2008 History

Standard Grade – General

Finalised Marking Instructions

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 **simply** 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.

2008 History – Standard Grade

General Level

Marking Scheme

UNIT I – Context A: 1750s – 1850s

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 the improvements made to rural housing using **presented evidence** such as:

    *   two storey houses built with slate roofs
    *   houses are now built by good builders using mortar
    *   the outside of the houses are finished with lime.

    and from **recalled evidence** such as:

    *   wooden or stone floors
    *   glass in windows
    *   had fireplaces and chimneys
    *   had other amenities such as separate barns for animals.   **KU1 (3)**

2. The candidate assesses the importance of new technology in the British textile industry using **presented evidence** such as:

    *   the Mule could produce a thread that was both soft and strong
    *   by 1790 this machine could spin 300 threads at once
    *   after 1790 many of the Mules were steam driven
    *   a steam driven Mule needed only one operator to control a total of 1,200 spindles at the same time.

    and from **recalled evidence** such as:

    *   factories built to house large machinery
    *   decline of cottage/domestic system
    *   details of Hargreave's Spinning Jenny
    *   details of Arkwright's Water Frame
    *   James Watt's Steam Engine replaced muscle/water power
    *   details of Cartwright's power loom
    *   vast quantities of cheap goods produced
    *   growth of factories employing hundreds of workers.   **KU3 (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 the usefulness of **Source C** using evidence such as:

P
- contemporaneity: a primary source written at/near the time
- authorship: eyewitness account of changes in food supply
- content: detailed information of increased food supply eg ...
- accuracy: matches candidate's knowledge/knowledge of other areas of the country eg ... /an official statistical account, unlikely to be biased
- purpose: to give information about the increased food supply
- limitation: only applies to one area of Scotland/omits eg … **ES1 (3)**

4. The candidate selects evidence from **Source C** that improved diet and food supply caused population growth such as:

- well supplied with water
- well supplied with butcher meat
- food supplies have increased very much.

The candidate selects evidence from **Source D** that other factors caused population growth such as:

- improvements in personal hygiene
- cheap soap which kept people cleaner
- better water supplies: clothes washed
- better housing conditions led to less disease. **ES5 (5)**

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

5.

P

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

For the issue

- details on Agricultural Revolution/Enclosure Movement/scientific farming methods
- revolution in agriculture helped to feed urban population/increased food production helped population growth
- fertility of mothers increased as a result of improved diet
- babies born healthier/decline in infant mortality as a result of improved diet
- railways transported fresh food/milk to towns
- growth of overseas trade meant that more food could be imported if necessary.

Against the issue

- mass immigration from Ireland due to the potato famine
- some advances in medical knowledge, eg Dr. Jenner's smallpox vaccinations
- some diseases declined/disappeared, eg scurvy
- improved standard of midwifery led to fewer mothers and babies who died in childbirth
- earlier marriage with more childbearing years/people were marrying younger and having larger families
- lack of effective contraception
- high tax on alcohol reduced deaths from gin drinking
- cotton clothes became more common.

ES6 (4)

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

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 the improvements made to rural housing using **presented evidence** such as:

   - small windows became common
   - fireplaces had a proper chimney
   - front doors were made
   - the door through to the byre was blocked up/people no longer had to share with animals.

   and from **recalled evidence** such as:

   - running water was introduced
   - indoor sanitation introduced/piped water/flush toilets/septic tanks
   - tiled roofs replaced thatch
   - wooden floors introduced
   - houses were extended to add another storey or kitchen
   - stoves or ranges introduced to kitchens
   - houses better constructed/sandstone/brick walls.   **KU1 (3)**

2. The candidate assesses the importance of new technology in the development of railways using **presented evidence** such as:

   - steel rails replaced iron rails
   - block signalling was introduced
   - travelling became safer and faster
   - the design of locomotives made them more powerful and reliable.

   and from **recalled evidence** such as:

   - development of steam locomotives eg more efficient boilers
   - new fuels eg diesel (first used in 1933)
   - streamlined engines
   - better carriages: heating/sleeping cars/restaurant cars/lavatories
   - Dead Man's Handle
   - continuous braking system
   - construction of railway bridges: Tay, Forth
   - telegraph used in signalling from 1845
   - electric operated signals in early 20th century

   BUT other factors

   - standardised gauge
   - 1844 Railway Act: penny a mile fares
   - Standard time – standardised timescales.   **KU3 (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 the usefulness of **Source C** using evidence such as:

P

- contemporaneity: a primary source written at/near the time
- authorship: first hand knowledge/eyewitness account
- content: details of improved diet/food supply eg …
- accuracy: matches candidate's knowledge/knowledge of other areas of the country eg ... /memories may have changed/been embellished/facts forgotten over time
- purpose: to give information on changes in past 50 years
- limitation: only applies to one person's experience/only relates to Glasgow/1900, later in period/omits eg …   **ES1 (3)**

4. The candidate selects evidence from **Source C** that improved diet and food supply caused population growth, such as:

- food is now more varied
- fresh fruit is available all year round
- milk is much cleaner.

The candidate selects evidence from **Source D** that other factors caused population growth:

- great expansion of linen trade/spinning mills brings workers to area
- extension of harbour attracts workers
- early marriages led to larger families
- Irish immigrants.   **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:

P

For the issue

- clean water
- cheaper food/cheaper imports
- railways transport fresh food/milk to towns
- revolution in agriculture helped to feed urban population/increased food production helped population growth
- detail on Agricultural Revolution/Enclosure Movement/scientific farming methods
- fertility of mothers increased as result of improved diet
- infant mortality dropped/babies born healthier as a result of improved diet.

Against the issue

- improvements in town conditions
- improved medical knowledge eg Lister-antiseptics and Simpson-anaesthetics
- better welfare provisions eg Liberal Welfare Reforms
- lack of effective contraception
- improved standard of living
- improvements in hygiene/soap and public water supplies
- vaccinations
- improvements in clothing
- decline of killer diseases eg cholera. **ES6 (4)**

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

UNIT I – Context C: 1880 – Present Day

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 improvements in housing in the countryside after 1880 using **presented evidence** such as:

- a second storey of two bedrooms was added
- piped water
- a flush toilet with septic tank.

and **recalled evidence** such as:

- solid, stone or brick cottages built
- stone or wood floors
- slate roofs
- proper fireplace/chimney
- electricity
- council houses built in countryside.   **KU1 (3)**

2.   The candidate assesses the importance of new technology in the development of the motor car industry using **presented evidence** such as:

- the car industry could use mass production methods
- it produced a large number of cars cheaply and quickly
- machinery made the parts to the same quality
- output rose.

and **recalled evidence** such as:

- the use of robots
- the use of computer control
- use of assembly line
- huge presses stamping out large sections of car in single process.   **KU3 (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/near the time
- authorship: eyewitness account/a well informed reporter
- content: gives detail about link between food supply/diet and population growth eg …
- accuracy: matches candidate's own knowledge/knowledge of other areas of the country eg …an official statistical account eg … unlikely to be biased
- purpose: to inform people about life changes in Scotland
- limitation: only covers one parish in Perthshire; only considers one reason for growth towards later part of period/omits eg … **ES1 (3)**

4. The candidate selects evidence from **Source C** that improved diet and food supply caused population growth such as:

- people have a more varied diet
- school meals are provided
- increased pre-packing of food
- refrigeration means greater variety of fresh food throughout the year.

The candidate selects evidence from **Source D** that other factors caused population growth such as:

- infant mortality rate fell
- better housing/removal of slums
- higher standards of cleanliness
- medical improvements. **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:

P

For the issue

- clean water supply
- people spent more money on food
- free school milk
- uncontaminated milk available
- improved transportation of food.

Against the issue

- better health care, eg health visitors and child welfare clinics
- vaccination campaigns
- NHS meant free medical treatment
- higher wages/improved living standards
- improvements in working conditions
- better public health, eg drains and sewers
- increased use of soap and disinfectant
- immigration
- creation of welfare state
- more cures for childhood diseases: polio; measles. **ES6 (4)**

**Answers based on either presented evidence only or recalled knowledge only
merit maximum of 2 marks.**

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

1. The candidate assesses the importance of the fear of revolution as a cause of war using **presented evidence** such as:

    - French government wanted to spread the revolution
    - the possible use of force was a worry for countries
    - the British government were scared of a rebellion by the lower classes
    - increasingly hostile relationship between Britain and France.

    and from **recalled evidence** such as:

    - execution of Louis XVI horrified many
    - concern for the monarchy in Britain
    - speed of revolution outside France caused anxiety
    - French control of Austrian Netherlands alarmed many
    - opening of the River Scheldt seen as a threat.   **KU3 (3)**

2. The candidate explains why the Congress of Vienna maintained the peace of Europe using **presented evidence** such as:

    - decisions made were wise
    - France was not unfairly treated
    - France had no reason for revenge/grievances
    - there was a balance of power between nations
    - congresses would solve problems in the future.

    and from **recalled evidence** such as:

    - there was no European war for forty years
    - monarchs across Europe were restored to their thrones
    - barriers against future French aggression were created
    - Prussia takes over Rhine provinces
    - the Netherlands territory was expanded
    - France suffered an army of occupation for 3-5 years
    - Russia, Austria, Prussia and Britain agree to maintain an alliance against France.   **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/near the time
- authorship: eyewitness account/a ship's crew member
- content: details of naval battle methods
- accuracy: matches other evidence on naval warfare eg ...
- purpose: to indicate problems encountered during naval battles
- limitation: refers only to the experiences of one ship/one battle/omits **ES1 (3)**
  eg …

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

P

Sources agree that sails/rigging were damaged in battle:
Source C says: yards, sails and masts were disabled
Source D shows: rigging was broken/sails were ripped.

Sources agree that naval combat was often broadside to broadside:
Source C says: that their ship lay at the side of their enemy
Source D shows: that each ship was facing each other sideways.

Sources agree that during battle a great deal of smoke was created:
Source C says: that they could not see where they were firing due to the
amount of smoke
Source D shows: that there was a large cloud of smoke around the ships.

Sources agree that sailors could fall off ships:
Source C says: that some sailors went into the water
Source D shows: that there are men holding onto masts in the sea. **ES2 (4)**

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

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

P

- ships fought at close range
- rigging was often destroyed
- sailors were the target of enemy fire
- ships were often damaged beyond repair.

and **recalled evidence** such as:

- 'splitting the line' was one of Nelson's tactics
- cannons were often used
- sailors boarding the enemy ship was common
- carronades were introduced as a weapon
- destroying a ship's hull by 'raking' occurred. **ES4 (4)**

Full marks can only be awarded if the candidate refers to the source and uses recall in their 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 presented evidence. In order to obtain full marks for a question, candidates must in addition use recalled evidence in their answer.

1. The candidate assesses the importance of the Alliance System in causing the First World War using **presented evidence** such as:

    • Britain felt threatened by the system of alliances
    • Europe was divided into two separate alliances
    • France's humiliating defeat by the Germans in 1871 led to her desire for revenge.

    and from **recalled evidence** such as:

    • Suspicion between members of the two rival alliances (Triple Alliance/Entente)
    • Austria-Hungary, Germany and Italy formed the Triple Alliance
    • Entente powers only promised to be on good terms/friendly
    • naval race between Britain and Germany
    • arms race between two armed camps
    • colonial rivalry
    • economic rivalry
    • nationalism in the Balkans
    • assassination at Sarajevo
    • alliance obligations caused the war to spread.   **KU3 (3)**

2. The candidate explains why the Treaty of Versailles could be criticised using **presented evidence** such as:

    • the Treaty would eventually prove disastrous
    • economic terms criticised
    • reparations could never work
    • the treaty would cripple Germany
    • a poor Germany would mean a poor Europe.

    and **recalled evidence** such as:

    • German protests about the unfair nature of the Treaty
    • Germany argued that the treaty was a Diktat
    • German territorial losses: Alsace and Lorraine returned to France, Polish Corridor - led to sense of injustice
    • War Guilt Clause, Article 231, gave Germany sole responsibility for causing the First World War
    • German army reduced to 100,000 men – hurt military pride
    • no tanks allowed/no airforce/6 battleships allowed/no submarines, felt vulnerable
    • France argued that the treaty was too lenient on Germany
    • many Americans believed that the Treaty had been too severe on Germany.   **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
- authorship: eyewitness, written by a soldier who fought in the First World War
- content: technical information about the capability of the Vickers machine gun eg …
- accuracy: matches candidate's own knowledge/evidence eg …
- purpose: to inform others about how deadly the machine gun was
- limitation: only one British soldier's experience of a machine gun/ omits eg…   **ES1 (3)**

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

Sources agree that the machine gun was mounted on a tripod:
Source C says: the gun was fixed on the tripod
Source D shows: the Vickers machine gun on the tripod.

Sources agree that the rate of fire was 600 bullets per minute:
Source C says: in good condition the rate of fire was 600 bullets per minute
Source D shows: 600 bullets per minute.

Sources agree about the weight of the gun:
Source C says: "weighed 28lbs without water"
Source D shows: "weighed about 28lbs without water".

Sources agree that the machine gun required water:
Source C says: the gun itself weighed 28 lbs without water
Source D shows: that water was used to keep the gun cool.

Sources agree that the use of front and rear sights helped accuracy:
Source C says: the use of front and rear sights increase the accuracy
Source D shows: that the use of front and rear sights increased accuracy.   **ES2 (4)**

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

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

P

- Vickers gun proved to be a successful weapon/highly efficient
- Vickers machine gun could fire 600 bullets per minute
- accurate weapon
- machine guns killed thousands of men.

and **recalled evidence** such as:

- types and effects of poison gas: phosgene, chlorine, mustard
- flame throwers were used to clear out enemy trenches/cross "No-man's land"
- tanks were used to break through enemy trenches/cross muddy terrain
- aircraft were used for reconnaissance/combat/bombing
- shrapnel shells were used to attack enemy trenches
- railway mounted artillery was introduced to ease transportation
- trench mortars were used to attack enemy trenches
- howitzers were used to bombard trenches
- grenades were used to attack/clear out enemy trenches
- lorries were used to ease transportation.   **ES4 (4)**

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

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

1. The candidate assesses the importance of Hitler's attack on Poland as a cause of the Second World War by using **presented evidence** such as:

- Britain and France could no longer give in to Germany
- Britain and France gave Poland their full support/ready to go to war if attacked by Germany
- Hitler thought he could get away with force as Britain and France wanted to avoid a war
- France and Britain issued an ultimatum to Germany.

and **recalled evidence** such as:

- appeasement was not working
- details of Nazi Soviet pact
- Hitler breaking terms of the Treaty of Versailles eg…
- German rearmament
- conscription introduced in Germany
- occupation of Rhineland
- takeover of Czechoslovakia
- alliance building in Europe. **KU3 (3)**

2. The candidate explains why the building of the Berlin Wall caused a crisis, by using **presented evidence** such as:

- it divided Berlin into two
- any Berliner who tried to cross the wall got shot, which angered the Americans
- President Kennedy tried to get the wall pulled down, but he failed
- raised tension.

and **recalled evidence** such as:

- built on existing suspicion eg … (refer to previous tension)
- many felt the event might spark a nuclear war
- Kennedy wanted to exercise his authority (as a new leader)
- Kennedy was determined to achieve success following the disastrous "Bay of Pigs"
- Kennedy wished to show his support for Berliners and the principles of Western democracy
- many East Germans continued to escape which embarrassed the Soviet Union
- the West believed the Soviet Union used the wall to oppress people against capitalism
- showed the lengths the Soviet Union would go to prevent people escaping. **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.

P

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

- contemporaneity: primary source written at the time
- authorship: eyewitness/survivor who experienced the event
- content: details about the effect of the A bomb on Japan eg …
- accuracy: matches candidates own knowledge/other evidence eg ...
- purpose: to inform others about what was happening in Hiroshima
- limitation: only one person's viewpoint: only one area/omits eg …   **ES1 (3)**

P

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

Sources agree that many people were killed:
Source C says: many were killed instantly
Source D says: 78,150 were killed.

Sources agree that there was a huge blast:
Source C says: a wave of wind swept away everything in its path
Source D says: a blast of 500 miles per hour.

Sources agree that many people were injured:
Source C says: others lying on the ground screaming in agony
Source D says: 9,428 were seriously injured.

Sources agree that housing was destroyed:
Source C says: housing was completely destroyed
Source D says: 176,487 were homeless.

Only Source C mentions a glaring pinkish light.
Only Source C mentions a huge tremor that followed.
Only Source D mentions many people were missing.
Only Source D mentions sickness after-effects.   **ES2 (4)**

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

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

P

- huge tremor
- many were killed
- blast swept everything away
- injured/burned/thousands
- housing completely destroyed/thousands made homeless
- factories destroyed
- sickness after effects
- many people were missing.

and **recalled evidence** such as:

- use of radar which acted as early warning system
- bouncing bomb which destroyed dams
- anti-aircraft guns which shot down enemy planes
- searchlight batteries which detected enemy planes
- V1/V2 Rocket which could reach London and long-range targets
- use of aircraft revolutionised naval warfare.   **ES4 (4)**

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

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 the problems affecting Native Americans as a result of westward expansion using **presented evidence** such as:

   • hunters wiped out the buffalo
   • traditional Native American way of life was almost destroyed
   • Native Americans were treated badly on reservations.

   and from **recalled evidence** such as:

   • loss of homeland
   • decrease of Native American population
   • increasing economic dependence on whites
   • loss of traditional skills
   • gold mined in Sioux-Dakota territory
   • cheated by whisky salesmen
   • settlers spread disease, eg smallpox, which killed many
   • importance/uses of buffalo: food; shelter; clothing
   • white disregard for sacred land.   **KU2 (3)**

2.   The candidate describes the treatment received by the Mormons using **presented evidence** such as:

   • Mormons were mocked/ridiculed
   • organised gangs burned their houses
   • they were forced from their homes
   • such mistreatment was ignored by the government.

   and from **recalled evidence** such as:

   • non-Mormons did not accept Mormons as part of their community
   • Mormons were distrusted and criticised for their beliefs
   • propaganda in the form of posters and cartoons was used to ridicule Mormons
   • Mormons were accused of losing non-Mormons money (after the Mormon Bank failed)
   • Mormons were forced to flee from Ohio
   • Mormons beaten up/whipped
   • The State Governor of Missouri declared Mormons should be treated as enemies
   • Mormon leaders were sent to jail in Missouri
   • Mormons were driven out of Missouri and Illinois
   • Joseph Smith, the Mormon leader, was killed by a mob
   • Mobs looted Mormon homes and workshops
   • The US government refused to let Mormons have their state   **KU2 (3)**

Section B

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

3.   The candidate evaluates the attitude of the Southerners towards the election of Lincoln using **presented evidence** such as:

- Southerners were **unhappy** that Lincoln had been elected (**holistic**)
- **few** Southerners **supported/wanted to vote** for Lincoln
- Southerners felt they **could tolerate no more** after the election of Lincoln: final straw
- Southerners were **worried**/felt **threatened** Lincoln would end slavery
- Southern honour was **offended** by Lincoln becoming President.   **ES3 (3)**

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

P

Sources agree that Lincoln was the Presidential candidate for the Republican Party:
Source C says: in the 1860 election, Abraham Lincoln was the Republican Party candidate
Source D says: in 1860 the Republican Party leaders asked Lincoln to run for President.

Sources agree that the North Supported Lincoln:
Source C says: Lincoln won every Northern State
Source D says: most people in the North voted for Lincoln.

Sources agree that the South did not support Lincoln:
Source C says: only a handful of Southerners voted for Lincoln
Source D says: he had little support in the South.

Sources agree that the South believed slavery would come to an end with the election of Lincoln:
Source C says: Southerners believed slavery would become extinct
Source D says: plantation owners in the South were terrified that slavery would die out.

Sources agree that Lincoln's election would threaten their way of life:
Source C says: (He) seemed a threat
Source D says: (He wanted to) make them poor.

Sources disagree about Lincoln's intention towards slavery:
Source C says: (He would) lead slavery's extinction
Source D says: (He) did not insist on ending slavery.   **ES2 (4)**

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

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 benefited from ruling India, by using **presented evidence** such as:

   - India paid for the British Army which was used in other parts of the world
   - the army provided many important jobs for British people
   - Britain traded a lot with India/India bought Lancashire cloth.

   and **recalled evidence** such as:

   - Britain benefited by fixing high taxes to suit themselves
   - India was Britain's largest single market
   - Indian goods sold to British people at a cheap rate – tea, jute, cotton, rice, wheat etc
   - British employers in India benefited from low wages paid to Indian workers eg tea plantations
   - use of Indian army in both World Wars
   - many British products were sent/sold in India – heavy engineering products, cotton etc. **KU2 (3)**

2. The candidate describes the way in which the Untouchables were treated using **presented evidence** such as:

   - Untouchables are outside their caste system
   - Untouchables had to do jobs no one else would do eg toilet cleaning
   - Untouchables have separate entrances to buildings
   - not allowed to drink from the same well as others.

   and from **recalled evidence** such as:

   - bear the mark of their caste
   - cannot move from their caste
   - forced to live apart from others
   - not allowed into the same temples
   - no inter-marriages allowed
   - had to live in slums. **KU1 (3)**

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

3. The candidate evaluates the attitude to Ghandi using **presented evidence** such as:

   • **holistic** view is that he was **liked/admired**
   • thinks that Ghandi is a **special** man: **different** from anybody else
   • believes that Ghandi is a **man of principle: patriot/great leader**
   • **recognises** that Ghandi has done much to **prevent violence**
   • thinks that Ghandi has the **respect** of his opponents.   **ES3 (3)**

4. The candidate assesses points of agreement between **Sources C** and **D** about the appeal of Ghandi using **presented evidence** such as:

P

Sources agree that Ghandi could relate to different groups in India:
Source C says: even those who hold different views from you look up to you
                as a man of saintly ideals
Source D says: Ghandi attracted people of different kinds.

Sources agree that Ghandi was admired by the population:
Source C says: in the eyes of millions of your countrymen, you are a great
                patriot and a great leader
Source D says: Ghandi got on so well with the Indian masses.

Sources agree that Ghandi was special:
Source C says: you are different from any other person I have tried
Source D says: I have come across no-one like him in my life.   **ES2 (4)**

Only source C mentions Ghandi was against violence.

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 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 Provisional Government faced difficulties in 1917 using **presented evidence** such as:

   - shortage of food because the railways could not bring enough to the cities
   - many Russian soldiers had decided to desert
   - factory workers went on strikes.

   and **recalled evidence** such as:

   - the needs of the Army at war took away many of the farm workers and livestock which also caused food shortages
   - there were shortages of fuel for industrial and domestic needs
   - the increase in the cost of living caused industrial trouble
   - the distribution of goods was poor and caused many street queues
   - the poor quality of Russian roads caused difficulties
   - some factories closed which led to unemployment
   - factory workers feared that the employers might cut their wages
   - the government was distracted by the decision to continue the War
   - prices were soaring ever higher because the government simply printed money
   - the government were slow at collecting taxes and could not meet its expenses
   - growing demand for Russia to get out of the war
   - political threat from the Bolsheviks.   **KU2 (3)**

2. The candidate describes the ways in which Stalin treated the Kulaks using **presented evidence** such as:

   - he introduced the policy of collectivisation, which meant that their farms should become collective farms
   - Stalin's soldiers shot peasants who resisted collectivisation
   - Stalin encouraged poor peasants to denounce these wealthier peasants as Kulaks
   - any Kulak could be sent to prison.

   and from **recalled evidence** such as:

   - the Kulaks lost all they had worked for in their lives
   - 1.5 million were transported to Siberia
   - many died from cold/hunger/disease/forced labour.   **KU1 (3)**

Section B

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

3.   The candidate evaluates the attitude of Sukhanov using evidence such as:

- he is **supportive** of Lenin's actions inside Russia (**holistic**)
- he thinks that Lenin was a **very important** person in communist history: created Communist Party
- he **praises** Lenin's important decisions: saved with bold actions
- he **credits** Lenin with introduction of N.E.P
- he thinks that Lenin was **responsible** for making Russian Communism a world force
- he thinks that Lenin was **not a vain** person: never boasted
- he **thinks** his achievements were **great**
- he was **sad** when Lenin died.   **ES3 (3)**

P

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

Sources agree that he created the Communist Party:
Source C says: he created the Communist Party
Source D says: the Communist Party that he created.

Sources agree that Lenin brought in the New Economic Policy:
Source C says: introducing the New Economic Policy in 1921
Source D says: the man who brought in the New Economic Policy.

Sources agree that Lenin had a world role for Communism:
Source C says: Lenin made Communism a world force
Source D says: he had made Communism a world force.

Sources agree about the reaction to his death/that he was much loved:
Source C says: thousands mourned his death
Source D says: thousands of sad Russians queued for hours in the biting cold of Moscow.

Only **Source C** mentions: he took bold action to keep Communists in power.
Only **Source C** credits: him with signing an unpopular peace treaty.
Only **Source C** says: he was modest about his achievements.   **ES2 (4)**

One mark for a simple comparison. Two 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 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 hyperinflation caused hardship in Germany using **presented evidence** such as:

   • prices rose but pensions stayed the same
   • people's savings in the bank lost their value
   • workers had to spend their wages immediately before prices went up.

   and **recalled evidence** such as:

   • people were starving because they couldn't afford the high price of food
   • money became worthless causing great suffering
   • working class suffered a fall in their standard of living
   • people sold items of value to buy necessities
   • those on fixed benefits suffered badly eg unemployed
   • many people were reduced to poverty due to soaring prices
   • people couldn't afford clothes and fuel due to high prices
   • workers struggled as wages didn't keep up with prices
   • cleanliness suffered as people couldn't afford soap etc
   • to survive people had to barter/exchange items
   • health problems increased as a result of shortages caused by hyperinflation.   **KU2 (3)**

2.   The candidate describes the way Hitler treated the Jews before 1939 using **presented evidence** such as:

   • restrictions imposed on Jews
   • sacked Jews from the Civil Service and legal profession
   • Jewish doctors couldn't work for the state.

   and from **recalled evidence** such as:

   • boycott of Jewish shops
   • Nuremberg Laws banned marriages between Jews and non-Jews
   • Jews lost German citizenship/no vote
   • Jewish children humiliated at school
   • Law Against Overcrowding of German Schools restricted the number of Jewish students in any one school/university to 5% of the total
   • Jews forbidden to join army
   • all Jews had to take on a new first name – Israel and Sarah
   • attacks on Jewish properties
   • removal of human and civil rights
   • anti-Jewish propaganda
   • violence was used against Jews
   • sent to concentration camps
   • Kristallnacht.   **KU1 (3)**

Section B

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

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

  - **very impressed** by Hitler's speech (**holistic**)
  - **spellbound/hypnotised** by Hitler
  - felt very **emotional**
  - **inspired** to take action against Germany's enemies. **ES3 (3)**

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

P

Sources agree about how the crowd reacted when Hitler arrived:
Source C says: when Hitler arrived onto the platform there was not a sound to be heard
Source D says: when Hitler moved onto the stage, 100,000 people became silent.

Sources agree that at the start of his speech Hitler spoke very quietly:
Source C says: then he began to speak, quietly at first
Source D says: Hitler started his speech very quietly.

Sources agree his voice rose to a scream:
Source C says: his voice had risen to a hoarse shriek
Source D says: by the end he was yelling at the crowd.

Sources agree that Hitler had the audience spellbound:
Source C says: he was holding the masses, and me ... under a hypnotic spell
Source D says: the crowd were hypnotised by Hitler.

Sources agree that Hitler criticised the Treaty of Versailles in his speeches:
Source C says: spoke of the disgrace of Versailles
Source D says: spoke of how awful the Treaty of Versailles was.

Only **Source C** says: his speeches inspired patriotism in the audience. **ES2 (4)**

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

[END OF MARKING INSTRUCTIONS]