



2008 History

Standard Grade – Credit

Finalised Marking Instructions

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Information for markers

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

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

Marking conventions

Markers must carefully observe the following points:

All marking on candidate scripts must be in red biro.

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

Half marks must not be used.

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

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

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

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

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

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

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

Marking at Credit Level

Marks should be awarded to the candidate for:

carrying out the correct process
using relevant recalled evidence
using relevant presented evidence (in Section B, Enquiry Skills, only)

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

Section A (Knowledge and Understanding)

All questions are based on recalled evidence. A *selection* of possible recall is given in the Marking Instructions. The marker should use professional judgement to determine the relevance of other possible recall.

In a K3 answer (assessing the importance) the candidate should be credited for either explaining the importance of the one-presented factor and/or by assessing the relative importance of relevant recalled evidence. In both cases a judgement should be offered.

Section B (Enquiry Skills)

NB: At Credit Level process in itself is not rewarded.

In an ES1 item in Unit I it is not enough to say that a source is useful because it deals with the issue/investigation under discussion or that it was written at the time etc. The evaluation must make specific reference to the actual source/s as in all ES1 type items.

Examples:

This source is useful as it was written during a period of great changes in farming in the late 18th century = 1 mark

This source is useful as it was written by a reputable historian who will have studied the relevant primary sources =1 mark.

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

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.

In an ES4 item asking the candidate to put a source into its historical context full marks cannot be awarded unless relevant recall is given.

In an ES5 item (Question 4 of Unit I) listing or copying of relevant evidence from the presented sources **is allowed** and should be **fully credited**.

Recall or personal judgement *cannot* be credited at all.

If evidence is selected on only one side of the given issue, the maximum obtainable is 3 marks.

In an ES6 item (Question 5 in Unit I) the candidate must:

use presented evidence

show relevant recall

show some balance of answer

If any of the above three requirements is not met, the maximum obtainable is 2 marks.

(NB: There is no need for a balanced conclusion as such but the answer must show balance).

In the Marking Instructions, the abbreviations K1 – K3, and E1 – E6 have been used to indicate the particular sub skills of the extended EGRC to which an individual question relates:

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

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

ES5: select evidence; ES6: present conclusion.

2008 History – Standard Grade

Credit Level

Marking Scheme

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

1. (a) The candidate fully explains the impact of the Highland Clearances on people's lives using **evidence** such as:

- many Highlanders moved to the Lowlands/issues of housing
- had to learn new trades/take employment in factories
- many Highlanders were forcibly evicted/horrible experience
- landlord authority used directly to impose expulsion
- the Highland landowners gained control of the land resources for development for sheep/deer/sporting estates
- the Highland landowners controlled the sizes of crofts and the passing on of land to the next generation
- the loss of much of the old ways of living
- the loss of Gaelic/clan culture/language
- families were split up
- younger Highlanders tended to be emigrants/older people left behind
- pace of emigration grew as people lost relatives
- some emigrants died on the journeys out of Scotland/impact on relatives
- tension/bitterness between Highlanders and the traditional clan chiefs/new landowners
- view that it drew away “the life blood of the nation”
- moved to coastal areas: often fishing related/kelp collecting.

BUT

- most of the forced clearances were finished by 1860
- many Highlanders were encouraged/persuaded to leave
- some Highlanders saw it as an opportunity/adventure/voluntary migration
- it did ease the overcrowding and lack of jobs in some Highland areas
- it eased the poor relief system in Highlands but put pressure on Lowlands
- helped to deal with the potato famine in Highlands/Islands in 1836 and 1840s
- the balance of “Highland/Scottish” identity altered as immigrants from outside Scotland arrived.

KU2 (8)

In marking the 8 mark essay, 1 mark should be awarded for each relevant piece of correctly applied evidence, up to a maximum of 6 marks. Up to 2 marks can be awarded for the correct process; introduction; paragraphed main body of evidence; valid conclusion.

1. (b) The candidate fully explains the impact of overseas emigration on people's lives using **evidence** such as:

- generally made a deep mark on their adopted homelands in USA/Canada/South Africa/Australia/New Zealand
- growth of English as language of adopted homelands
- much of Gaelic/clan culture/language now stayed alive in Canada
- export of “Caledonian/tartan” culture
- economic contributions to the agricultural and industrial growth of adopted homelands
- the USA had the greatest lure for Scots – impact on development of USA society/politics and Westward expansion
- important to retain links back to relatives in Scotland
- adopted homelands gained skilled workers/professional people
- emigrants suffered hardships crossing oceans
- some emigrants had difficulty settling in/were unprepared for conditions
- overseas they faced hardships/hostile land and crowded cities
- many Scots missed by family and friends back home
- some emigrants were not made welcome
- some emigrants got low wages and struggled to survive
- strange diseases killed immigrants
- areas of Scotland became depopulated.

BUT

- Scottish links with Native American Indians – both negative in sense of land grab and positive in some cases – “Glencoe and the Indians”
- involvement in gold rush exploitation of “native” peoples in USA/Australia
- involvement in land grabs of “native” peoples in Australia/South Africa
- Scots roles/images/experience in the British Empire as seen by local peoples
- better living prospects abroad/opportunities for a better future/escape poor living conditions in Scotland
- emigration offered chance to escape hardship/poverty of life in Scotland
- cheap farmland available overseas
- greater freedom overseas
- Scots try and retain Scottish identity – use Scottish place names/traditional music. **KU2 (8)**

In marking the 8 mark essay, 1 mark should be awarded for each relevant piece of correctly applied evidence, up to a maximum of 6 marks. Up to 2 marks can be awarded for the correct process; introduction; paragraphed main body of evidence; valid conclusion.

Section B

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

2. The candidate makes a balanced evaluation of **Source A** using evidence such as:
- contemporaneity: a primary source written at the time of Radical unrest
 - authorship: eyewitness account of the Radical unrest/involved observer
 - content: details of the Radicals and Government actions eg
 - accuracy: supports many other views on the events at Peterloo eg .../
matches candidate's own knowledge eg ...
 - purpose: to give the Radical views on what happened at Peterloo
 - limitation: may be biased as a radical view/only one man's experience,
but he was a leading Radical. Only tells us about Peterloo,
nothing about eg ...

ES1 (4)

3. The candidate selects and organises evidence **to support the view that there was little support for the militant Radicals** using evidence such as:

Source A

- peaceful meeting
- the crowd gathered in an orderly fashion
- many singing hymns
- sabres hacked naked hands/defenceless heads.

Source B

- a **small** crowd of men and **boys** met up with the troops
- a **whole** company of loyal volunteers took **5** of the rebels to Greenock jail.

Source C

- attracted only a handful of Radicals, mainly from a few weaving areas
- protest by a dying craft rather than a working class rebellion
- the propertied classes strongly supported the authorities.

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

Source A

- the cavalry could not break through the demonstrators.

Source B

- the authorities became alarmed
- whole company sent to guard prisoners
- crowd increased considerably on route
- mob attacked the jail and released the Radicals.

Source C

- the government could not guarantee control of many areas
- large numbers of armed men drilling openly worried the authorities.

If evidence is selected on only one side of the given issue, the maximum obtainable is 3 marks.

ES5 (6)

4. The candidate offers a **balanced conclusion** on the issue using **presented evidence** such as that given in Answer 4 and **recalled evidence** such as:

For the issue:

- transportation sentences for convicted Radicals
- no real popular support for revolution/many people supported the authorities
- landowner support for the government
- government use of spies/agent provocateurs/surveillance
- the government had the real power
- little support in Scotland for physical force
- some rise in living standards took minds away from reform ideas
- children present at Peterloo: peaceful
- only 30 Radicals engaged in the Battle of Bonnymuir

Against the issue:

- Glasgow Radicals/general strike of 60,000 in Glasgow
- many weavers were unemployed and unhappy
- a party of Radicals tried to march to Carron to get weapons: Bonnymuir Riots
- the Government was worried enough to send 2,000 soldiers to Glasgow.

ALSO

- details on: Strathaven Rising; planned armed revolt of the United Scotsmen etc

A conclusion, which takes account of one side only and/or is based solely on either presented evidence or recalled evidence can be awarded a maximum of two marks.

ES6 (5)

UNIT I – Context B: 1830s – 1930s
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In answering questions in Section A, candidates are required to carry out the appropriate process and to use relevant recalled knowledge.

1. (a) The candidate fully explains the impact of Irish immigration on people's lives using **evidence** such as:

- contributed to population growth
- contributed particularly to growth of cities like Glasgow and Dundee
- many employed in textile trade – settled in Paisley, Lanark etc
- Irish provided unskilled workers for road/canal/railway building
- provided seasonal workers in agriculture
- did dirty work/jobs Scots reluctant to do eg sugar factories
- Irish worked for lower wages/caused resentment amongst native population (in 1840s)
- most of the Irish immigrants were Catholics
- after 1870s many Irish immigrants were Protestants from Ulster: increased Protestant/Catholic divide
- conflict between native Protestant population and Irish Catholic population led to Orange Order marches/physical violence occurred (Orange and Green Riots)
- Irish community stuck together and formed own football teams eg Edinburgh Hibernian (1875), Glasgow Celtic (1887) and Dundee Hibernian (1909) – later Dundee United
- arrival of large numbers of Irish immigrants increased housing problems/ contributed to overcrowding
- arrival of Irish was a burden on parish poor rates
- some Irish resorted to begging/sought solace in alcohol
- employment as strike-breakers in coalmining led to resentment/accusations of lowering wages
- by 1880s Irish were prominent in trade unions helping to push up wages
- after 1872 Catholic Irish attended denominational schools since school boards would not guarantee the religious character of schools.

KU2 (8)

In marking the 8 mark essay, 1 mark should be awarded for each relevant piece of correctly applied evidence, up to a maximum of 6 marks. Up to 2 marks can be awarded for the correct process; introduction; paragraphed main body of evidence; valid conclusions.

1. (b) The candidate fully explains the impact of Scottish Emigration upon people's lives using **evidence** such as:

- emigrants suffered hardships crossing oceans
- some emigrants had difficulty settling in/were unprepared for conditions
- overseas they faced hardships/hostile land and crowded cities
- many emigrants returned home
- many Scots missed by family and friends back home
- Scots missed their homeland/culture – export of “Caledonian/tartan” culture
- some emigrants were not made welcome
- some emigrants got low wages and struggled to survive
- strange diseases killed emigrants
- sense of clan loss/culture breakdown/decline of Gaelic
- areas of Scotland became depopulated
- few jobs on arrival
- inhospitable climate.

BUT

- better living prospects abroad/opportunities for a better future/escape hardship, poverty and poor living conditions in Scotland
- lots of employment especially for skilled workers/adopted homelands gained skilled workers/professional
- chance of better jobs/escape unemployment back home
- family and friends already there/welcomed them
- chance of better/more regular schooling abroad
- cheap farmland available overseas
- greater freedom overseas
- many Scots did very well/rose to high positions eg Andrew Carnegie
- some emigrants made a fortune eg by finding gold
- less class prejudice abroad/everyone treated more equally
- Scots try and retain Scottish identity – use Scottish place names/traditional music
- Scottish links with Native American Indians – both negative in sense of land grab and positive in some cases – “Glencoe and the Indians”
- involvements in gold rush, exploitation of “native” peoples in USA/Australia
- involvements in land grabs of “native” peoples in Australia/South Africa.

KU2 (8)

In marking the 8 mark essay, 1 mark should be awarded for each relevant piece of correctly applied evidence, up to a maximum of 6 marks. Up to 2 marks can be awarded for the correct process; introduction; paragraphed main body of evidence; valid conclusions.

Section B

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

2. The candidate makes a balanced evaluation of **Source A** using evidence such as:
- contemporaneity: a primary source written near to/during period of Suffragette campaigns
 - authorship: leading figure in WSPU/informed eyewitness
 - content: details on reactions to militant campaigns eg weakened public support
 - accuracy: matches candidate's own knowledge eg ... but as autobiography memories may have changed/been embellished/facts forgotten over time
 - purpose: to record the history of the Suffragette movement/to give the Suffragette view on militant action
 - limitation: may be biased towards her own personal view/only the view of one Suffragette who differed from other leading Suffragettes/ omits eg...

ES1 (4)

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

Source A

- the militants were heroes
- people recognised government reaction left women with no alternative
- people recognised women were simply using similar means men had used in past franchise struggles.

Source B

- self-sacrifice has moved people who would otherwise sit still and do nothing
- reporters were impressed.

Source C

- bravery of suffragettes won them admiration
- they had support from women and men of all classes
- dockers acted as bodyguards for Mrs Pankhurst
- some men formed a movement to support the Suffragettes.

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

Source A

- deeply unhappy with new policy of militancy
- public sympathy would be weakened
- fire raising lost them support/opposition increased.

Source B

- militancy is detested by majority of Suffragists
- no triumphs have been won by physical force
- press ridiculed Suffragettes.

Source C

- militancy provoked ridicule and hostility
- militant suffragettes should have their heads shaved.

If evidence is selected on only one side of the given issue, the maximum obtainable is 3 marks.

ES5 (6)

4. The candidate offers a **balanced conclusion** on the issue using **presented evidence** such as that given in Answer 4 and **recalled evidence** such as:

For the issue (helped):

- activities increased pressure on government
- non-militant tactics had not achieved as much in 60 years/little attention paid to cause until 1905 when militancy began
- Emily Davison became a martyr for the Cause
- Cat and Mouse Act attracted sympathy
- membership of suffrage societies grew
- actions embarrassed the government
- actions encouraged insurance companies to lobby government
- actions showed determination
- many were horrified at force-feeding
- Conciliation Bill suggested Suffragettes were having an effect
- got publicity
- raised awareness.

Against the issue (harmed):

- Government determined not to give in to violence
- made women appear foolish/irresponsible/irrational/damaged Suffragist argument that women were mature, sensible enough to deserve the vote
- law breaking strengthened the view that women could not be trusted/did not deserve the vote
- Suffrage Movement split
- details of violence which disgusted people eg slashing artwork
- Suffragettes arrested
- Asquith determined not to back down
- death of Emily Davison shocked many and militant Suffragettes faced hostile crowds
- gave government a reason/excuse not to grant the vote
- alienated the would-be supporters
- alienated previously sympathetic MPs eg Winston Churchill
- led to concerns about law and order
- failed to win vote up to 1914

Other factors

- peaceful methods eg petitions helped win support
- war work/effort won respect for women: WRAF/nurses/munitions.

ES6 (5)

A conclusion which takes account of one side only and/or is based solely on either presented evidence or recall can be awarded a maximum of two marks.

UNIT I – Context C: 1880s – Present Day

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

1. (a) The candidate fully explains the impact of the immigration into Scotland upon people's lives using **evidence** such as:
- contributed to population growth
 - immigrants contributed to multi-culturalism eg language, customs
 - Irish contributed to railway/canal development
 - Irish play an important role in Trade Unions/contribute to improved wages
 - Irish Catholics formed own football teams eg Edinburgh Hibernian (1875), Glasgow Celtic (1887) and Dundee Hibernian (1909) – later Dundee United
 - many Lithuanians and Poles settle in Lanarkshire and find work in iron/coal industry
 - some Lithuanians recruited by mine owners to break strikes
 - Lithuanians establish own communities in Lanarkshire – own shops, churches, newspapers
 - Jews establish communities in Glasgow/Edinburgh
 - Jews start small businesses eg furniture makers, tailors, shoe makers, pawnbrokers
 - many Italians establish cafes and chip shops
 - from 1950s many Commonwealth immigrants eg Indians, Pakistanis, Afro-Caribbeans and Hong Kong Chinese arrive to take up employment
 - Asians performed valuable jobs in factories and public transport
 - success of immigrant workers provides jobs for others
 - many brought new skills which benefit Scotland
 - Scottish hospitals depend upon immigrant doctors and nurses to care for public
 - immigrants brought new foods eg fish and chips, pasta, curries which now form part of Scottish diet
 - recent immigrants – Asylum Seekers
 - migrant workers from Eastern Europe work in hotel/fish processing industry

BUT

- many immigrants felt they were worse off and wanted to return home – suffered homesickness
- native Scots accuse immigrants of lowering wages
- immigrants sometimes blamed for increasing racial tension
- arrival of large groups of immigrants could worsen an existing housing shortage
- immigrants forced to live in poor housing
- established Protestant and Catholic churches were hostile to Jews
- immigrants sometimes worsened sectarian divide
- Irish accused of drinking too much and causing violence
- Italians criticised for breaking the Sabbath by opening cafes on a Sunday.

KU2 (8)

In marking the 8 mark essay, 1 mark should be awarded for each relevant piece of correctly applied evidence, up to a maximum of 6 marks. Up to 2 marks can be awarded for the correct process; introduction; paragraphed main body of evidence; valid conclusions.

1. (b) The candidate fully explains the impact of Scottish Emigration upon people's lives using evidence such as:

- emigrants suffered hardships crossing oceans
- some emigrants had difficulty in settling in/were unprepared for conditions
- overseas they faced hardships/hostile land and crowded cities
- many emigrants returned home
- many Scots missed by family and friends back home
- Scots missed their homeland/culture – export of “Caledonian/tartan” culture
- some emigrants were not made welcome
- some emigrants got low wages and struggled to survive
- strange diseases killed emigrants
- sense of clan loss/culture breakdown/decline of Gaelic
- areas of Scotland became depopulated
- Scottish links with Native American Indians – both negative in sense of land grab and positive in some cases – “Glencoe and the Indians”
- involvements in gold rush exploitation of “native” in USA/Australia
- involvements in land grabs of “native” peoples in Australia.

BUT

- better living prospects abroad/opportunities for a better future/escape poor living conditions in Scotland
- lots of employment especially for skilled workers/adopted homelands gained skilled workers/professionals
- chance of better jobs/escape unemployment back home
- family and friends already there/welcomed them
- chance of better/more regular schooling abroad
- emigration offered chance to escape hardship/poverty of life in Scotland
- cheap farmland available overseas
- greater freedom overseas
- many Scots did very well/rose to high positions eg Andrew Carnegie
- some emigrants made a fortune eg by finding gold
- less class prejudice abroad/everyone treated more equally
- Scots try and retain Scottish identity – use Scottish place names/traditional music **KU2 (8)**

In marking the 8 mark essay, 1 mark should be awarded for each relevant piece of correctly applied evidence, up to a maximum of 6 marks. Up to 2 marks can be awarded for the correct process; introduction; paragraphed main body of evidence; valid conclusions.

Section B

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

2. The candidate makes a balanced evaluation of **Source A** using evidence such as:
- contemporaneity: a primary source written near to/during period of Suffragette campaigns
 - authorship: leading figure in WSPU/informed eyewitness
 - content: details on reactions to militant campaigns eg weakened public support
 - accuracy: matches candidate's own knowledge eg ... but as autobiography memories have changed/been embellished/facts forgotten over time
 - purpose: to record the history of the Suffragette movement/to give the Suffragette view on militant action
 - limitation: may be biased towards her own personal view/only the view of one Suffragette who differed from other leading Suffragettes/omits eg...

ES1 (4)

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

Source A

- the militants were heroes
- people recognised government reaction left women with no alternative
- people recognised women were simply using similar means men had used in past franchise struggles.

Source B

- self-sacrifice has moved people who would otherwise sit still and do nothing
- reporters were impressed.

Source C

- bravery of suffragettes won them admiration
- they had support from women and men of all classes
- dockers acted as bodyguards for Mrs Pankhurst
- some men formed a movement to support the suffragettes.

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

Source A

- deeply unhappy with new policy of militancy
- public sympathy would be weakened
- fire raising lost them support/opposition increased.

Source B

- militancy is detested by majority of Suffragists
- no triumphs have been won by physical force
- press ridiculed Suffragettes.

Source C

- militancy provoked ridicule and hostility
- militant suffragettes should have their heads shaved.

If evidence is selected on only one side of the given issue, the maximum obtainable is 3 marks.

ES5 (6)

4. The candidate offers a **balanced conclusion** on the issue using **presented evidence** such as that given in Answer 4 and **recalled evidence** such as:

For the issue (helped):

- activities increased pressure on government
- non-militant tactics had not achieved as much in 60 years/little attention paid to cause until 1905 when militancy began
- Emily Davison became a martyr for the Cause
- Cat and Mouse Act attracted sympathy
- membership of suffrage societies grew
- actions embarrassed the government
- actions encouraged insurance companies to lobby government
- actions showed determination
- many were horrified at force-feeding
- Conciliation Bill suggested Suffragettes were having an effect
- got publicity
- raised awareness.

Against the issue (harmed):

- Government determined not to give in to violence
- made women appear foolish/irresponsible/irrational/damaged Suffragist argument that women were mature, sensible enough to deserve the vote
- law breaking strengthened the view that women could not be trusted/did not deserve the vote
- Suffrage Movement split
- details of violence which disgusted people eg slashing artwork
- Suffragettes arrested
- Asquith determined not to back down
- death of Emily Davison shocked many and militant Suffragettes faced hostile crowds
- gave government a reason/excuse not to grant the vote
- alienated the would-be supporters
- alienated previously sympathetic MPs eg Winston Churchill
- led to concerns about law and order
- failed to win vote up to 1914

Other factors

- peaceful methods eg petitions helped win support
- war work/effort won respect for women: WRAF/nurses/munitions.

ES6 (5)

A conclusion which takes account of one side only and/or is based solely on either presented evidence or recall can be awarded a maximum of two marks.

UNIT II – Context A: 1790s – 1820s

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

1. The candidate describes how the events after the Edict of Fraternity led to the outbreak of war using evidence such as:

- French conquest of the Austrian Netherlands alarmed many
- French violation of Dutch neutrality contributed
- opening of the River Scheldt concerned Britain
- building up of the port of Antwerp to rival London
- British public horrified at attacks on French upper classes
- the September Massacres appalled many
- the Reign of Terror had become extreme
- the execution of Louis XVI
- France declared war on 1st February 1793

KU1 (4)

2. The candidate explains the degree of success in dealing with the problems faced by the Congress system after 1815 using evidence such as:

Success

- no major wars
- France brought back into the international system quickly.

Difficulties

- Metternich intended it to have very limited functions
- Sovereign power took precedence over Congress power
- Sovereign rulers exercised their own wishes first
- difficulties with interfering in the internal affairs of one state: Troppau; Verona
- little regard was paid to the wishes of national groups
- many delegates were more interested in stamping out revolution
- difficulties in dealing with the Carbonari uprising in Italy
- distrust among Congress members eg Russian expansion worries etc
- problems over Greek independence.

KU2 (4)

Section B

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

3. The candidate makes a balanced evaluation of **Source A** using evidence such as:
- contemporaneity: primary source produced at the time of the Continental System
 - authorship: British cartoonist with first hand knowledge/contemporary observer
 - content: details of effects of Continental System eg.../tells us Britain's trade and commerce are doing well despite Continental System
 - accuracy: matches candidate's own knowledge eg.../but example of British propaganda and biased against Napoleonic Blockade
 - purpose: to show that Britain was not defeated by the Continental System
 - limitation: only shows one view/misses out the ways Britain suffered during the blockade eg ...

ES1 (4)

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

Sources agree ships were still trading with Britain.

Source A shows: ships arriving in Britain.

Source B says: the Baltic Sea was kept open to shipping.

Sources agree Britain as determined to beat the Continental System.

Source A shows: a barrel full of British "spirit".

Source B says: the Continental System failed to break Britain's will to resist.

Sources agree Napoleon traded with Britain.

Source A shows: British goods being "sent" to Napoleon.

Source B shows: Napoleon's army was supplied with British goods.

ES2 (4)

Only **Source B** mentions: Britain increased her trade with America and India.

Only **Source B** mentions: French controlled Europe was not allowed to trade with Britain.

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

5. The candidate assesses the completeness of **Sources A and B** using **presented evidence** such as:

- Britain had to gain control of the Danish fleet to keep shipping routes open
- Britain continued to import goods
- Britain increased her trade with America and India
- Britain even traded with Napoleon
- Britain's commerce was doing well.

and **recalled** evidence such as:

- British Orders in Council 1807 had an impact in keeping trade open
- disruption to fishing
- some businesses depressed
- low wages for many workers
- unemployment
- agricultural change required to feed the nation: good and bad
- prices of basic foods rose
- taxes increased to pay for the war
- new taxes introduced (window tax, income tax)
- political censorship increased
- Radical movements suppressed
- new restrictive laws introduced: against sedition; anti-combinations etc
- Corn Laws passed
- Speenhamland System introduced.

ES4 (5)

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

UNIT II – Context B: 1890s – 1920s

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

1. The candidate describes the slide to war after the assassination at Sarejevo using **evidence** such as:

- assassinations in Bosnia blamed on Serbia
- Austria-Hungary used assassinations as an excuse to deliver an ultimatum to Serbia which Serbia was unlikely to accept
- Serbia refused to accept all points
- Austria-Hungary declares war on Serbia
- Russia mobilises in support of Serbia
- Austria-Hungary/Russia rivalry in the Balkans
- alliance system comes into play
- Germany, part of the Triple Alliance, declares war on Russia
- Germany declares war on France
- invasion of Belgium by Germany in line with Schlieffen Plan
- Britain declares war on Germany following violation of Treaty of London/ ultimatum.

KU1 (4)

2. The candidate explains the degree of success in dealing with the difficulties faced by the League of Nations using **evidence** such as:

Difficulties/Failures

- Germany not allowed to join (joined 1926)
- USSR not permitted to join
- USA was unwilling to join
- League did not possess an army
- failure of League to impose sanctions
- flaws in the Covenant
- need to get unanimous agreement before it would act
- members not committed to the League
- disagreement between member nations
- could not get countries to disarm
- failure to act over Fiume
- failed to get Poland to leave Vilna
- failure to get his own members to follow the instructions of the League over the Ruhr
- failure to act over Corfu.

Successes

- no major war
- commissions dealing with drugs, slavery, refugees, minorities etc
- help given to poor countries eg health
- mandate system for colonies
- minor disputes resolved eg Aaland Islands.

KU2 (4)

Section B

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

3. The candidate makes an evaluation of the **Source A** using evidence such as:
- contemporaneity: primary source taken during the early years of the First World War
 - authorship: eyewitness/photographic account from a contemporary observer
 - content: gives details of damage/destruction eg devastation to shops, houses and bomb damaged street
 - accuracy: matches candidate's own knowledge/agrees with other aerial attacks on Britain which caused fatalities/damage eg ...
 - purpose: to inform of dangers posed/damage done by German Zeppelins/to encourage hostility towards the Germans
 - limitation: only one part of the country ie London but also eg ... /omits eg ...
- ES1 (4)**

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

Sources agree that shops had been hit.

Source A shows: that several shops have been damaged.

Source B says: several shops were badly damaged.

Sources agree that houses were badly bombed.

Source A shows: a number of bomb damaged houses.

Source B says: many houses were destroyed, windows were broken.

Sources agree roofs were damaged/blown off.

Source A shows: a building without a roof.

Source B says: roofs blown off.

Sources agree that the road had been cratered.

Source A shows: shows a huge crater in the road.

Source B says: the power of the bombs was illustrated by the large crater one bomb made in the road.

Only **Source A** shows rescuers/bomb damage being repaired.

Only **Source B** says the number of fatalities (22) caused by the bombs.

Only **Source B** says the financial cost of the damage (£500,000).

Only **Source B** says that massive warehouse fires broke out.

Only **Source B** says that two packed buses were hit.

ES2 (4)

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

5. The candidate evaluates the completeness of **Sources A and B** using **presented evidence** such as:

- buses hit
- civilians were killed in London by Zeppelins
- property (houses and shops) were badly damaged
- expensive to repair property
- warehouses on fire

and from **recalled evidence** such as:

- suffering from starvation
- German naval attacks on the east coast of England, Scarborough
- bombs dropped by German Gotha bombers from 1917 killed more civilians than Zeppelins
- men away at war
- mourning, huge number of soldiers killed
- many women forced to nurse wounded soldiers
- blackout
- DORA restrictions/censorship
- food shortages/rationing
- Black Market
- more women working: Land Army, munitions factories
- conscription
- propaganda eg posters on rationing, enlistment etc.

ES4 (5)

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

UNIT II – Context C: 1930s – 1960s

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

1. The candidate describes the events after the Munich Agreement which led to the outbreak of the Second World War using **evidence** such as:
 - Czech troops withdrew from their frontier and left the country without adequate defence
 - Hitler claimed the Sudetenland was his last territorial claim
 - German troops marched into Sudetenland unopposed
 - Hitler had access to the Skoda arms factory and the Brno works which increased German military strength
 - Germany planned to invade Moravia and Bohemia, claiming they were ill-treated by the Czechs
 - when Slovakia claimed its independence, Czechoslovakia began to fall apart
 - appeasement was now dead and British attitude to Nazi Germany hardened
 - Britain began rearming at an accelerated rate
 - Hitler turned his attentions to Poland (Polish Corridor, Danzig and all Polish areas where German minorities lived)
 - France and Britain promise to guarantee Polish security if attacked
 - Hitler gave secret orders to his armed forces to be ready to invade Poland by 1st September 1939
 - Britain and France approached the Soviet Union to assist in stopping Hitler negotiations to form an anti-Nazi Alliance dragged on
 - German-Soviet non-aggression pact signed. This made war inevitable
 - details of Nazi-Soviet Non-Aggression Pact
 - Germany invaded Poland on 1 September 1939
 - Britain and France honour their guarantee to Poland on 3rd September 1939. **KU(1) 4**

2. The candidate explains the degree of success in dealing with the problems faced by the United Nations Organisation after the Second World War using evidence such as:

Difficulties/Failures

- vetoing of proposals
- the UNO failed to stop war/minor wars continued
- limited success during Berlin Crisis
- tension continued between nations often despite UNO intervention
- difficulties over arms control/disarmament
- difficulties over role of observers/peace keepers (Middle East, Belgian Congo)
- difficulties over aspects of Cold War
- difficulties over Human Rights in some member states
- accusations of the UNO being bureaucratic/prone to corruption
- accusation of not acting within its Charter/acting outside the intended limits
- not all members were whole hearted supporters (eg contributions, following agreed policy)
- problems with national security remained
- difficulties in North Korea
- limited success in imposing sanctions.

Successes

- no major world war
- successes of various UN Special Agencies eg UNESCO, WHO, UNICEF etc. **KU2 (4)**

Section B

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

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

- contemporaneity: primary source from the time of the Clydebank Blitz (13/14 March 1941)
- authorship: eyewitness/photographic account from a contemporary observer
- content: gives details of damage/destruction to Clydebank eg devastation to houses/tenements, shops and bomb damaged street
- accuracy: matches candidate's own knowledge/agrees with/similar factual evidence such as eg
- purpose: to inform others about the damage done to Scottish cities by Germany/to encourage hostility towards Germans
- limitation: snapshot – only one scene/location ie Clydebank but also eg ... /omits eg ...

ES1 (4)

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

Sources agree that buildings had been destroyed.

Source A shows: shows widespread damage to buildings.

Source B says: the big house and tenement blocks close by had been bombed.

Sources agree there was much debris.

Source A shows: shows debris and rubble all around/man walking on debris.

Source B says: we were running on a carpet of broken glass and debris and I could feel it crunching under my feet.

Sources disagree on water supplies after the Blitz.

Source A shows: water coming from hoses.

Source B says: there was no water, the mains supply being ruptured.

Sources disagree about dousing out fires.

Source A shows: two firemen putting out fires/members of the fire brigade

Source B shows: there were no fire brigades to put out other fires.

Only **Source B** refers to people being killed.

Only **Source B** refers to shops without windows.

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

ES4 (4)

5. The candidate assesses the completeness of **Sources A and B** using **presented evidence** such as:

- buildings destroyed
- much debris scattered around
- water supplies affected
- many people were killed
- shops damaged (no windows)

and from **recalled evidence**:

- bomb attacks united people/more determined to win
- introduction of invasion precautions
- wartime restrictions/disruptions to daily life
- everyone had to carry gas masks which were uncomfortable
- blackout to prevent German bombers getting through which caused accidents
- evacuation of children to safe areas split many families up
- shelters made available to British civilians – brought disruption to their everyday life
- air raid sirens – many false alarms
- men away at war
- war casualties and loss of loved ones
- use of propaganda eg posters on rationing, war work and spies
- women taking over men's jobs/joining services
- rationing and its effects
- utility products disliked
- black market
- Home Guard.

ES4 (5)

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

UNIT III – Context A: USA 1850 – 1880

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

1. The candidate describes the lack of rights for slaves on Southern plantations before 1860 using **evidence** such as:

- many subject to strict rules and regulations/had no freedom
- slaves could be bought and sold/seen as property
- worked long hours at hard work with only short breaks
- subject to harsh/inhuman discipline eg whipping common
- runaway slaves were beaten/maimed: use of dogs to hunt runaways
- slaves needed permission to get married
- slave marriages had no legal status
- slave owners often named slave children
- slave families often broken up/separated
- slaves unable to visit family/relatives on other plantations
- female slaves sometimes sexually abused by owners/overseers
- children born to a slave, fathered by white owner, were still slaves
- pregnant slaves were expected to work until the child was born.

KU1 4

2. The candidate explains the importance of the discovery of gold in causing tension between the Native Americans and the white settlers using **evidence** such as:

- Bozeman Trail was cause of conflict/triggered war: Native Americans opposed White men building road to gold mines
- Trail passed through Yellowstone River/heart of Sioux hunting grounds
- feared destruction of bison/buffalo herds: reliance on buffalo for all needs
- railroad companies sent in hunters to kill buffalo
- Custer's discovery of gold in Black Hills brought thousands of miners
- miners offered \$200 per "Indian" scalp
- Custer provoked war by leading an expedition into the Black Hills: Black Hills were sacred Sioux territory
- Native Americans felt betrayed/believed US government had broken Treaty of Fort Laramie: Black Hills had been promised to the Sioux "for as long as the grass grows"
- Native Americans feared extinction/destruction of way of life/culture
- railroads caused tension with Native Americans: opened up West/encouraged white settlers to buy prairie lands
- Native Americans and Whites brought into conflict over use of prairies: Native Americans wanted freedom to roam/hunt; Whites wanted to farm/Native Americans believed Great Spirit created land for their care; Whites had a "property attitude"
- Manifest Destiny/White belief in civilising the wilderness: Native Americans regarded as inferior/"savages", tribes not seen as a nation
- Native Americans feared white invasion: loss of homelands/removal to reservations.

KU3 (4)

Section B

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

3. The candidate discusses the attitude of the author in **Source A** using **evidence** such as:

- the Ku Klux Klan **hated** Black Americans (**holistic**)
- it was **wrong** for Black Americans to worship as they pleased
- **hostility** towards Black American education
- **warned off/intimidated** Black Americans who held public office
- believed Black Americans **should be punished** violently/whipped
- **didn't accept** Black Americans were **equal** to white people
- held a **racist** attitude.

ES3 (4)

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

Sources agree that teachers were targeted by the KKK.

Source A says: hostility was shown to teachers.

Source B says: teachers were frequently intimidated.

Sources agree that violence was used against Black Americans.

Source A says: they were whipped/school houses burned down.

Source B says: violence was directed at black people/Black Americans were beaten, mutilated and murdered.

Sources agree that night was a dangerous time.

Source A says: that the KKK gave warnings at night.

Source B says: that attacks usually took place at night.

Only **Source A** mentions Black American religion was threatened.

Only **Source B** mentions that Klansmen were dressed in white clothes and left behind burning crosses.

Only **Source B** mentions that Black Americans did not resist their treatment at the hands of the KKK.

ES2 (4)

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

UNIT III – Context B: India 1917 – 1947

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

1. The candidate describes the lack of rights for Indian people during British rule by using **evidence** such as:
 - suppression of ‘native culture’
 - control of school/use of English language and culture
 - violent repression eg Amritsar massacre
 - repressive laws eg Rowlett Act – took away many civil liberties
 - all meetings and processions banned
 - discrimination against Indians – no opportunities for Indians to rise in powerful positions eg Simon Commission (1927) returned no Indians to its rank
 - restricted entrance to civil service – entrance exam, sit exam in Britain etc
 - Government of India Act 1919 gave limited diarchy to Indians, but Britain could still over-rule
 - limited attempts to improve voting rights
 - voting rights largely limited – based on wealth
 - problems associated with the Caste system – jobs, lack of political rights.
2. The candidate explains the importance of Ghandi’s non-violent actions in putting pressure on Britain to grant India more freedom using **evidence** such as:

KU1 (4)

Ghandi

- Ghandi’s actions encouraged other Indians to break the law eg Indians staged acts of non-violence around the country (eg making salt)
- His actions showed Britain that India was not governable without Indian co-operation/publicity forced many people in Britain to realise they could not hold India by force
- Ghandi’s simple and symbolic acts received massive publicity through newspapers and newsreels
- regular imprisonment of Indians including Ghandi brought huge embarrassment to Britain/publicity harmed Britain’s reputation and image as a humane world power
- while in jail, Ghandi learned of plan to divide India’s voters on the basis of religion; Ghandi announced he would fast to death unless Britain backed down – Britain feared him dying a martyr, so they withdrew their plans.

Other factors

- many were shocked at Britain’s heavy handed response to the non-violent protest
- some British politicians began to think in terms of Indian self government
- Indians now believed they could win their independence
- Britain needed Indian support during World War II, so did not press for Indian independence: in return, the India Commission planned to give India independence after the war
- political parties/figures pressurised/negotiated with Britain eg Nehru/Jinnah/Muslim League.

KU3 (4)

Section B

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

3. The candidate discusses the attitude of the author towards events in **Source A** using evidence such as:

- overall **displeasure/fear** at scenes witnessed (**holistic**)
- people were beginning to **panic** about the situation
- killing was **relentless**: “butchered”
- killers were displaying **no mercy**/killing **indiscriminately**
- **desperation** to leave the city.

ES3 (4)

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

Sources agree that people were frightened.

Source A says: a marked feeling of panic ... has been a feature.

Source B says: terrified groups of people.

Sources agree that there were many dead bodies.

Source A says: dead bodies were everywhere.

Source B says: hundreds of corpses were lying in the gutters.

Sources agree that the scene was reminiscent of a battlefield.

Source A says: Calcutta was beginning to look like a battlefield.

Source B says: General claimed that areas were as bad as anything he saw when he was a soldier on the Somme.

Sources agree that troops were brought in.

Source A says: the troops were called out of their barracks.

Source B says: troops were called out.

Sources agree that many people left.

Source A says: lines of refugees lined the streets and Howrah railway station became a seething mass of people desperate to get out.

Source B says: people left in search of safer areas.

Only **Source A** mentions: the train being stopped and looted.

Only **Source B** mentions: the gangs.

Only **Source B** gives: specific details about casualties eg 4, 000 killed/3, 000 injured.

ES2 (4)

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

UNIT III – Context C: Russia 1914 – 1941

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

1. The candidate describes the limited rights of the Russian people under the Tsar before 1917 using **evidence** such as:

- restrictions eased on the right to vote/demonstrate/freedom of speech/from arrest
- demands for a national parliament led to an elected duma
- promise of constitutional monarchy
- political parties legalised – had been illegal/secret

BUT

- Russia really an autocracy/Tsar had unlimited power
- majority of population denied voting rights/favoured landowners
- books and newspapers were censored
- universities were tightly controlled
- secret/Okhrana operated eg intercepted mail
- people imprisoned/exiled for political beliefs
- minority nationalities were discriminated against
- workers were denied trade union rights
- peasants remained under control of landowners/redemption payments continued
- army used to put down anti-government demonstrations
- Russification as policy in schools/religion, with ‘native languages’ not used while Russian was the instrument of teaching in schools.

KU1 (4)

2. The candidate explains the importance of the weaknesses of the Provisional Government in the success of the Bolshevik Revolution in October 1917 using evidence such as:

The weaknesses of the Provisional government

- failure to solve food shortages
- they had continued the war and were losing popular support
- they had not been elected/no speedy arrangements for elections had been made
- they failed to organise their military forces
- they had allowed the Bolsheviks to recover from the July days
- they had been weakened during the Kornilov revolt
- Kerensky left to find loyal troops but never returned
- many Russians did not care/were indifferent/little resistance.
- failure to organise land transfer for peasants
- role of Soviets – idea of ‘Dual Government’.

The strengths of the Bolsheviks

- Bolsheviks were armed
- the skills of Lenin and Trotsky in organising a military takeover
- Red Guards tightly organised group
- the seizure of key points in Petrograd/power stations/telephone exchanges/railway stations/bridges
- Trotsky's role in getting Peter and Paul fortress support
- cruiser Aurora and artillery attack on Winter Palace
- storming of Winter Palace
- arresting of Provisional Government
- support for Bolshevik ideas of "peace, bread, land"
- Bolsheviks also won control in Moscow

KU3 (4)

Section B

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

3. The candidate discusses the attitude of the survivor to the Purges using **evidence** such as:

- he was **distressed/worried** by the techniques used in the Purges (**holistic**)
- believed mistreated men were **innocent**
- he was **relieved** not to be included
- confusion was **terrible; frantic** running/**sad** farewells
- he was **upset** by executions
- he was **glad** to survive

ES3 (4)

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

Sources agree that people were killed.

Source A says: they were executed.

Source B says: seven million of them were executed/tens of thousands of Party members were killed.

Sources agree that people were arrested.

Source A says: whole columns of prisoners.

Source B says: over 40,000 were arrested in Leningrad/almost a million in the country/Stalin sent many others of his fellow citizens to prisons.

Sources agree that the Secret Police were involved.

Source A says: the Secret Police had been ordered.

Source B says: also executed by the Secret Police.

Sources agree prisoners were sent to camps.

Source A says: forced everyone out of their cells in the camp.

Source B says: millions were sent to Labour camps.

ES2 (4)

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

UNIT III – Context D: Germany 1918 – 1939

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

1. The candidate describes the rights people were given in the Weimar Republic using **evidence** such as:
 - all men and women over 20 had the vote
 - all Germans were equal before the law
 - people had the right to vote by secret ballot
 - everyone had the right of freedom of speech/to express opinions freely and openly
 - freedom of association/people had the right to hold peaceful meetings
 - freedom of press
 - everyone had the right of freedom of religion
 - letters and correspondence could not be opened and read
 - no one could be arrested without good reason/unless they broke the law
 - people had the right to join trade unions and societies
 - no one could be imprisoned without trial
 - rights of privacy/people had the right of privacy in their own homes
 - people had the right to form political parties.

KU1 (4)

2. The candidate explains the importance of the Munich Putsch in causing Hitler and the Nazis to lose support in the 1920s using **evidence** such as:
 - Nazi supporters dispersed by police: violence discredited as criminal
 - Hitler revealed as a “hot-head”: putsch ill-planned
 - realised support overestimated: majority of support still in Bavaria
 - Hitler found guilty of high treason and sentenced to 5 years’ imprisonment: isolated from political scene/party suffered loss of leadership
 - Nazi party/newspaper banned until 1925: effectively censored
 - even when Hitler released and party reorganised, support fell away eg only 12 seats/delegates 1928.

BUT

- 16 Nazis who were killed became martyrs
- Hitler gained national publicity from trial: his words were read by millions/propaganda weapons
- judge sympathetic: received short prison sentence – only served 9 months of 5 years
- imprisonment in Landsberg Castle made Hitler a hero/well-known
- Hitler wrote “Mein Kampf” in prison, allowing Nazi ideas to be publicised

ALSO OTHER REASONS

- 1925-1929 Weimar government strong and popular: unemployment low/period of relative prosperity until Wall Street Crash
- Germany benefited from policies of Gustav Stresemann: withdrawal of French and Belgian troops from Ruhr; new currency, Rentenmark; Dawes Plan
- financial crisis in America 1929 allowed Nazis to seize power
- Nazis won more seats in Reichstag as economic depression got worse eg 1928-12/1930-107/1932-230
- fear of Communism led many industrialists/middle class to support Nazis
- Nazis propaganda/Hitler’s oratory had greater appeal in 1930s

KU3 (4)

Section B

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

3. The candidate discusses the attitude of **Source A** using **evidence** such as:

- a very **positive** view/**supported** Hitler's actions (**holistic**)
- praised Hitler for being **courageous**
- made Hitler a **hero** in the eyes of many Germans
- strong **approval/understanding/sympathy** for what he did
- credited with wanting to restore order and **decency** in Germany
- satisfaction that he acted **decisively**
- **relief** that he had removed the threat of the SA.

ES3 (4)

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

Sources agree that Hitler acted decisively.

Source A says: in taking decisive action/Hitler has acted so decisively.

Source B says: welcomed the decisive action.

Sources agree Hitler's actions increased his popularity.

Source A says: made him a hero in the eyes of many ordinary Germans.

Source B says: Hitler's personal popularity soared.

Sources agree Germans supported his actions.

Source A says: he has won strong approval ...

Source B says: express my most grateful thanks and that of the German people.

Sources agree that the SA was a threat.

Source A says: against the serious threat posed by Rohm and the SA.

Source B says: saved the German nation from serious danger.

Only **Source A** says that Hitler acted to restore order and decency to Germany.

Only **Source B** says the SA was disliked for its arrogance and corruption.

Only **Source B** praises Hitler for his brave personal intervention.

ES2 (4)

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

[END OF MARKING INSTRUCTIONS]