 2 • it began working to overthrow the British

and **recalled evidence** such as:

- 1 • Gandhi was against British rule
- 2 • Gandhi encouraged Untouchables to join
- 3 • Gandhi's campaigns of civil disobedience/non-cooperation (satyagraha)/Salt March/work stoppages (hartals)
- 4 • Gandhi encouraged even the poorest to join for a few pence a year
- 5 • Gandhi's charisma/inspiration
- 6 • Gandhi won people's hearts and minds.

**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 General Dyer in **Source C** using **evidence** such as:
- 1 • (holistic): overall **negative** attitude
  - 2 • He was **horrified** (“horrible duty”)
  - 3 • He **felt responsible** (“responsibility on me”)
  - 4 • He **decided/made his mind up to terrify** (“strike terror”). **ES3 (3)**

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

**P**

- 1 • Sources **disagree** about the mood of the crowd:  
**Source C** says: unruly crowd  
**Source D** says: crowd was neither armed nor attacking but peaceful
- 2 • Sources **disagree** about use of terror:  
**Source C** says: I was determined to strike terror  
**Source D** says: causing terror is not the British way (of doing business)
- 3 • Sources **agree** that the meeting was unlawful:  
**Source C** says: banned meeting  
**Source D** says: banned meeting
- 4 • Sources **agree** about the crowd being fired on:  
**Source C** says: all crowds would be fired on  
**Source D** says: the crowd was fired on
- 5 • Only **Source D** mentions: that this was deeply regretted. **ES2 (4)**

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

**Section A**

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

1. The candidate explains why the Provisional Government was unpopular using **presented evidence** such as:

- 1 • became increasingly unpopular (as) made little progress in winning the war
- 2 • inability to tackle economic and social problems that lay behind protests

and **recalled evidence** such as:

- 1 • most Russians wanted the war to end/did not support policy of continuing war
- 2 • officers felt the Provisional Government did not do enough to maintain army discipline
- 3 • blamed for shortages of food/fuel/clothing
- 4 • blamed for rising prices/inflation
- 5 • blamed for falling production/industrial unrest
- 6 • criticised for not introducing land reform
- 7 • Bolshevik propaganda eg ...
- 8 • law and order was breaking down/no effective police force caused discontent.

**KU2 (3)**

2. The candidate assesses the importance of War Communism as a reason for Bolshevik success in the Civil War using **presented evidence** such as:

- 1 • War Communism ensured the continuation of the war effort
- 2 • nationalisation of industry gave them control of weapons production

and **recalled evidence** such as:

- 1 • Bolsheviks took over control of food supplies ensuring fair distribution/those who deserved most got it
- 2 • Bolsheviks controlled key industrial areas in Russia
- 3 • Bolsheviks could communicate more effectively than Whites (eg use of railways)
- 4 • effective use of propaganda by the Bolsheviks (eg agitprop trains)
- 5 • foreign intervention made support for the Bolsheviks seem patriotic
- 6 • foreign intervention was not considerable enough to make a difference
- 7 • Trotsky was a very able leader of the Red Army/inspired troops to victory
- 8 • Lenin was also very able/energetic/took firm decisions
- 9 • Whites restored landowners to their lands/turned peasants towards Bolsheviks
- 10 • Whites were divided/attacks uncoordinated
- 11 • terror was also used by the Bolsheviks to maintain control.

**KU3 (3)**

## Section B

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

3. The candidate identifies the attitude of the author of **Source C** towards the Bolshevik seizure of power in October 1917 using **evidence** such as:

- 1 • **(holistic)**: overall **negative** attitude
- 2 • **astonished/surprised** by the actions of the Bolsheviks (“I was shocked”)
- 3 • **feels sympathy** for the women defending the Winter Palace (“I felt sorry for them”)
- 4 • **struggles to keep control/objects** to destruction caused (“I found it difficult to remain calm”).

**ES3 (3)**

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

- 1 • Sources **disagree** about the extent of firing during the attack:  
**Source C** says: heavy firing of machine guns  
**Source D** says: Hardly a shot was fired
- 2 • Sources **disagree** about the number of Bolshevik troops involved:  
**Source C** says: surrounded by Bolshevik troops  
**Source D** says: A few Red Guards/not a mass attack
- 3 • Sources **disagree** about how well-armed the Bolsheviks were:  
**Source C** says: They set up (about) twenty machine-guns  
**Source D** says: Bolsheviks were not well-armed
- 4 • Sources **disagree** about the extent of damage to the Winter Palace:  
**Source C** says: whole building riddled with bullets/many windows broken  
**Source D** says: No real damage was done
- 5 • Only **Source C** mentions: that the Winter Palace was defended by the Women’s Battalion
- 6 • Only **Source D** mentions: that the Provisional Government ministers were arrested
- 7 • Only **Source D** mentions: that there were few casualties

**ES2 (4)**

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

**P**

**Section A**

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

1. The candidate explains why the Spartacist Revolt failed using **presented evidence** such as:

- 1 • the Spartacists had no organised plan for an armed revolution
- 2 • the armed workers grew tired of waiting and went home

and **recalled evidence** such as:

- 1 • the Government used the Freikorps to crush the revolt
- 2 • the well-equipped Freikorps quickly crushed the revolt
- 3 • the Freikorps used artillery to recapture buildings in Berlin
- 4 • the Spartacist leaders Karl Liebknecht and Rosa Luxemburg were arrested
- 5 • both Spartacist leaders were executed/murdered by the Freikorps
- 6 • the Spartacists were greatly weakened by the loss of their leaders
- 7 • the Spartacists did not get support from other left-wing groups
- 8 • the Spartacists underestimated the military strength of the Freikorps
- 9 • the Spartacists' call for support from German workers was largely ignored
- 10 • by hesitating the Spartacists lost most of their strength.

**KU2 (3)**

2. The candidate assesses the importance of weak government in making the Weimar Government unpopular by the mid 1920s using **presented evidence** such as:

- 1 • some people felt coalition governments were weak
- 2 • parties seemed too busy arguing to solve the country's problems

and **recalled evidence** such as:

- 1 • many Germans longed for the return of the strong leadership of the Kaiser
- 2 • frequent changes of government made it difficult to follow consistent policies
- 3 • appeared to be unable to solve the country's economic problems
- 4 • six governments in six years in the mid 1920s created an appearance of a weak government

**But** other factors were also important:

- 5 • it seemed incapable of maintaining order/stopping frequent outbreaks of violence
- 6 • criticised by nationalists for giving in to foreign powers
- 7 • criticised for allowing the French invasion of the Ruhr
- 8 • associated with Germany's defeat in the First World War
- 9 • blamed the Weimar Government for accepting the Treaty of Versailles
- 10 • blamed for Germany's economic problems, eg war debt, hyperinflation.

**KU3 (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** attitude
- 2 • **pleased/unworried/not worried** at being expelled from the German school system (“wasn’t too upset”)
- 3 • **liked** attending the Jewish school (“I enjoyed...”)
- 4 • **felt safe** at the Jewish school (“felt secure”).

**ES3 (3)**

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

**P**

- 1 • Sources **disagree** over whether **all** Jewish children were expelled from German schools:  
**Source C** says: all Jews were expelled from the German school system  
**Source D** says: Few Jews were left/I was the only Jew left in the school
- 2 • Sources **disagree** about whether Germans regretted the way they treated Jewish children:  
**Source C** says: They didn’t seem sorry for what they did  
**Source D** says: My classmates ... apologised for their behaviour during the past year
- 3 • Sources **disagree** about studying Jewish history:  
**Source C** says: it provided us with a better understanding of our Jewish history (and culture)  
**Source D** says: I learned nothing about Jewish history
- 4 • Sources **agree** about German children having nothing to do with Jewish children:  
**Source C** says: other students had ignored me  
**Source D** says: My classmates were forbidden from mixing or talking to Jews
- 5 • Only **Source C** mentions: that Jewish children were picked on in German schools
- 6 • Only **Source C** mentions: that Jewish children felt safe in Jewish schools.

**ES2 (4)**

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

[END OF MARKING INSTRUCTIONS]