Commentary on candidate A

The evidence for this candidate has achieved the following marks for each question of this question paper.

Scottish Context; Part E – The Era of the Great War, 1900-1928

Question 17: To what extent was the machine gun the most effective weapon on the Western Front during the Great War? (9 marks)

♦ The first sentence is credited **knowledge used to support the factor (MI 1)** for the importance of the machine gun up to *'…100 bullets a minute'.* **Process** is evident at the beginning of the sentence.

♦ The second sentence provides **balance** for introducing another factor up to *'…on the western front, the tank.'* **Process** is evident at the beginning of the sentence.

♦ The next sentence credited **knowledge used to support the factor (MI 5)** for the tank crushing barbed wire up to *'…for advancing troops'.*

♦ The next two sentences provide **balance** introducing another factor and credited **knowledge used in support of the factor (MI 12)** for the effectiveness of aircraft *'…and spy on them.'* **Process** is evident in the first sentence.

♦ A **developed point of knowledge used to support the factor (MI 12)** is credited for the next part of the sentence up to *'…and shoot at the enemy.'*

♦ The next sentence introduces another factor then credited **knowledge used to support the factor point (MI 8)** for poison gas blinding and burning up to *'…also leave permanent injuries.'* **Process** is evident at the beginning of the sentence.

Knowledge	= 5/5 marks including 1 developed point
Structure	= 0/1 marks for lack of introduction
	= 1/1 mark for organising into different factors.
	= 0/1 marks for judgement
	= 0/0 marks for a reason supporting the judgement
Total	**= 6/9 marks**

Question 18: How fully does source A describe the restrictions introduced under the Defence of the realm Act? (6 marks)

♦ **A judgement** is made in the first part of the answer *'Source A does not fully describe'* and credit given for **identifying a point from the source in support of the judgement** for no one speaking about the army or navy up to *'…in public places'*

♦ The same sentence is also credited for **identifying a point from the source in support of the judgement** for spreading rumours up to *'…about military matters'*. In the same sentence credit was given for **identifying a point from the source in support of the judgement** for trespassing up to *'…railway lines or bridges.'*

♦ The next sentence credited for **identifying a point of significant omission (MI 11)** up to *'…be used for spying'* and credit for **identifying a point of significant omission (MI 6)** for using binoculars up to *'…signal to the enemy'.*

♦ No credit for the last sentence as it is considered too vague.

Source	= 3/3 marks
Omissions	= 2/4 marks
Total	**= 5/6 marks**

Question 19: Evaluate the usefulness of source B as evidence of women's work during the Great War. (5 marks)

♦ No credit given for the evaluative comment relating to timing as it really only states that it was a primary source

♦ No credit given for the evaluative comment relating to the author as it states that DLG's job was to win the war rather than the knowledge he would have as PM.

♦ No marks given for the evaluative comment relating to the type of source as it just mentions that the newspaper was read.

Provenance	= 0/4 marks
Content	= 0/2 marks
Omissions	= 0/2 marks
Total	**= 0/5 marks**

Question 20: Explain the reasons why the Suffragettes harmed the cause of votes for women. (6 marks)

♦ An **accurate relevant reason (MI 2)** credited for damage they cause up to *'…caused damage to property'* with **process** clear at the beginning of the sentence then the sentence goes on to give another **accurate relevant reason (MI 6)** credited for this causing negative attitudes to the cause of votes for women up to *'…sensible enough to vote'* with **process** at the beginning of the point.

Relevant reasons	= 2/6 marks
Total	**= 2/6 marks**

Section total = 13 marks out of 26

British Context; Part C – The Atlantic Slave trade, 1770-1807

Question 31: To what extent did tribal conflict encouraged by the slave owners cause the most harm to African societies? (9 marks)

♦ The first sentence uses **process** at the beginning of the sentence.

♦ The next sentence credited **knowledge used in support of the factor (MI 1)** for trading captured slaves up to *'…for guns and metal.'* **Process** from previous sentence credited for this.

♦ The second sentence provides **balance** for introducing another factor then is credited **knowledge used in support of the factor (MI 5)** for destroying villages and capturing Africans up to *'…captured many Africans.'* **Process** is clear at the beginning of the sentence.

♦ A **developed point of knowledge used in support of the factor (MI 5)** is credited for developing this point in the last sentence about capturing young Africans up to *'…population… decrease.'*

Knowledge	= 3/5 marks including 1 developed point.
Structure	= 0/1 marks for introduction
	= 1/1 mark for organising into different factors
	= 0/1 mark for judgement
	= 0/0 marks for a reason supporting the judgement
Total	**= 4/9 marks**

Question 32: How fully does Source A explain the impact that trade with the Caribbean had on the British economy? (6 marks)

♦ A **judgement** is made in the first part of the answer *'Source A fully explains the impact…'* and credit given for **identifying a point from the source in support of the judgement** for importing sugar and tobacco up to *'…powerful trading centres.'*

♦ The next sentence is credited for **identifying another point from the source in support of the judgement** given for the last sentence for the wealth of colonial families up to *'…where they traded.'*

Source	= 2/3 marks
Omissions	= 0/4 marks
Total	**= 2/6 marks**

Question 33: Describe the methods used to discipline slaves on a plantation. (4 marks)

♦ Credit given for the first sentence an **accurate relevant point (MI 1)** for whipping slaves up to *'…scare other slaves.'*

♦ Next sentence gets credit for another **accurate relevant point (MI 8)** for mutilations up to *'…tried to run away.'*

♦ Last sentence also credited as another **accurate relevant point (MI 7)** for executions up to *'…make them work harder.'*

Accurate relevant points	= 3/4 marks
Total	**= 3/4 marks**

Question 34: Compare the views of Sources B and C about the methods used by the abolitionists. (4 marks)

♦ A **simple comparison** is credited for the comparison in the first sentence up to *'…showing how slaves were treated.'*

♦ A **developed comparison** is credited for the point of developed comparison about Clarkson's methods up to *'…to gain support for the cause.'*

♦ Another **simple comparison** is credited for the second point of comparison up to '…*sharing their experience to the public.'*

♦ A **developed comparison** is credited for developing this point of comparison with the sources agreeing that slaves shared their experiences with the public. The development highlights this up to *'…the views of the public.'*

Simple comparison   = 2/3 marks
Developed comparison   = 2/3 marks
Total   **= 4/4 marks**

Question 35: Explain the reasons why it took so long to abolish the slave trade in Britain.(6 marks)

♦ **Process** is in the first part of sentence one with *'it took so long to abolish the slave trade because…'*. It goes on to gain credit for an **accurate relevant reason (MI 2)** explaining how it created jobs up to *'…of the cities as well.'*

♦ **Another accurate relevant reason (MI 7)** is credited for the next sentence about wealth creation up to *'… money for the slave trade…'* and **process** comes at the end of the sentence.

Accurate relevant reasons   = 2/6 marks
Total   **= 2/6 marks**

Section total = 15 marks out of 29

European and World Context; Part G – Free at Last? Civil Rights in the USA, 1918-1968

Question 76: Describe the difficulties faced by immigrants to the USA in the 1920s. (4 marks)

♦ An **accurate relevant point (MI 5)** credited for the language barrier up to *'…or get a home.'*

♦ Another **accurate relevant point (MI 2)** credited for poverty making life difficult up to *'…not afford a home or food.'*

♦ Another **accurate relevant point (MI 7)** credited for racism up to *'…or religion coming to America.'*

    Accurate relevant points   = 3/4 marks
    Total   = 3/4 marks

Question 77: Evaluate the usefulness of source A as evidence of the ways in which the Jim Crow laws segregated black and white Americans. (6 marks)

♦ Credit given for the **evaluative comment relating to the author** for a historian researching up to *'…and researched the topic.'* **Process** clear at the beginning of the sentence.

    Provenance   = 1/4 marks
    Content   = 0/2 marks
    Omissions   = 0/2 marks
    Total   = 1/5 marks

Question 78: Explain the reasons why sit-ins were an important step forward in the campaign for civil rights. (6 marks)

♦ An **accurate relevant reason (MI 4)** credited for the publicity generated up to *'…white only counter in a restaurant.'* **Process** is clear at the beginning of the sentence.

    Accurate relevant reasons   = 1/6 marks
    Total   = 1/6 marks

Question 79: How fully does Source B describe the civil rights protest in Birmingham in 1963? (6 marks)

♦ A **judgement** is made at the beginning of the sentence with *'Source B does not fully describe…'* Credit is given for **identifying a point from the source in support of the judgement** for the march in Birmingham up to *'…30,000 demonstrators'* and **identifying a point from the source in support of the judgement** is credited for Bull Connor up to *'…water cannons.'*

♦ The last sentence is credited as **identifying a point of significant omission in support of the judgement (MI 5)** for the use of dogs and batons up to *'…batons on demonstrators.'*

    Source   = 2/3 marks
    Omissions   = 1/4 marks
    Total   = 3/6 marks

Question 80: Compare the views of Sources C and D about the beliefs of Malcolm X. (4 marks)

♦ A **simple comparison** is credited for first point of comparison up to '…*didn't hate white Americans.*'
♦ A **developed comparison** credited for the developed point of comparison following on from this up to '…*Malcolm didn't hate white Americans.*'
♦ A **simple comparison** is credited for second point of comparison up to '…*view on black Americans.*'
♦ A **developed comparison** is credited for the developing this point of comparison up to '…*Malcolm didn't hate white Americans.*'

Simple comparison   = 2/3 marks
Developed comparison   = 2/3 marks
Total   **= 4/4 marks**

Section total = 12 marks out of 25

Total for paper = 40 out of 80