



# **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

<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 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 3<sup>rd</sup> 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]