



**2007 History**

**Standard Grade – General**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2007

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from the Assessment Materials Team, Dalkeith.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's Assessment Materials Team at Dalkeith may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

## 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 or non-existent.
C	indicates that the candidate has <b>simply</b> copied presented evidence.
PE	indicates presented evidence is present
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: A tick in the right hand margin indicates that a misplaced part of an answer has been read. Marks are not deducted for badly written or barely legible answers.)

## **Marking at General Level**

Marks should be awarded to the candidate for:

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

### **Section A (Knowledge and Understanding)**

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

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

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

## **Section B (Enquiry Skills)**

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

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

“This source is useful as it was written during a period of great change in farming.” = 2 marks

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

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

“I agree that machinery improved coal mining as it increased productivity.” = 2 marks

Full marks cannot be awarded if no process is demonstrated or no judgement made where this is required.

The letter “P” in the margin indicates that a process mark is available for this question.

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

“This source is useful as it is a primary source written at the time.”

“This source is reliable as it was written by a man living at the time.”

“This source is valuable as it comes from the time of the investigation.”

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

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

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

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

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

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

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

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

K1: describe; K2: explain; K3: state the importance.

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

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

## 2007 – History Standard Grade

### General Level – Marking Scheme

<b>Unit I – Context A: 1750s – 1850s</b>
--

#### 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 describes what happened at Peterloo using **presented evidence** such as:

- large numbers of people gathered for the meeting
- the crowd marched in an orderly manner
- people carried banners/sticks
- Henry Hunt spoke to the crowd/appealed for them to be peaceful

and **recall** such as:

- bands led men, women and children from different areas
- other speakers made more threatening speeches
- magistrates claimed they read the Riot Act
- the cavalry surrounded the platform
- Hunt was seized
- the cavalry charged/tried to disperse the crowd
- eleven people were killed and hundreds wounded
- estimates of crowd size vary from 30, 000 – 153, 000
- generally thought to be around 50, 000 – 80, 000.

**KU1 (3)**

2. The candidate explains why it was harmful to children’s health to work in cotton mills using **presented evidence** such as:

- working in very hot temperatures is bad for health
- not allowed to get a drink of water in hot conditions
- air is full of harmful dust particles
- children can become deformed

and **recall** such as:

- had to work very long hours
- grew very tired
- machines not fenced/accidents were frequent
- strict discipline
- badly treated/often beaten by overseers.

**KU2 (4)**

## Section B

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

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

- P**
- contemporaneity: a primary source written at the time (when towns were expanding rapidly)
  - authorship: eyewitness account; first hand experience of visiting patients
  - content: details of the living conditions of people in towns, eg ...
  - accuracy: matches candidate's own presented evidence, eg ...
  - purpose: to inform/draw attention to the terrible conditions people lived in
  - limitation: based on experience of one doctor/only applies to conditions in one town.

**ES1 (3)**

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

- mother ill with fever
- father had died of fever
- sewage puddle on the floor would spread disease
- children were starving

The candidate identifies evidence of disagreement with the issue in **Source D** such as:

- family had a good two roomed house
- a wash house in the building/good washing facilities
- mother was in excellent health
- enjoyed a good diet/had meat several times a week.

**ES5 (5)**

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

5. The candidate comes to a conclusion on the issue using **presented evidence** as outlined above and **recalled evidence** such as:

**For the issue**

- P**
- serious overcrowding meant disease spread quickly
  - slum housing/no control over building of housing was bad for health
  - polluted water supply caused disease
  - poor sanitation/lack of drains, sewers, spread disease
  - bad air caused chest/breathing problems
  - sewage attracted vermin, eg: flies, rats, which spread disease
  - regular epidemics of fatal diseases, eg cholera
  - streets seldom cleaned/dunghills next to houses spread disease
  - narrow streets meant little daylight and bad health
  - terrible working conditions in factories caused illness

**Against the issue**

- provided people with jobs/better wages to live off
- tenements provided accommodation for many people
- some tenement blocks were well looked after/provided good conditions
- richer people lived in better/bigger houses, eg New Town of Edinburgh
- new housing planned and built in towns and cities improved conditions
- better medical facilities in towns

**ES6 (4)**

**Answers based on either presented evidence only or 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 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 working in a coal mine was harmful to children’s health using **presented evidence** such as:

- working long hours is bad for health
- not getting much food to eat
- working in wet conditions
- possibility of dying young

and **recall** such as:

- details of health hazards from jobs done: trappers, putters etc
- starting work at a very young age
- often having to eat while working
- dangers to life from: flooding; gas; cave-ins
- deprivation of daylight/vitamin D
- harsh discipline/being beaten
- breathing in of coal dust/getting “black spit”.

**KU2 (4)**

2. The candidate describes the militant tactics of Suffragettes using **presented evidence** such as:

- planted bombs (or tried to)
- disrupted meetings of/targeted politicians (Lloyd George)
- threw stones/bricks
- smashed car windows

and **recall** such as:

- disturbed the peace
- resisted arrest
- smashed windows of government buildings
- threw stones through the windows of the Prime Minister’s house
- went on hunger strike
- 1910 ‘Rush’ on the House of Commons
- arson attacks
- slashing paintings
- destruction of property/valuable items
- acid poured on sports pitches/golf courses
- sports pavilions/grandstands were attacked
- letterboxes set on fire
- Emily Wilding Davison’s death on Derby Day.

**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 **Source C** using evidence such as:

- contemporaneity: primary source written at the time (when Scotland's towns were growing)
- authorship: eyewitness: a medical expert; first hand experience of health and housing in Glasgow
- P** • content: details on size of houses; disease; death rate, eg ...
- accuracy: matches candidates' own presented evidence, eg ...
- purpose: to inform about effects of bad housing
- limitation: one person's opinion/interpretation; refers to just one Scottish town at one particular time.

**ES1 (3)**

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

- small houses/overcrowding caused high death rate
- children are especially vulnerable
- 1 in 5 children born in one-room house dies before 1 year old
- bad air causes lung disease
- poor conditions cause bandy legs

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

- family had a good two roomed house
- a wash house in the building/good washing facilities
- mother was in excellent health
- enjoyed a good diet/had meat several times a week.

**ES5 (5)**

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

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

**For the issue**

- P**
- children contracted rickets
  - drinking water was often contaminated
  - bad conditions contributed to diseases such as cholera, typhus
  - shops sold contaminated food
  - sewerage was poor
  - no planning regulations until 1860 caused poor living conditions
  - street rubbish attracted vermin which spread disease
  - toilets were non-existent or shared privies and thus unhealthy
  - factories provided poor working conditions and this caused illness
  - damp conditions caused health problems

**Against the issue**

- urban middle class had better homes which reduced illnesses
- growth of suburbs provided good housing which reduced illnesses
- railways brought better diets
- gas/electricity was gradually introduced and improved health
- Public Health Acts improved the situation
- MOHs insisted on improved sanitation
- 1875 Artisans Dwelling Act helped to remove slums
- Municipal Reform Acts improved streets/water supply

**ES6 (4)**

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

**Section A**

In answering questions in Section A, candidates are required to carry out the appropriate process and 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 trade unions grew from 1880 – 1914 using **presented evidence** such as:

- to improve working conditions
- to represent/incorporate skilled craftsmen
- to protect unskilled workers
- to improve standards of living
- to increase wages

and **recall** such as:

- to get shorter hours
- to get longer holidays
- unions got better organised
- many more unions were formed
- Scottish and English unions joined forces
- women joined unions
- women formed their own unions
- industrial action increased
- unions became involved in politics
- national unions of Miners, Transport Workers and Railwaymen formed
- Triple Industrial Alliance in 1914 encouraged growth
- were successful in getting better conditions for workers.

**KU2 (4)**

2. The candidate describes the militant tactics of Suffragettes using **presented evidence** such as:

- planted bombs (or tried to)
- disrupted meetings of/targeted politicians (Lloyd George)
- threw stones/bricks
- smashed car windows

and **recall** such as:

- disturbed the peace
- resisted arrest
- smashed windows of government buildings
- threw stones through the windows of the Prime Minister's house
- went on hunger strike
- 1910 'Rush' on the House of Commons
- arson attacks
- slashing paintings
- destruction of property/valuable items
- acid poured on sports pitches/golf courses
- sports pavilions/grandstands were attacked
- letterboxes set on fire
- Emily Wilding Davison's death on Derby Day.

**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 **Source C** using evidence such as:

- P**
- contemporaneity: primary source written at the time (when Scotland's towns were growing)
  - authorship: eyewitness: a medical expert; first hand experience of health and housing in Glasgow
  - content: details on size of houses; disease; death rate, eg ...
  - accuracy: matches candidates' own presented evidence, eg ...
  - purpose: to inform about effects of bad housing
  - limitation: one person's opinion/interpretation; refers to just one Scottish town at one particular time.

**ES1 (3)**

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

- small houses/overcrowding caused high death rate
- children were especially vulnerable
- 1 in 5 children born in one-room house died before 1 year old
- bad air caused lung disease
- poor conditions caused bandy legs

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

- by 1939 city life had improved a little
- Housing Acts forced authorities to demolish slums
- city parks provided fresh air
- council housing estates provided cleaner, healthier environment.

**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 above and from **recall** such as:

**For the issue**

- P**
- detail of life in a single end/tenement
  - drinking water was often contaminated
  - bad conditions contributed to diseases such as cholera, typhus
  - shops sold contaminated food
  - sewerage was poor
  - lack of daylight caused rickets
  - weak/poorly enforced planning regulations caused poor living conditions
  - houses were cheaply built
  - street rubbish attracted vermin
  - toilets were non-existent or shared privies
  - factories provided poor working conditions
  - lack of free medical care
  - some council estates built on poor land/next to gas works
  - problem families put into some areas
  - damp conditions caused health problems

**Against the issue**

- urban middle class had better homes (suburbs)
  - growth of suburbs provided good housing
  - gas/electricity was gradually introduced
  - fresh, piped water made cities cleaner
  - Public Health Acts improved the situation
  - MOHs insisted on improved sanitation
  - Municipal Reform Acts improved streets
  - municipal baths/wash-houses were provided
  - details of improved conditions in council houses
- (possible answers on Liberal Reforms; discovery of germs; improvements in working conditions)

**ES6 (4)**

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

<b>Unit II – Context A: 1790s – 1820s</b>
---

### 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 British sailors were unhappy with life in Nelson's navy using **presented evidence** such as:

- they endured dreadful conditions
- pay had not increased in 150 years
- deductions were made from their wages
- ships' surgeons lacked skill

and **recall** such as:

- did not receive full value of wages/use of ticket system
- bad quality of provisions (weevils/maggots in biscuits)
- water supplies were often polluted
- poor accommodation on board
- disease (scurvy) was common
- severe discipline enforced
- harsh punishments
- no official leave
- desertion carried the death penalty
- some had been press ganged
- sailors were often commanded by young midshipmen.

**KU2 (4)**

2. The candidate assesses the importance of the Congress System using **presented evidence** such as:

- established notion of settling disputes by agreement
- held important conferences
- helped to prevent major war for 40 years
- not effective after 1827

and **recall** such as:

- found it hard to overcome issues of nationalism
- British support became lukewarm
- France was invited to cooperate after 1818
- agreement was reached on protection of Jews in Europe
- further successes included issue of Swedish debts in Denmark/treatment of Napoleon
- divisions continued regarding intervention in internal disputes: revolts in Spain; Piedmont; Naples; Spanish colonies.

**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 evaluates **Source C** using evidence such as:

- contemporaneity: primary source produced at the time (of Revolutionary Wars)
- authorship: drawn by a cartoonist during Revolutionary Wars/with first hand knowledge
- P** • content: shows detail of effects of the wars: high prices/lower wages
- accuracy: cartoon has elements of exaggeration
- purpose: to criticise the effects of the war/government action
- limitation: one cartoonist's view doesn't show other effects of the war.

**ES1 (3)**

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

Sources agree that there were high prices:

**Source C** shows: price of basic foodstuffs

**Source D** says: increased prices for bread/other food

Sources agree that bread was particularly expensive:

**P** **Source C** shows: price of bread/butcher offering meat as a substitute

**Source D** says: increased prices for bread

Sources agree that wages were low:

**Source C** shows: low wages for craftsmen

**Source D** says: wages stayed low

Only **Source D** mentions unemployment

Only **Source D** says farmers benefited

**ES2 (4)**

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

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

**P**

- France was invaded
- troops were conscripted
- married men were forced to work in the war industries
- women had to work for the war effort
- even children were involved
- shortages of bandages

and **recall** such as:

- effects of British blockade
- high food prices
- food shortages
- inflation/money lost value
- assignats became worthless
- effects of the Reign of Terror
- wages kept low by law
- rebellions against government (Girondins)
- worry at war losses
- rise of crime.

**ES4 (4)**

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

<b>Unit II – Context B: 1890s – 1920s</b>
---

### Section A

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

1. The candidate explains why soldiers were unhappy with life in the trenches using **presented evidence** such as:

- mud was waist deep/soaked men's boots
- had to use a mess tin to bale out water
- trench foot was disabling/toes nearly rotted off
- men could catch trench fever

and **recall** such evidence as:

- rats were a constant nuisance
- lice made life uncomfortable
- weather could be extremely warm
- lack of clean drinking water
- food was monotonous
- letters censored – post interrupted
- daytime mostly boring, despite the constant dangers of trench life
- latrines had to be cleaned
- barbed wire had to be repaired
- dangers of being shot/gassed
- impact of seeing friends wounded or killed.

**KU2 (4)**

2. The candidate assesses how successful the League of Nations was in solving the world's problems using **presented evidence** such as:

- solved various border squabbles during the 1920s
- solved dispute over Aaland islands
- improved people's lives

and **recall** such as:

- persuaded Serbia to remove troops from Albania
- arbitrated over Mosul
- helped in the Greece-Bulgaria dispute
- arbitrated in 1923 Corfu incident
- arbitrated in Silesian situation
- created international port of Memel
- chaired Kellogg Briand Pact
- monitored British and French rule in ex German and Turkish colonies
- established Health Organisation
- international Labour Organisation established
- legal disputes between countries to be established in Holland
- attempt was made to stop drug smuggling
- Nansen Passports helped solve the refugee problem
- returned approximately 400,000 soldiers to their homes/P.O.W.s returned
- campaigned against slavery/freed slaves in British-owned Sierra Leone
- encouraged and promoted the Red Cross
- fought the trade in young women and children
- fought against leprosy and malaria

**BUT**

- was seriously weakened without several leading countries/USA, Russia, Germany not members
- dominated by Britain and France, many members resented this
- international disputes continued
- some member countries ignored League rulings
- largely failed to get disarmament in the 1920s
- no effective way of enforcing decisions
- lack of its own army
- needed decisions to be unanimous.

**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 evaluates **Source C** using evidence such as:

- P**
- contemporaneity: primary source produced at the time (of the First World War)
  - authorship: official government poster
  - content: shows women as nurses/gives other possible occupations and destinations, eg ...
  - accuracy: many thousands of women did volunteer as nurses
  - purpose: to encourage women to help the war effort
  - limitation: only gives a few occupations employing women during the war/omits eg ...

**ES1 (3)**

4. The candidate assesses agreement between **Sources C** and **D** using evidence such as:

Sources agree that women joined the Voluntary Aid Detachment:

**Source C** shows: a poster encouraging women to join the VAD

**Source D** says: the Voluntary Aid Detachment was an organisation set up to help the sick and wounded.

Sources agree that women worked as nurses:

**Source C** shows: three female nurses

**Source D** says: women became nurses.

**P** Sources agree that women had the opportunity to work outside of Britain:

**Source C** lists: various possible destinations abroad

**Source D** says: some of these women had a chance to work abroad

Only **Source C**: lists other occupations they did

Only **Source D**: mentions the fact that women volunteered for unpaid work

Only **Source D**: says they worked in military hospitals/army bases in Britain.

**ES2 (4)**

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

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

- people started to keep an allotment to grow food
- the amount of farming land increased
- contribution of the Women's Land Army

and **recall** such as:

- P**
- Prisoners of War and conscientious objectors were used to produce food
  - parks and tennis courts turned into vegetable plots
  - rationing was introduced for certain foodstuffs from 1917
  - substitute foods were used
  - posters discouraged people from wasting food
  - game such as rabbit was eaten, especially by country dwellers
  - food was eaten from the wild: crab apples; brambles; chestnuts
  - British Summer Time was introduced to give longer daylight hours
  - black market existed for those who could afford it
  - standard bread (using flour mixed with powdered potatoes/beans)
  - people had to queue to get some foods
  - on occasions food lorries hijacked.

**ES4 (4)**

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

## Unit II – Context C: 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, a candidate must also use recalled knowledge in their answer.

1. The candidate explains why Britain was less powerful after 1945 using **presented evidence** such as:

- Britain was poorer than in 1939
- war had cost a lot of money
- war dug deep into the country's savings
- great deal of the nation's trade had been lost
- two new giants in 1945 were the USSR and the USA

and **recall** such as:

- it owed money to other countries, especially USA
- it gave up much of its Empire, especially India
- its armed forces, especially the Navy, had to be reduced
- initially, it was not an atomic power like the USA
- it had to rebuild its social and economic infrastructure
- it was slow to join the reconstruction of mainland Europe
- much of the old Empire and other areas looked to the USA
- loss of confidence as world power.

**KU2 (4)**

2. The candidate assesses how successful the UN was as peacekeeper using **presented evidence** such as:

- United Nations has not always succeeded in preventing conflicts
- UN has provided a place for discussions
- UN peacekeeping forces have limited minor wars
- UN prevented escalation of trouble in Cyprus

and **recall** such as:

- USA/USSR and their interests have dominated the UN
- UN also had other roles with UNESCO/refugees/human rights
- UN also had other roles with education/WHO/justice
- part played in Korean War 1950-53
- role in Berlin crises
- role in Cuban crisis
- there were many major wars in which UN had no influence: Vietnam
- UN failed in many peacekeeping zones eg Middle East/Congo
- UN encourages international respect/cooperation/search for security
- effective use of sanctions against some countries
- some success in many peacekeeping zones eg Suez 1956
- UN has been at the mercy of other international alliances
- lack of trust/quarrels at UN debates/Great Power vetoes.

**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 evaluates **Source C** using evidence such as:

- P**
- contemporaneity: primary source produced at the time (of World War II)
  - authorship: official government poster
  - content: shows a woman working on a farm
  - purpose: to encourage women to join the Land Army
  - accuracy: agrees with other evidence eg other female employment/many women did join Land Army
  - limitation: omits details on other war work done by women, eg ...

**ES1 (3)**

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

Sources disagree over the enjoyment of war work:

**Source C** shows: the woman is happy and smiling

**Source D** says: not what we had looked forward to

Sources disagree over the conditions in which women worked:

**Source C** shows: the weather appears to be dry and warm

**Source D** says: bitterly cold day

**P** Sources disagree over the type of work done by women:

**Source C** shows: the woman is working easily with a horse

**Source D** says: we tried to kick parsnips out of the frozen earth

Sources disagree over the clothing provided to work on a farm:

**Source C** shows: the woman is well dressed

**Source D** says: a female colleague wearing an old, long coat

Sources agree that women joined the Land Army:

**Source C** says: join the Women's Land Army

**Source D** says: we both joined the Land Army

**ES2 (4)**

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

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

- people in towns had to be very careful not to show lights
- cars drove without lights
- house windows had to be screened with dark material
- wardens had to patrol/spot illegal lights
- bombs were dropped on towns/cities

and **recall** such as:

- P**
- extensive damage was caused
  - many people were killed/injured
  - anti aircraft guns were used against bombers
  - air raid shelters were built
  - underground stations were used as shelters
  - Anderson/Morrison shelters were built
  - morale of civilians was affected
  - many children had to be evacuated/separated from parents
  - injuries were caused by accidents in Blackout
  - fears of gas attacks
  - white lines painted on roadside
  - no street lights.

**ES4 (4)**

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

**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 slavery was opposed using **presented evidence** such as:

- many subject to many rules and regulations/had no freedom
- discipline was harsh
- slave families often broken up/separated
- slaves unable to visit family/friends in other plantations

and **recall** such as:

- slaves could be bought and sold
- slaves worked long hours at hard work
- whipping was common
- runaway slaves were beaten/maimed
- slaves needed permission to get married
- slave marriages had no legal status
- slave owners often named slave children
- female slaves were sometimes sexually abused by owners/overseers
- children born to a slave, fathered by a white owner were still slaves
- pregnant slaves were expected to work until the child was born.

**KU2 (3)**

2. The candidate describes what happened at Fort Sumter using **presented evidence** such as:

- General Beauregard demanded surrender of the fort
- Major Anderson offered to leave (once supplies were exhausted)
- Anderson's offer was rejected

and **recall** such as:

- Confederate troops opened fire
- the fort was bombarded for 34 hours
- the fort was severely damaged
- Anderson was forced to surrender the fort
- the 'battle' was bloodless – no lives lost
- Anderson evacuated his men (by steamer to New York).

**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 assesses the attitude of Mrs Platt in **Source C** using **presented evidence** such as:

- **negative** attitude to Reconstruction/refers to “terrible” days
- **angry** that she could not raise hogs/feed livestock
- **upset** that everything had gone to ruin
- **annoyed** that there were no African Americans to work the farm
- **blames** carpetbaggers for encouraging African American crime.

**ES3 (3)**

4. The candidate assesses the completeness of **Source D** using **presented evidence** such as:

**P**

- Black Codes virtually preserved slavery
- Black Codes imposed restrictions
- homeless African Americans could be fined/sold into service
- African Americans did get new rights

and **recall** such as:

- excellent work of the Freedmen’s Bureau
- other examples of Black Code restrictions
- African Americans could not own farms
- examples of white people treating African Americans as inferior/white people often gave African Americans the worst jobs
- armed gangs stopped African Americans voting
- Ku Klux Klan activities: lynchings; schools burned; murders; beatings
- Jim Crow Laws: bans on inter-marriage, segregation.

**ES4 (4)**

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

**Unit III – Context B: India 1917 – 1947**

**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 Britain wanted to keep control of India using **presented evidence** such as:

- India was Britain's most important colony
- India was a huge market for British goods
- India sent Britain a lot of cheap food

and **recall** such as:

- India provided good jobs in the civil service and army
- examples of Indian foods sent to Britain
- India bought a lot of British cotton
- India provided vital raw materials like cotton
- India provided Britain with many soldiers.

**KU2 (3)**

2. The candidate describes the British control of India using **presented evidence** such as:

- 1500 British administrators ran the Civil Service
- 3000 British officers were in charge of the army
- Indians were given no/little power/say

and **recall** such as:

- Indians regarded as inferior
- British determined and levied taxes
- British lawyers/judges in charge of courts
- controlled education
- British businessmen in positions of power
- British interests in charge of railways
- Indian natural resources exploited
- British used 'divide and rule' tactics
- passed repressive laws – Rowlatt Act
- used violent repression: Amritsar.

**KU1 (3)**

## Section B

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

3. The candidate identifies the attitude of Muhammad Ali Jinnah in **Source C** using **presented evidence** such as:

- **supported partition/opposed** to a united India
- convinced Hindus and Muslims **cannot live together**
- certain keeping India as one country will cause **discontent**
- believes a united India **will be destroyed** by the tension.

**ES3 (3)**

4. The candidate assesses the completeness of **Source D** using **presented evidence** such as:

- millions of people became refugees
- Muslims fled to Pakistan
- Hindus fled to India
- the two parts of Pakistan were separated by Indian territory

**P**

and **recall** such as:

- refugee camps established
- many refugees suffered from bad weather and food shortages
- lots of killings/massacres
- settlement of refugees caused huge problems
- violence claimed life of Gandhi
- special problems in Bengal.

**ES4 (4)**

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

<b>Unit III – Context C: Russia 1914 – 1941</b>
---

### 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 Russians disliked being ruled by the Tsar using **presented evidence** such as:

- he was weak/controlled by his wife
- his wife was German
- the system gave the Tsar too much power
- the army continued to do badly under his leadership

and **recall** such as:

- favoured family members
- dislike of the Tsar's autocracy
- his wife was seen as a German spy
- many Russians disliked Rasputin and his influence
- the Duma was undemocratic and weak
- policy of repression
- discontent among the armed forces
- effects of the First World War on Russian civilians, eg severe shortages
- heavy losses of soldiers.

**KU2 (3)**

2. The candidate describes the Bolshevik takeover using **presented evidence** such as:

- key points in Petrograd were seized
- bridges, railway stations and government offices were taken over by the Bolsheviks
- capture of the Winter Palace

and **recall** such as:

- most Government troops melted away
- weapons taken from government fortress
- capture of banks, printers and power stations
- Kerensky fled Petrograd
- use of the cruiser Aurora
- members of the Provisional Government arrested.

**KU1 (3)**

## Section B

In answering questions in Section B, candidates are required to carry out the appropriate process using 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 assesses the completeness of **Source C** using **presented evidence** such as:

- war weariness – 7 years of war
- worst ever famine
- food shortages in cities/cities had been abandoned
- steel/coal production dropped

**P** and **recall** such as:

- financial dislocation/inflation
- transport system was not working properly
- farm production was down
- crime was common
- disease was widespread
- free speech was not allowed.

**ES4 (4)**

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

4. The candidate identifies the attitude of the authors in **Source D** using **presented evidence** such as:

- is **against** War Communism
- **unhappy** workers **don't control** the factories
- **upset** workers **can't choose** where to work
- **annoyed** workers **can't choose** what work to do
- **angry** at severe **punishment of critics** of War Communism.

**ES3 (3)**

## Unit III – Context D: Germany 1918 – 1939

### 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 the Germans hated the Treaty of Versailles, using **presented evidence** such as:

- left Germany torn and tattered/badly damaged Germany
- Germany wasn't allowed a say in the Treaty
- she had lost German land
- the peace was unacceptable/harsh

and **recall** such as:

- Germany was blamed for starting the war
- felt it humiliated Germany
- called it a 'Diktat': a dictated peace
- armed forces were greatly reduced
- argued it wasn't based on Wilson's Fourteen Points eg. no self-determination
- examples of land lost
- some Germans now lived under foreign rule
- reparations
- loss of all Germany's overseas colonies
- Allies ignored all German protests
- with the Kaiser gone, Germans did not believe they should be punished.

**KU2 (3)**

2. The candidate describes what happened during the Spartacist rising using **presented evidence** such as:

- launched an uprising in Berlin
- tried to overthrow Ebert/Provisional Government
- Ebert used the Freikorps against the Spartacists
- Freikorps violently/brutally crushed the Spartacists

and **recall** such as:

- Spartacists seized public buildings
- Government called for a general strike
- Spartacists built barricades in the streets
- role of Noske (Defence Minister)
- hundreds of Spartacists killed
- Freikorps regained control of other cities
- Spartacist leaders Karl Liebknecht and Rosa Luxemburg were both killed.

**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 the answer this is stated in the question paper.

3. The candidate assesses the completeness of **Source C** using **presented evidence** such as:

- Protestant churches pressured into forming a Reich Church
- hundreds of Confessional Church ministers arrested
- many put in concentration camps
- youth organisation shut down

**P** and **recall** such as:

- intimidated by Nazi/Hitler's threats
- appointed a Nazi as Reich Bishop
- censorship in press and radio
- secret police used against them
- leader of Confessional Church, Martin Neimoller, arrested and imprisoned
- Protestant youth movement taken over by Hitler Youth
- Nazis signed Concordat with Catholic Church
- Catholic Church agreed not to interfere in politics
- Catholic bishops swore oath of loyalty to Hitler
- Catholic church schools shut down
- priests arrested and put in concentration camps
- church property damaged
- ministers and priests attacked
- Jehovah's Witnesses imprisoned for refusing to fight.

**ES4 (4)**

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

4. The candidate identifies the attitude of the Confessional Church in **Source D** towards the Nazi Government using **presented evidence** such as:

- **critical** of the Nazis/anti-Nazi
- **accuses** Nazis of interfering in Church affairs
- **angry** at Nazi ban on church youth organisation
- **alarmed at** reduced Christian influence in media
- **ashamed** about concentration camps.

**ES3 (3)**

[END OF MARKING INSTRUCTIONS]