



2013 History

Standard Grade General

Finalised Marking Instructions

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Marking at General Level

Marks should be awarded to the candidate for:

2013 History – Standard Grade

General Level

Marking Scheme

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

In answering questions in Section A, candidates are required to carry out the appropriate process 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 describes the changes in voting and representation after 1832 using **presented evidence** such as:
 - 1 • in towns male householders of property worth £10 per year gained the vote
 - 2 • eight more MPs were given to new Scottish industrial townsand **recalled evidence** such as:
 - 1 • a single uniform voting qualification created in burghs/towns
 - 2 • in counties vote given to £10 long lease holders
 - 3 • in counties vote given to £50 short lease holders
 - 4 • the seats were redistributed more fairly
 - 5 • seats were taken away from old, unimportant burghs/towns
 - 6 • seats given to new, important industrial towns
 - 7 • over 140 parliamentary seats were redistributed
 - 8 • mainly middle class men gained the right to vote
 - 9 • businessmen, shopkeepers and industrialists could now vote in burghs
 - 10 • fewer working class men could now vote

In Scotland:

 - 11 • the number of voters increased to over 65,000
 - 12 • one in eight Scotsmen could now vote

In England:

 - 13 • the number of voters increased by 200,000
 - 14 • one in six men could now vote
 - 15 • the varied right to vote in different types of burghs was abolished
 - 16 • the south of England lost many of its MPs
 - 17 • the north of England gained additional MPs

KU1 (3)

2. The candidate explains why improvements in farming had an impact on Scottish people using **presented evidence** such as:

- 1 • using machinery in larger fields increased farmers' crop production
- 2 • the seed drill increased farmers' harvest by up to five times
- 3 • the threshing machine meant less work for farm labourers in winter

and **recalled evidence** such as:

- 1 • Small's iron plough made ploughing easier/less physically hard work
- 2 • new technology made the work faster/easier for workers
- 3 • many tenant farmers who used the new machines became rich
- 4 • meant farmers could have bigger, more impressive farmhouses
- 5 • had money for fashionable clothing, expensive furniture and luxuries such as books
- 6 • Scottish lairds grew wealthier due to higher rents/bigger harvests
- 7 • increased the value of the landlords' land
- 8 • provided food to feed Scotland's growing population

BUT

- 9 • reduced the need for as many farm labourers/put many labourers out of work
- 10 • wages stayed low or even fell/work was often seasonal
- 11 • reduced many rural Scots to begging
- 12 • forced some Scots to leave the countryside to find work/moved to industrial towns
- 13 • some Scottish villages became deserted
- 14 • smaller tenant farmers who couldn't afford new machinery were evicted from land
- 15 • some farm machinery led to accidents

KU2 (4)

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 (of poor living conditions in Scottish towns)/1842
- authorship: an eyewitness account: first hand experience of medical expert/someone who has visited (tenement) housing in Edinburgh
- content: details of terrible living conditions in Scottish towns eg...
- accuracy: matches candidate's own knowledge, eg.../ possible exaggeration eg...
- purpose: to inform/draw attention to unhealthy conditions people lived in
- limitation: content only refers to Edinburgh/omits eg...

ES1 (3)

4. The candidate selects evidence from **Source C** that living conditions in Scottish towns were **bad** for people's health such as:

- 1 • poor people lived in one-roomed flats causing overcrowding
- 2 • many rooms were underground and damp
- 3 • people slept on a straw bed on the floor (which was unhealthy)

The candidate selects evidence from **Source D** that living conditions in Scottish towns were **not bad** for people's health such as:

- 4 • piped fresh, clean water was being provided (which reduced disease)
- 5 • cheaper soap allowed people to keep their houses cleaner (and themselves healthier)
- 6 • drains and sewers removed the waste from the streets (which made conditions cleaner)

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 • no control over building of houses meant sub-standard housing – bad for health
- 2 • slum housing led to unhealthy conditions
- 3 • common stairs in the tenements were often dark and dirty
- 4 • few windows in the houses reduced the light and ventilation
- 5 • polluted water supply caused disease, eg cholera
- 6 • poor sanitation/no toilets helped spread disease
- 7 • rubbish and sewage thrown out onto streets spread disease
- 8 • sewage attracted vermin, eg flies, rats, which spread disease
- 9 • streets seldom cleaned/dunghills next to houses spread disease
- 10 • narrow streets meant little daylight/fresh air which caused bad health
- 11 • people lived in rooms above pigsties which was unhealthy
- 12 • chimney smoke polluted the air causing chest/breathing problems

Against the issue

- 1 • some tenement blocks were well looked after/provided good conditions
- 2 • wealthier people lived in bigger houses with better facilities
- 3 • in Edinburgh's New Town streets were cleaned and properly drained
- 4 • after 1848 Local Boards of Health were set up to improve conditions in towns
- 5 • water closets/toilets started to be put into houses which improved hygiene
- 6 • town councils started to employ scavengers to keep the streets clean
- 7 • by 1840s Glasgow started removing dunghills and demolishing slum tenements
- 8 • in 1850s Glasgow turned Loch Katrine into a reservoir to provide clean water

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 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 describes the changes to voting and representation by 1918 using **presented evidence** such as:

- 1 • middle-class men got the vote in 1832 Reform Act
- 2 • skilled workmen in towns got the vote in 1867 Reform Act

and **recalled evidence** such as:

- 1 • 1832 Reform Act: all points from Context IA, Question 1
- 2 • 1884 Third Reform Act – vote for working-class males in the countryside/many more men had the vote
- 3 • Representation of the People Act 1918 – universal male suffrage for men over 21
- 4 • Representation of the People Act 1918 – women over 30; university graduates; householders or married to householders granted the right to vote
- 5 • 1858 Abolition of high property qualification for MPs
- 6 • 1872 Secret Ballot Act – voting carried out in private
- 7 • 1885 Redistribution of Seats Act – equal seats/standardised constituency size
- 8 • 1911 Payment of MPs

KU1 (3)

2. The candidate explains why the development of railways had an impact on the Scottish people using **presented evidence** such as:

- 1 • travellers could travel from London to Edinburgh in much less time/in 12 rather than 43 hours
- 2 • Scots became more mobile/people in different parts of Scotland could link up
- 3 • skilled craftspeople (knitters/weavers/carpet makers) could sell their goods across the country

and **recalled evidence** such as:

- 1 • many found employment connected to the railways: drivers; conductors; porters; navvies etc
- 2 • postal services developed so people could keep in touch with friends and family
- 3 • newspapers were carried all over the country so people were better informed
- 4 • railway travel was cheap/working class people could travel
- 5 • farmers benefited from cheaper transportation
- 6 • landowners found their land value increased
- 7 • workers could move to the suburbs and travel to work
- 8 • families could go on day trips/holiday to the seaside
- 9 • peoples' diets improved as fresh food could be transported
- 10 • peoples' leisure activities were expanded with the introduction of football leagues
- 11 • workers could take advantage of the new bank holidays
- 12 • workers in coal mines and iron works benefited from increased demand
- 13 • factory owners could transport their goods more cheaply

BUT

- 14 • country people were upset at the damage to the countryside
- 15 • country people were worried by the activities of the railway navvies
- 16 • coach owners and canal owners went out of business
- 17 • owners of coaching inns lost business
- 18 • some people were hurt in railway accidents

KU2 (4)

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 (of poor living conditions in Scottish towns)/in 1845
- authorship: an eye-witness account: first-hand experience of someone who had visited Scottish towns
- content: details on bad living conditions eg...
- accuracy: matches candidate's own knowledge eg...
- purpose: to report to the government on living conditions in Scottish towns
- limitation: content only refers to 1845/omits eg...

ES1 (3)

4. The candidate selects evidence from **Source C** that living conditions in Scottish towns were **bad** for people's health such as:

- 1 • privies are few compared to the number of inhabitants
- 2 • privies are in a filthy condition/only cleaned every six months
- 3 • (combined effect of) these terrible conditions results in early death for many

The candidate selects evidence from **Source D** that living conditions in Scottish towns were **not bad** for people's health such as:

- 4 • Glasgow had a clean water supply from Loch Katrine (reducing disease)
- 5 • Glasgow had underground sewers/100 miles of sewer (making the city healthier)
- 6 • Aberdeen's worst slum housing had been cleaned up (which also reduced spread of disease)

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 • small houses/overcrowding caused high death rate
- 2 • bad air/poor ventilation caused lung disease
- 3 • children contracted rickets due to lack of sunlight
- 4 • drinking water was often contaminated leading to diseases such as cholera
- 5 • bad conditions contributed to diseases such as typhus
- 6 • sewage in streets attracted vermin leading to the spread of disease
- 7 • lack of hygiene led to germs spreading
- 8 • damp conditions caused health problems

Against the issue

- 1 • urban middle class had better homes which reduced illnesses
- 2 • growth of suburbs provided good housing which reduced illnesses
- 3 • gas and electricity gradually introduced and improved heating, lighting and health
- 4 • Public Health Acts improved sanitation
- 5 • Medical Officers of Health insisted on improved sanitation
- 6 • 1875 Artisans Dwelling Act helped to remove slums
- 7 • Municipal Reform Acts improved streets/water supply

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

Section A

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 describes the changes in voting and representation by 1969 using **presented evidence** such as:

- 1 • most women over 30 had the vote (in 1918)
- 2 • women could stand for Parliament too

and **recalled evidence** such as:

- 1 • 1884 Third Reform Act – vote for working class males in the countryside
- 2 • 1885 Redistribution of Seats Act – equal seats/standardised constituency size
- 3 • 1911 Payment of MPs
- 4 • Representation of the People Act, 1918: men over 21 given the vote
- 5 • Representation of the People Act, 1918: women over 30 given vote if a householder or married to householder
- 6 • Representation of the People Act, 1918: women over 30, if university graduates, granted the vote in 1918
- 7 • electorate nearly trebled to 21 million
- 8 • women over 21 given the vote in 1928 (Equal Franchise Act)
- 9 • men and women could vote equally in 1928
- 10 • plural voting abolished in 1948
- 11 • voting age lowered to 18 in 1969

KU1 (3)

2. The candidate explains why the development of road transport had an impact on the Scottish people up to the 1980s using **presented evidence** such as:

- 1 • the most serious problem was the high number of accidents/over 8,000 deaths in 1966 alone
- 2 • the breathalyser law reduced the number of deaths
- 3 • the increased volume of traffic means exhaust fumes pollute the atmosphere still

and **recalled evidence** such as:

- 1 • greater freedom eg where can live/where visit/where can go
- 2 • improved leisure time/fun in lives eg holidays/travel
- 3 • boosted tourism
- 4 • created many jobs dependent on road transport eg drivers, mechanics, petrol station attendants etc
- 5 • able to commute for jobs
- 6 • fewer accidents due to improved brakes, steering, airbags etc
- 7 • traffic jams
- 8 • parking difficulties
- 9 • congestion in town centres
- 10 • high percentage of family income spent on cars
- 11 • high cost of building roads, motorways etc
- 12 • access to out of town retail parks
- 13 • door-to-door transport
- 14 • made travel more comfortable
- 15 • allowed emergency services to respond quicker
- 16 • isolated communities now easier to reach
- 17 • decline of city centre shopping due to out of town stores
- 18 • discourages exercise/people lazier and less healthy
- 19 • demolition of houses to make way for roads
- 20 • destruction of countryside

KU2 (4)

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 (of slum housing)/ in 1918
 - authorship: expert account/official government source/eye witness account: first hand experience of someone who had visited housing in Scotland
 - content: details of bad living conditions eg...
 - accuracy: matches candidate's own knowledge, eg.../possible exaggeration eg...
 - purpose: to inform the government about living conditions in Scottish towns
 - limitation: content only refers to 1918 omits eg.../only refers to certain problems eg...insufficient water/lack of refuse collection/one-roomed housing
- ES1 (3)**

4. The candidate selects evidence from **Source C** that living conditions in Scottish towns were **bad** for people's health such as:

- 1 • there is lack of cleanliness due to insufficient water
- 2 • lack of proper refuse collection leads to filthy middens and vermin.
- 3 • occupation of one-room houses by large families/mean diseases spread easily

The candidate selects evidence from **Source D** that living conditions in Scottish towns were **not bad** for people's health such as:

- 4 • by the 1920s improvement in housing began
- 5 • councils given help to clear some (disease-ridden) slums (which improved health)
- 6 • new houses had a front door and a garden/their own bathroom and toilet (which was more hygienic)
- 7 • private housing was built on outskirts away from smoke of the town centre (which was much healthier)

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 • infant death rate doubled in overcrowded conditions
- 2 • physical defects common among children eg rickets due to poor diet
- 3 • only cold water tap/no hot water tap, so difficult to keep clean
- 4 • tenements were often damp which was bad for conditions like TB
- 5 • tenements had outside/shared toilets which spread disease
- 6 • lack of daylight/poor diet caused rickets
- 7 • weak/poorly-enforced planning regulations caused poor living conditions
- 8 • poor facilities for washing clothes led to poor hygiene
- 9 • houses were cheaply built and of a poor standard
- 10 • private landlords did not make repairs
- 11 • smoke/smog from houses or factories nearby
- 12 • lack of privacy/poor conditions led to depression
- 13 • even modern housing had link with poor health eg dampness, depression etc

Against the issue

- 1 • Addison & Wheatley Acts led to some funding for improved housing/some slum housing demolished interwar which improved health
- 2 • a limited amount of 2 or 3 apartments built which improved health
- 3 • greater understanding of the link between poor housing and health led to the building of bigger, better quality housing
- 4 • improved housing built after 1945 included more rooms, central heating, hot water, indoor toilets, etc which improved hygiene

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 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 assesses the importance of the assassinations at Sarajevo in leading to the outbreak of the First World War using **presented evidence** such as:

- 1 • Austria declared war on Serbia (backed by Germany)
- 2 • Russia prepared for war/Germany declared war on Russia

and **recalled evidence** such as:

- 1 • assassination blamed on Serbia
- 2 • Archduke was heir to Austro–Hungarian throne (revenge)
- 3 • used as an excuse to crush Serbian nationalism
- 4 • Austria Hungary issued an ultimatum to Serbia
- 5 • Serbia refused to agree to all the terms of the ultimatum
- 6 • triggered the alliance system in to action eg Germany declared war on France (invading through Belgium)
- 7 • the invasion of Belgium by Germany led Britain to declare war/triggered Treaty of London
- 8 • and other causes eg naval arms race; colonial rivalry etc

KU3 (3)

2. The candidate describes the conditions experienced by soldiers in the trenches using **presented evidence** such as:

- 1 • The trenches were often flooded/muddy
- 2 • The soldiers had little protection from the weather/mud

and **recalled evidence** such as:

- 1 • constant strain of gunfire/explosions
- 2 • terrible smell in the trenches/rotting corpses
- 3 • discomfort caused by lice/flies
- 4 • problems caused by diseases such as: trench foot; trench mouth
- 5 • danger of gas; blisters; blindness; suffocation
- 6 • nuisance of rats searching for food
- 7 • coping with seeing friends wounded or killed
- 8 • food was monotonous

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.

P

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

- contemporaneity: a primary source written at/near the time (of the start of the League of Nations)
- authorship: an eyewitness account/first-hand knowledge/informed expert
- content: states the aims of the League eg...
- accuracy: matches/disagrees with candidate's own knowledge, eg...
- purpose: to inform the public about the League's principles/ideas/beliefs
- limitation: only shows author's opinion, others could differ/omits eg...

ES1 (3)

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

P

- 1 • Sources **disagree** that the League aimed to avoid another war:
Source C says: will provide collective security against another war
Source D says: it is not about avoiding another war (it is about punishing Germany)
- 2 • Sources **disagree** that the League aimed to give people self determination:
Source C says: all populations, including colonies, are entitled to self determination
Source D says: self-determination is a joke/ Germany's colonies are now ruled over by Britain and France
- 3 • Sources **disagree** that the League aimed for national disarmament:
Source C says: The League will persuade all nations to disarm/to put down their weapons
Source D says: As for disarmament, again it only applies to Germany
- 4 • Sources **disagree** that the League aimed for collective security:
Source C says: the combined power of all nations, great or small, will provide collective security against another war
Source D says: It is supposed to be about collective security but it is only a club for the victors
- 5 • Sources **agree** that the League aimed for collective security
Source C says: will provide collective security
Source D says: supposed to be about collective security
- 6 • Only **Source D** mentions that it is about punishing Germany

ES2 (4)

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

5. The candidate evaluates the completeness of **Source E** in describing the successes of the League of Nations using **presented evidence** such as:

P

- 1 • settled Aaland Islands dispute between Sweden and Finland
- 2 • persuaded Serbia to remove its troops from Albania
- 3 • settled a major dispute between Italy and Greece

and **recalled knowledge** such as:

- 1 • further examples of resolved disputes eg Balkans
- 2 • Nansen passports: helped 400,000 refugees displaced by war return home/helped find new homes
- 3 • Slavery Commission did valuable work against the slave trade in Africa
- 4 • work done to try and control the drug trade
- 5 • provided help for underdeveloped countries
- 6 • promoted education/trade union rights to workers
- 7 • regulated international shipping lanes

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

Section A

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 assesses the importance of the attack on Poland as a cause of the Second World War using **presented evidence** such as:

- 1 • Britain and France gave Poland a guarantee of help if she was attacked by Germany
- 2 • in September 1939, German soldiers invaded Poland

and **recalled evidence** such as:

- 1 • Britain and France gave an ultimatum to Germany which was ignored
- 2 • Britain and France honoured their guarantee to Poland and declared war on Germany on 3rd September
- 3 • Britain and France could no longer give in to Hitler/Chamberlain realised appeasement had failed
- 4 • Britain and France had previously approached the Soviet Union to assist in stopping Hitler but negotiations to form an anti-Nazi alliance had failed
- 5 • details of the Nazi-Soviet Non-Aggression Pact
- 6 • USSR attacked Poland from the East

KU3 (3)

2. The candidate describes the effects of dropping the A Bomb on Japanese civilians using **presented evidence** such as:

- 1 • most of Hiroshima was destroyed
- 2 • 80,000 people were killed/mass display of corpses

and **recalled evidence** such as:

- 1 • over 9,000 seriously injured
- 2 • 14,000 missing
- 3 • survivors were badly burned/skin peeling off their bodies
- 4 • thousands left homeless
- 5 • many left suffering the after-effects of radiation
- 6 • by end of the year another 60,000 were dead
- 7 • Nagasaki bombed later with similar destruction

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 completeness of **Source C** using **presented evidence** such as:

P
P

- 1 • avoid future wars/maintain international peace/ensure armed force not used except in common interests of all
- 2 • respect human rights
- 3 • recognise the rights of all nations (regardless of size)

and **recalled evidence** such as:

- 1 • settle disputes peacefully/without force
- 2 • develop friendly relations among nations
- 3 • replace the League of Nations
- 4 • tackle social problems through its agencies: UNESCO, UNICEF, ILO, FAO
- 5 • promote social/economic progress
- 6 • eliminate poverty

ES4 (4)

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

4. The candidate evaluates the usefulness of **Source D** using evidence such as:

P
P

- contemporaneity: a primary source written at the time (of UN membership)
- authorship: eyewitness account/first-hand experience of working of the UN
- content: gives details of the successes of the UN, eg...
- accuracy: matches candidate's own knowledge eg.../biased as he is head of the UN
- purpose: to inform people of the UN's successes/persuade people that the UN has been a success
- limitation: only the opinion of one man, others could differ/omits eg.../doesn't mention other successes eg...

ES1 (3)

P
P

5. The candidate compares **Sources D** and **E** using **evidence** such as:

- 1 • Sources **disagree** about whether the UN has stopped wars:
Source D says: (that) no major war has threatened world peace as before (is our greatest success)
Source E says: keeping the peace often meant going to war
- 2 • Sources **disagree** about whether the UN has protected weak nations:
Source D says: the UN has an important role to protect the weak and our peace-keeping forces have done so
Source E says: the UN was criticised for failing to save smaller countries
- 3 • Sources **disagree** about whether the UN was ignored by its members:
Source D says: we have the force of world opinion behind us which no nation can ignore
Source E says: often the USA and USSR ignored the UN/or used their veto for their own selfish interests
- 4 • Sources **disagree** about whether it healed divisions between countries:
Source D says: (we) have healed many harmful divisions between countries
Source E says: the UN was weakened by the superpower struggle
- 5 • Only **Source D** mentions successful intervention in Korea/ Middle East
- 6 • Only **Source E** mentions its failure to intervene in Hungary in 1956

ES2 (4)

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

UNIT III – Context A: USA 1850 – 1880

Section A

In answering questions in Section A, 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 many Americans disliked the Mormons using **presented evidence** such as:

- 1 • complaints that the Mormons were charging too much for ferry crossings/supplies
- 2 • stories that the Mormons were plotting to kill other white Americans/that they were arming the Native Americans to help in the massacre
- 3 • suspicion about Mormon treatment of the Native Americans/ treating them as equals and converting some regarded as strange behaviour

and **recalled evidence** such as:

- 1 • disgusted by polygamy
- 2 • fears that the Mormon population would outnumber non-Mormons
- 3 • resentment of the “chosen by God” attitude and treatment of others as second-class citizens
- 4 • fears of the rumours of a Mormon secret society called the Danites
- 5 • failure of the Mormon bank led to resentment by those who had invested and lost money
- 6 • Mormons suspected of wanting to abolish slavery

KU2 (4)

2. The candidate assesses the importance of the Union to Lincoln using **presented evidence** such as:

- 1 • The main purpose in this struggle is to save the Union
- 2 • (although I wish all men could be free) saving the Union is more important (than freeing slaves)

and **recalled evidence** such as:

- 1 • Lincoln’s oath was as President of the UNITED States
- 2 • his oath was to protect the existing government (Union)
- 3 • he did not want a civil war to divide the Union
- 4 • the Union is perpetual/will last forever
- 5 • it is a revolutionary act for one state to act against the Union

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 slave life on the Southern plantations using evidence such as:
- 1 • **(holistic): a negative attitude/against** the harsh treatment
 - 2 • **unfair** that they were seen as possessions (“which is wrong”)
 - 3 • **condemns** treatment (“very harshly treated”)
 - 4 • **appalled** by the punishments (“given sickening punishments”) **ES3 (3)**
4. The candidate compares **Sources C** and **D** using evidence such as:
- 1 • Sources **agree** about slaves having no rights
Source C says: slaves had no rights
Source D says: they had no rights
 - 2 • Sources **agree** about whipping and beating/abuse being common
Source C says: (as well as) the usual whipping
Source D says: (where) they were routinely whipped and beaten
 - 3 • Sources **agree** about having to work long hours in bad weather
Source C says: made to work long hours in all weathers
Source D says: (in the rice fields) it was very hot and they had to stand in water all day long
 - 4 • Sources **agree** that the dreadful punishments included being buried alive
Source C says: sickening punishments like being buried alive
Source D says: horrifying punishments for rebel slaves such as burying them alive
 - 5 • Only **Source D** says they were treated worse than animals **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 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 adopted non-violent tactics using **presented evidence** such as:

- 1 • hoped to win their hearts and minds
- 2 • show the British his cause was noble/just
- 3 • believed that violence would result in more violence

and **recalled evidence** such as:

- 1 • “it is the right policy and right will prevail”
- 2 • embarrass the British Government/create sympathetic world press coverage
- 3 • force British to leave/grant independence
- 4 • everyone can be involved/the weak as well as the strong
- 5 • it only needs willpower
- 6 • it is better than force

KU2 (4)

2. The candidate assesses the importance of Jinnah’s role in the struggle for Indian independence using **presented evidence** such as:

- 1 • he successfully campaigned for an independent Pakistan
- 2 • he was convinced a united India was no longer possible
- 3 • he believed Partition was necessary to safeguard Muslim rights

and **recalled evidence** such as:

- 1 • he became its first leader (of an independent Pakistan)
- 2 • he believed that compromise could not now be reached
- 3 • that bloodshed/violence would otherwise ensue
- 4 • that Muslims and Hindus only had their slavery to the British in common

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): is **negative**/is **critical**/ is **against** British rule
- 2 • British rule is **blamed** for India's problems ("has been a curse on India")
- 3 • British taxes are **hated** ("the hateful salt tax...")
- 4 • he **resented/complained** about impact of imported goods ("because... (poor) cannot sell homespun cotton...")

ES3 (3)

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

- 1 • Sources **agree** about poverty in India becoming worse:
Source C says: It has made poverty in India worse
Source D says: which made India poorer
- 2 • Sources **agree** that Indian cloth could not be sold
Source C says: the poor...cannot sell their homespun cotton.
Source D says: homespun Indian cloth could not be sold
- 3 • Sources **agree** that taxes heavily affected the poor
Source C says: the burden of taxation falls mainly on the poor
Source D says: taxes gathered in India fell heavily on the poorest.
- 4 • Sources **agree** that British rule was a curse:
Source C says: British rule has been a curse
Source D says: seen British rule as a curse

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 it was so difficult to oppose the Tsar using **presented evidence** such as:

- 1 • Tsar was an autocrat/he had unlimited power
- 2 • powerful groups (like the Russian Orthodox Church) taught people to obey the Tsar
- 3 • army was used to break up anti-government demonstrations/fear of Cossacks

and **recalled evidence** such as:

- 1 • Tsar controlled elections to the Duma/majority of population denied voting rights
- 2 • vast number of officials who administered the country maintained Tsarist regime
- 3 • peasants remained under control of landowners who were loyal to the Tsar
- 4 • no political parties were allowed
- 5 • trade unions were forbidden
- 6 • no right to freedom of speech/censorship
- 7 • universities were tightly controlled
- 8 • the secret police (Okhrana) spied on the people/kept them in line
- 9 • troublemakers were arrested/imprisoned or exiled to Siberia
- 10 • the police kept strict order and were loyal to the Tsar

KU2 (4)

2. The candidate assesses the importance of discontent with the Provisional Government as a cause of the October/November Revolution in 1917 using **presented evidence** such as:

- 1 • (Provisional Government) lacked authority to rule Russia/not elected
- 2 • (Provisional Government) lost popularity when it decided to continue the war/made mistake of continuing to fight in First World War

and **recalled evidence** such as:

- 1 • Provisional Government was unpopular with many important people/few supporters
- 2 • Provisional Government had taken too long to organise democratic elections
- 3 • Provisional Government failed to redistribute land/improve industrial conditions
- 4 • Provisional Government failed to solve key problems: food shortages/rising prices/unemployment
- 5 • Provisional Government had needed help of others to defeat Kornilov coup
- 6 • Provisional Government lost the support of the army
- 7 • Provisional Government faced growing unrest/seen as weak/taken by surprise at Bolshevik growth

BUT

- 8 • Bolsheviks had policies which appealed to various groups in Russia (eg...)/ Bolsheviks had large support base among industrial workers in Petrograd
- 9 • Bolshevik propaganda was successful in winning people over
- 10 • Lenin (and the Bolsheviks) appealed by being strong/disciplined
- 11 • Bolsheviks had gained support from defeating Kornilov coup; Bolsheviks were armed after Kornilov coup (weapons not handed back)
- 12 • Bolsheviks had gained control of the local Soviets
- 13 • return of Bolshevik exiles/prisoners increased revolutionary fervour

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 discusses the attitude of the author towards the NEP in **Source C** using **evidence** such as:
- (holistic): is **sympathetic**/has a **positive** attitude towards the NEP
 - he is **happy** that living conditions have been improved by the NEP (“I am pleased”)
 - he **believes** the NEP has successfully **transformed Russia**/he is **impressed** (“paradise in comparison with the years of 1920 and 1921”)
 - he **supports** the Nepmen/**admires** their success (“Nepmen...have the right idea”)

ES3 (3)

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

P

- Sources **agree** that the NEP increased the standard of living in Russia:
Source C says: living conditions in Russia have enormously improved/paradise compared to 1920 and 1921
Source D says: this allowed living conditions to improve remarkably
- Sources **agree** that the Nepmen were often disliked/not popular:
Source C says: some grumble about...the luxury enjoyed by the Nepmen
Source D says: (many Russians) resented the comfortable lifestyles enjoyed by the Nepmen
- Sources **agree** that the NEP improved the amount of goods available:
Source C says: the supply of goods jumped from starvation point to something nearly adequate
Source D says: (there was an) increased amount of goods available
- Sources **agree** that the NEP reduced the prices of goods:
Source C says: prices fell accordingly
Source D says: prices fell steadily
- Only **Source C** mentions that the NEP caused overcrowding in cities
- Only **Source D** mentions that the new policy only restored agriculture/industry to pre-war levels of production

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 Kaiser abdicated in November 1918, using **presented evidence** such as:

- 1 • the Allies would not agree to peace while the Kaiser still ruled Germany
- 2 • German towns and cities were taken over by revolutionaries/ Kaiser realised he was losing his control of Germany
- 3 • law and order collapsed in Germany

and **recalled evidence** such as:

- 1 • his army generals refused to support him any more
- 2 • the loyalty of the troops could not be relied upon
- 3 • it was necessary to prevent a civil war
- 4 • popular demands for a new form of government
- 5 • many people blamed the Kaiser for causing the war
- 6 • Germany was facing defeat in the war
- 7 • he was blamed for the hardships(eg starvation/Spanish Flu/loss of loved ones etc) suffered by many Germans
- 8 • the navy mutinied at the Kiel
- 9 • growing discontent with the autocratic government in Germany
- 10 • anti-Kaiser demonstrations taking place
- 11 • Independent Socialists seized power in Bavaria
- 12 • the Social Democrat Government threatened to resign unless he stood down

KU2 (4)

2. The candidate assesses the importance of Hitler's appeal in the Nazi rise to power, using **presented evidence** such as:

- 1 • Hitler impressed as a strong leader who could solve Germany's problems
- 2 • his promises contained something for everyone in Germany

and **recalled evidence** such as:

- 1 • his large public meetings/parades which excited many people
- 2 • he was a superb orator/speaker
- 3 • examples of Hitler's promises, eg jobs, reunite all Germans, build up armed forces
- 4 • he offered solutions to Germany's economic problems
- 5 • he made very effective use of propaganda
- 6 • he promised to restore order to Germany after the chaos of the Weimar period
- 7 • he offered prospects of a new, better future for Germany
- 8 • he appeared to be Germany's best defence against Communism
- 9 • his clever political tactics, eg his refusal to join coalition governments
- 10 • his use of intimidation/violence which attracted many/intimidated others
- 11 • his use of the SA impressed people
- 12 • Hitler had a clear simple message which appealed to people
- 13 • and other factors such as discontent with Weimar Republic eg associated with Treaty of Versailles; blamed for hyperinflation etc

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 Hitler towards opposition from German Churches using **evidence** such as:

- 1 • **(holistic):** overall very **hostile/negative**
- 2 • **angry** at Niemöller's criticism ("Hitler was furious...")
- 3 • **certain/sure** that Niemöller was **unreliable/untrustworthy** ("Convinced that he couldn't be trusted...")
- 4 • **worried** that opposition might grow ("Hitler was also concerned that disobedience might spread")

ES3 (3)

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

P

- 1 • Sources **agree** that Martin Niemöller was arrested
Source C says: (convinced Niemöller couldn't be trusted) Hitler ordered Niemöller's arrest
Source D says: Niemöller was arrested in 1937
- 2 • Sources **agree** that many Protestants were sent to concentration camps
Source C says: ordered Protestant troublemakers be sent to concentration camps
Source D says: Protestants who criticised Nazi rule were sent to concentration camps
- 3 • Sources **agree** that Catholic priests who opposed the Nazis were put in prison
Source C says: any Catholic priest who criticised the Nazis was to be imprisoned
Source D says: for opposing the Nazis hundreds of Catholic priests were sent to prison
- 4 • Sources **agree** that Hitler ignored the agreement or Concordat he made with the Catholic Church
Source C says: the Concordat or agreement Hitler made with the Catholic Church counted for nothing
Source D says: the Concordat Hitler signed with the Pope provided little protection to the Catholic Church
- 5 • Only **Source C** mentions Hitler ordered that Niemöller be punished
- 6 • Only **Source D** mentions that Niemöller was held in a concentration camp from 1938

ES2 (4)

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

[END OF MARKING INSTRUCTIONS]