



National  
Qualifications

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**X837/75/11**

**History**

## **Marking Instructions**

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Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.



## General marking principles for National 5 History

*Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.*

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (d)
  - (i) For credit to be given, points must relate to the question asked. Where candidates give points of knowledge without specifying the context, these should be rewarded unless it is clear that they do not refer to the context of the question.  
For example, *Some soldiers on the Western Front suffered from trench foot as they were unable to keep their feet dry.* (1 mark for knowledge, even though this does not specify that it relates to the Scottish soldiers)
  - (ii) There are six types of question used in this question paper. Each assesses a particular skill, namely
    - A. Describe . . .
    - B. Explain the reasons why . . .
    - C. To what extent or How important or How successful. . .
    - D. Evaluate the usefulness of Source X as evidence of . . .
    - E. Compare the views of Sources X and Y. . .
    - F. How fully does Source X describe/explain. . .
  - (iii) For each of the question types (in ii above), the following provides an overview of marking principles and an example of their application for each question type.

### A Questions that ask candidates to *Describe* . . . (4 marks)

Candidates must make a number of relevant, factual points. The points do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.

#### Up to the total mark allocation of 4 marks for this question

- 1 mark should be given for each accurate relevant point
- a second mark should be given for any reason that is developed, as in the following example

**Question:** Describe the Liberal Welfare Reforms introduced between 1906 and 1914.

*The Liberals brought in a number of welfare reforms that were aimed at helping the poorest people in society. (1 mark for knowledge) They were particularly trying to help children and the elderly. (a second mark for development)*

**B Questions that ask candidates to *Explain the reasons why . . .* (6 marks)**

Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons. Candidates may provide a number of straightforward reasons or a smaller number of developed reasons, or a combination of these.

**Up to the total mark allocation of 6 marks for this question**

- 1 mark should be given for each accurate relevant point
- a second mark should be given for any reason that is developed, as in the following example

**Question:** Explain the reasons why the Liberals introduced their social welfare reforms between 1906 and 1914.

*The Liberals introduced a variety of reforms in order to help the poorest in society as it had been shown that this group was suffering particular hardships. (1 mark for a reason) Booth had identified that over 35% of Londoners were living in poverty. (a second mark for developing a reason)*

**C Questions that ask *To what extent . . .* or *How important . . .* or *How successful . . .* (9 marks)**

Candidates must make a judgement about the extent to which different factors contributed to an event or development, or to its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.

Give 1 mark for each relevant, factual, key points of knowledge used to support factors: up to a maximum of 5 marks. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.

Up to 4 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows

- 1 mark for an introduction. (which places the question in its historical context or outlines relevant factors)
- 1 mark for the answer being presented in a structured way. (with knowledge being organised in support of different factors)
- 1 mark for a conclusion with a valid judgement. (or overall summary)
- 1 mark for a reason in support of the judgement. (a summary cannot be supported)

**Question:** To what extent was genuine concern for the poor the main reason why the Liberals introduced their welfare reforms between 1906 and 1914?

The Liberals introduced their welfare reforms between 1906 and 1914 for many reasons. One of these was genuine concern for the poorest in society but concerns about both national efficiency and the rise of the Labour Party were also clear motives. (1 mark for an introduction – factors)

Some historians think the Liberals passed their welfare reforms to help the poorest people. The National Insurance Acts helped keep workers out of poverty. (1 mark for knowledge) The introduction of old age pensions meant that families didn't have the burden of supporting the elderly. (1 mark for knowledge)

*However, other historians think they were more concerned with fighting off the Labour Party. (1 mark for balance) Cutting the working day for miners was simply a way of buying their support. (1 mark for knowledge) The National Insurance Acts were targeted at working men who might be likely to support the Labour Party if they felt the Liberals didn't listen. (1 mark for knowledge)*

*Others believe it was about national efficiency. Churchill and Lloyd George argued that Britain needed its people to be fitter to be able to compete. (1 mark for knowledge) They were shocked by the state of the men who volunteered during the Boer War and wanted to solve this problem. (1 mark for knowledge)*

*Overall, the Liberals were more concerned about helping the poor. (1 mark for a judgement) Most of their reforms were directed at helping the poor and it is clear from their speeches that this was what motivated them most. (1 mark for supporting a judgement)*

**D Questions that ask candidates to *Evaluate the usefulness of a given source as evidence of . . .* (5 marks)**

Candidates must evaluate the extent to which a source is useful by making separate evaluative comments on aspects such as the author, type of source, purpose, timing, content and omission.

**Up to the total mark allocation of 5 marks for this question**

- a **maximum of 4 marks** can be given for evaluative comments relating to author, type of source, purpose and timing
- a **maximum of 2 marks** may be given for evaluative comments relating to the content of the source
- a **maximum of 2 marks** may be given for evaluative comments relating to points of significant omission

**Example response (*Evaluate the usefulness of Source A as evidence of the effectiveness of Liberal Welfare Reforms*)**

*Source A is useful as it was written in 1910 which was at the time when the Liberals were introducing their main reforms. (1 mark for timing) It was written by the Prime Minister so it may be less useful as he has a personal interest in making the reforms sound successful. (1 mark for authorship) It says ‘these reforms will make the lives of the poor infinitely better’ which shows evidence of bias and makes it less useful. (1 mark for content) On the other hand it also says that the National Insurance Act would benefit working men by giving them unemployment benefits which is accurate so makes the source more useful. (1 mark for content) But it is less useful as it fails to mention that women would not really be covered by this Act. (1 mark for omission)*

**E Questions that ask candidates to *Compare the views of two given sources about . . .* (4 marks)**

Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis.

**Up to the total mark allocation of 4 marks for this question**

- A simple comparison will indicate what points they agree or disagree about and should be given **1 mark**. A developed comparison will be supported by specific references to each source and should be given **2 marks**.

**Example response (*Compare the views of Sources A and B about the effectiveness of King Charles I as a ruler*)**

*Sources A and B agree that King Charles I was an ineffective ruler. (1 mark for a simple comparison)*

*Source A agrees with Source B where it says ‘the king failed to maintain control of parliament’ and Source B says ‘King Charles provoked his own people to rebel’. (a second mark for developing a comparison)*

*The sources disagree about how far Charles I created his own problems. (1 mark for a simple comparison)*

The sources disagree about how much Charles I's problems were his own making, where Source A thinks Charles was a disaster as king, while Source B feels he was generally not bad but made some important mistakes. (2 marks for a developed comparison)

**F Questions that ask *How fully does a given source explain/describe . . .* (6 marks)**

Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.

**Up to the total mark allocation of 6 marks for this question**

- candidates should be given **up to 3 marks** for their identification of points from the source that support their judgement
- candidates should be given **up to 4 marks** for their identification of points of significant omission, based on their own knowledge, that support their judgement
- a **maximum of 2 marks** may be given for answers in which no judgement has been made or which refer only to the source

**Example response (*How fully does Source B explain the reasons why the Liberals introduced their reforms*)**

*Source B explains the reasons why the Liberals introduced their reforms fairly well (evidence of judgement) as it mentions their growing fear of the Labour party. (1 mark, point from source). It mentions specifically the Welsh MPs such as Lloyd George who might lose their seats. (1 mark, point from source) It also deals with the raising of working class expectations which the new Labour Party might bring. (1 mark, point from source) However, it fails to mention (evidence of judgement) their genuine concern for the masses which motivated many MPs.*

*(1 mark, significant omission) The poor state of health among volunteers for the Boer War had shocked many of them into demanding changes. (1 mark, significant omission) Others, such as Churchill, felt that poverty was holding back Britain's competitiveness as a nation and must be changed. (1 mark, significant omission)*

**Example response (*How fully does source A describe how the Liberal reforms 1906-14 led to improvements in the lives of the young and the old?*):**

*Source A describes how the Liberal reforms led to improvements in the lives of the young and old to a certain extent (evidence of a judgment) as it mentions that the Old Age Pension Act helped to keep the old out of poverty (1 mark, point from the source). It also mentions that children in schools were given free school meals to help them focus on schoolwork. (1 mark, point from the source). However, the source doesn't mention (evidence of judgment) that medical inspections in schools were also introduced to improve the lives of the young (1 mark, significant omission). The source also doesn't mention that the Children's Charter helped keep children out of the workhouses (1 mark, significant omission).*

## Marking instructions for each question

### Section 1 – Scottish Contexts

#### PART A – The Wars of Independence, 1286-1328

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question									
1.		<p><i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i></p> <p>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p><b>Up to 5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> given for each point. <b>If only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. <b>A further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> <li><b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> </ul>	9	<table border="1"> <thead> <tr> <th>Possible factors</th> <th>Key points of knowledge to support this factor may include</th> </tr> </thead> <tbody> <tr> <td>The death of Alexander III</td> <td> <ol style="list-style-type: none"> <li>Alexander's death was sudden and unexpected, which meant the Scots were not prepared</li> <li>Alexander's children had already died</li> <li>Yolande was not pregnant, so there was no new heir</li> </ol> </td> </tr> <tr> <td>Margaret Maid of Norway</td> <td> <ol style="list-style-type: none"> <li>Alexander's only surviving heir was his very young granddaughter (Margaret, Maid of Norway)</li> <li>as a female Margaret Maid of Norway may not have been accepted as ruler</li> <li>Margaret died on her way to Scotland (in 1290)</li> </ol> </td> </tr> <tr> <td>The Competitors</td> <td> <ol style="list-style-type: none"> <li>there was great rivalry between the competitors</li> <li>danger of a civil war</li> <li>Edward I had to be asked to intervene</li> </ol> </td> </tr> </tbody> </table>	Possible factors	Key points of knowledge to support this factor may include	The death of Alexander III	<ol style="list-style-type: none"> <li>Alexander's death was sudden and unexpected, which meant the Scots were not prepared</li> <li>Alexander's children had already died</li> <li>Yolande was not pregnant, so there was no new heir</li> </ol>	Margaret Maid of Norway	<ol style="list-style-type: none"> <li>Alexander's only surviving heir was his very young granddaughter (Margaret, Maid of Norway)</li> <li>as a female Margaret Maid of Norway may not have been accepted as ruler</li> <li>Margaret died on her way to Scotland (in 1290)</li> </ol>	The Competitors	<ol style="list-style-type: none"> <li>there was great rivalry between the competitors</li> <li>danger of a civil war</li> <li>Edward I had to be asked to intervene</li> </ol>	
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			<ul style="list-style-type: none"> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>		<table border="1"> <thead> <tr> <th>Possible factors</th> <th>Key points of knowledge to support this factor may include</th> </tr> </thead> <tbody> <tr> <td></td> <td>           10. it took two years to decide who had the best claim to the throne (the Great Cause)            11. when Balliol was chosen, some of the other noble families were angry (for example, the Bruces).         </td> </tr> <tr> <td>Other factors</td> <td>12. any other valid point.</td> </tr> </tbody> </table>	Possible factors	Key points of knowledge to support this factor may include		10. it took two years to decide who had the best claim to the throne (the Great Cause) 11. when Balliol was chosen, some of the other noble families were angry (for example, the Bruces).	Other factors	12. any other valid point.
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2.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p>Possible points of comparison may include</p> <p>Overall – <b>the sources agree about the Franco-Scottish Treaty.</b></p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>In 1294, King John Balliol was asked to send a Scottish army to France to fight for Edward I.</td> <td>When Edward I was preparing for war with France in 1294, he asked his lords, including King John Balliol, to send soldiers to help him.</td> </tr> <tr> <td>The Scots were opposed to this idea because they had trading links with France, so they refused Edward's demands.</td> <td>The Scots were unhappy with Edward's demands and refused to send an army.</td> </tr> <tr> <td>Instead they agreed to help the French against the English.</td> <td>Scotland signed a treaty with France, which stated that if France was attacked Scotland would invade England to help them.</td> </tr> </tbody> </table>	Source A	Source B	In 1294, King John Balliol was asked to send a Scottish army to France to fight for Edward I.	When Edward I was preparing for war with France in 1294, he asked his lords, including King John Balliol, to send soldiers to help him.	The Scots were opposed to this idea because they had trading links with France, so they refused Edward's demands.	The Scots were unhappy with Edward's demands and refused to send an army.	Instead they agreed to help the French against the English.	Scotland signed a treaty with France, which stated that if France was attacked Scotland would invade England to help them.
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3.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>Candidates must make a number of relevant, factual points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. <b>A second mark</b> should be awarded for each point that is developed, <b>up to a maximum of 4 marks.</b> Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include</b></p> <ol style="list-style-type: none"> <li>1. attacked the Scots at Berwick</li> <li>2. defeated the Scots at the Battle of Dunbar</li> <li>3. stripped Balliol of his royal title</li> <li>4. had Scottish nobles sign the Ragman Rolls</li> <li>5. confiscated Scottish crown jewels</li> <li>6. confiscated the Stone of Destiny</li> <li>7. declared that Scotland should no longer be referred to as a kingdom, but instead as a land</li> <li>8. appointed an English Governor and Treasurer.</li> </ol> <p><b>Any other valid point of knowledge.</b></p>

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4.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p>A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. Wallace was betrayed to the English by Sir John Menteith</li> <li>2. Wallace was taken to London by boat, to make a rescue attempt more difficult</li> <li>3. he was then led through the streets to Westminster, where he was declared an outlaw and a traitor</li> <li>4. without a proper trial, Wallace was found guilty of treason and executed.</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. Wallace was executed at Smithfield (just outside the city walls)</li> <li>6. Wallace was hung until nearly dead, then cut down</li> <li>7. Wallace was drawn/had his insides removed while still alive</li> <li>8. Wallace refused to beg for mercy</li> <li>9. Wallace was beheaded.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

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5.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. Edward I died (in 1307) which meant that Bruce did not have to fight such an experienced opponent</li> <li>2. Edward II was not as interested in Scotland which allowed Bruce time to prepare his campaign</li> <li>3. Edward II not as experienced a soldier as his father which meant that Bruce had less opposition from England</li> <li>4. Bruce gained the support of many of the Scottish nobles which meant that he had their support in his fight against the English</li> <li>5. Bruce defeated his Scottish enemies which meant that he could then focus his attention on winning independence from England</li> <li>6. Bruce took control of most of Scotland's castles which meant that it was difficult for the English to control Scotland</li> <li>7. Bruce defeated the English Army at Bannockburn which meant that he was able to secure his throne</li> <li>8. Bruce carried out raids on the north of England (as far south as York) which helped convince the English to make peace with Scotland</li> <li>9. the Declaration of Arbroath meant that Bruce had continuing support from the nobles in his fight for independence</li> <li>10. Edward II was murdered which meant that his Queen (Isabella) made peace with Scotland.</li> </ol> <p><b>Any other valid reason.</b></p>

Section 1 – Scottish contexts

PART B – Mary Queen of Scots and the Scottish Reformation, 1542-1587

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6.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p>Possible points of comparison may include</p> <p><b>Overall</b> – the sources agree about the ‘Rough Wooing’.</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>In May 1544, Henry VIII ordered an invasion of Scotland (to force the Scots to change their minds).</td> <td>Henry VIII ordered these attacks to make Scots accept the Treaty of Greenwich.</td> </tr> <tr> <td>Important towns, such as Edinburgh and Berwick, were attacked and burned.</td> <td>The conflict resulted in many Scottish towns being attacked by the English.</td> </tr> <tr> <td>The French provided military support by getting Scotland to sign the Treaty of Haddington – which promised Mary would marry Francis, who was the heir to the French throne.</td> <td>In return for Mary’s marriage to the French Dauphin, military support arrived from France and Mary was sent to live there in 1548.</td> </tr> </tbody> </table>	Source A	Source B	In May 1544, Henry VIII ordered an invasion of Scotland (to force the Scots to change their minds).	Henry VIII ordered these attacks to make Scots accept the Treaty of Greenwich.	Important towns, such as Edinburgh and Berwick, were attacked and burned.	The conflict resulted in many Scottish towns being attacked by the English.	The French provided military support by getting Scotland to sign the Treaty of Haddington – which promised Mary would marry Francis, who was the heir to the French throne.	In return for Mary’s marriage to the French Dauphin, military support arrived from France and Mary was sent to live there in 1548.
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8.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>Candidates must make a number of relevant, factual points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. <b>A second mark</b> should be awarded for each point that is developed, up to a <b>maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include</b></p> <ol style="list-style-type: none"> <li>1. Lord Darnley and a group of conspirators attacked Riccio</li> <li>2. the murder took place in Mary's private rooms</li> <li>3. Darnley entered Mary's private rooms first to reassure her</li> <li>4. the conspirators (Lord Ruthven) justified their actions by telling Mary that Riccio had offended her honour</li> <li>5. Riccio was terrified and hid behind Mary</li> <li>6. the murder of Riccio was an attempt on the life of Mary and that of her unborn baby</li> <li>7. Riccio was stabbed multiple times</li> <li>8. Riccio's body was then thrown down the stairs.</li> </ol> <p><b>Any other valid point of knowledge.</b></p>

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9.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to <b>3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded up to <b>4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p>A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. by the time Mary arrived at Langside, she was able to gather over 6,000 supporters</li> <li>2. at Langside she was opposed by the army of the Scottish Lords led by Moray and Kirkcaldy of Grange</li> <li>3. Mary's troops outnumbered those of Moray's, but his army had good leadership in Morton and Kirkcaldy of Grange</li> <li>4. Mary's army was defeated so she fled to Dumfries then to England.</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. Mary had been headed for Dumbarton Castle but was intercepted by Moray at Langside</li> <li>6. Moray positioned his troops on Langside Hill, while Mary's troops were on the lesser Clincart Hill</li> <li>7. Mary watched the battle from Cathcart Hills</li> <li>8. Mary's army made an unsuccessful cavalry charge</li> <li>9. one hundred of Mary's men were killed</li> <li>10. the battle had only taken three quarters of an hour.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

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10.		<p><i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i></p> <p>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p>Up to <b>5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> given for each point. <b>If only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. <b>A further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> </ul>	9	Possible factors	<p><b>Key points of knowledge to support this factor may include</b></p> <ol style="list-style-type: none"> <li>1. the Ridolfi plot 1571 planned to depose Elizabeth and replace her with Mary as Queen</li> <li>2. Throckmorton plot 1583 planned the murder of Elizabeth and her replacement with Mary</li> <li>3. the Parry plot 1585, where Mary's double agent William Parry planned to kill Queen Elizabeth either in a private meeting or ambushing her</li> <li>4. the Babington plot 1586, an English Catholic nobleman plotted to restore the Roman Catholic religion by placing Mary on the English throne</li> </ol>
				Succession	<ol style="list-style-type: none"> <li>5. Mary claimed she had a right to the throne of England</li> <li>6. after the death of Mary Tudor, Mary Queen of Scots, had called herself Queen of England</li> <li>7. Mary was Elizabeth's heir and she did not trust her</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
			<ul style="list-style-type: none"> <li>1 mark for a reason in support of the judgement (a summary cannot be supported).</li> </ul>		<table border="1"> <thead> <tr> <th>Possible factors</th> <th>Key points of knowledge to support this factor may include</th> </tr> </thead> <tbody> <tr> <td></td> <td>8. 1570, Mary received the backing of the Pope which enhanced Mary's claim to the English throne as the nearest legal heir</td> </tr> <tr> <td>Religion</td> <td>9. Protestants thought Mary was a threat, especially since her son and heir was a Protestant 10. as a Catholic, Mary threatened the stability of Protestant England so Elizabeth executed her so she would not become a focus for Catholics in England 11. Elizabeth did not want to set Mary free in case she could cause trouble for Elizabeth by encouraging French and Roman Catholic opposition.</td> </tr> <tr> <td>Other factors</td> <td>12. any other valid point.</td> </tr> </tbody> </table>	Possible factors	Key points of knowledge to support this factor may include		8. 1570, Mary received the backing of the Pope which enhanced Mary's claim to the English throne as the nearest legal heir	Religion	9. Protestants thought Mary was a threat, especially since her son and heir was a Protestant 10. as a Catholic, Mary threatened the stability of Protestant England so Elizabeth executed her so she would not become a focus for Catholics in England 11. Elizabeth did not want to set Mary free in case she could cause trouble for Elizabeth by encouraging French and Roman Catholic opposition.	Other factors	12. any other valid point.
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Section 1 – Scottish contexts

PART C – The Treaty of Union, 1689-1715

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11.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p>Possible points of comparison may include</p> <p><b>Overall</b> – the sources agree about the Worcester incident.</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>An English ship, the Worcester, was seized at Leith, outside Edinburgh.</td> <td>In 1705 an English ship called the Worcester was captured by the Scots.</td> </tr> <tr> <td>Captain Green and two of his crew were charged with piracy.</td> <td>Three sailors were accused of being pirates.</td> </tr> <tr> <td>This was a ridiculous charge, but the sailors were hanged on Leith Sands.</td> <td>The Scottish court showed no mercy and the three sailors were executed.</td> </tr> </tbody> </table>	Source A	Source B	An English ship, the Worcester, was seized at Leith, outside Edinburgh.	In 1705 an English ship called the Worcester was captured by the Scots.	Captain Green and two of his crew were charged with piracy.	Three sailors were accused of being pirates.	This was a ridiculous charge, but the sailors were hanged on Leith Sands.	The Scottish court showed no mercy and the three sailors were executed.
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12.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible points of knowledge may include</b></p> <ol style="list-style-type: none"> <li>1. Union would secure a Protestant succession, which would prevent a Catholic monarch</li> <li>2. Union would help keep the peace with England</li> <li>3. Union would prevent an English invasion</li> <li>4. Union would allow Scots ships to trade freely under protection from the English Navy</li> <li>5. Union would give the Scots access to English colonies, which would improve trade</li> <li>6. guarantees were given that the Union would preserve Scotland's legal system, which led many to support the Union</li> <li>7. guarantees were given that the Union would protect the Kirk and Scotland's distinctive religious practices, which led many to support the Union</li> <li>8. Union would allow Scots to access the Equivalent, which made it attractive financially</li> <li>9. Union would make less likely invasion of Scotland from other European powers like France</li> <li>10. Union with England would enhance job opportunities for Scots in England</li> <li>11. Union would help consolidate the shared history and cultural identity of Scotland and England.</li> </ol> <p><b>Any other valid reason.</b></p>

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13.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>Candidates must make a number of relevant, factual points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. <b>A second mark</b> should be awarded for each point that is developed, up to a <b>maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. Union would lead to higher taxes</li> <li>2. end of Scotland as an independent nation</li> <li>3. fears that the Union would give the English control of Scottish trade</li> <li>4. Scotland would have little influence in a London Parliament</li> <li>5. Episcopalians argued the Union would secure the Hanoverian succession</li> <li>6. some Presbyterians feared Union would sacrifice the distinctive nature of the church</li> <li>7. Catholics argued the Union would secure Protestant succession</li> <li>8. Jacobites argued the Union would prevent a Stuart restoration.</li> </ol> <p><b>Any other valid point of knowledge.</b></p>

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15.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to <b>3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded up to <b>4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p>A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. the Yule Vacance Act of 1711 recognised Christmas as a holiday in the Scottish law courts</li> <li>2. the Toleration Act of 1712 allowed freedom of worship for Episcopalians</li> <li>3. the Patronage Act of 1711 prevented Kirk congregations from selecting their own ministers</li> <li>4. in addition, in 1712 the House of Lords became the court of appeal for all Scottish legal cases.</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. the number of Scots involved in the tobacco trade increased</li> <li>6. agricultural techniques improved</li> <li>7. the Scottish Privy Council was abolished in 1708</li> <li>8. some Scots benefited from the opportunities provided by the Empire, for example, by taking up land in the West Indies</li> <li>9. some Scottish industries (for example, brewing, paper making, fishing, shoe making, candle making) were badly affected by the Union</li> <li>10. increased taxes led to an increase in smuggling.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

Section 1 – Scottish contexts

PART D – Migration and Empire, 1830-1939

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
16.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to <b>3 marks</b> for their identification of points from the source which support their judgement.</p> <p>Candidates should be awarded up to <b>4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p>A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. in the mid-nineteenth century Dundee became the jute capital of Europe</li> <li>2. the harbour at the mouth of the River Tay was crammed with sailing ships from Calcutta</li> <li>3. in the 1860s about half of the town's workers were employed in the jute mill</li> <li>4. huge fortunes were made by a relative few 'Jute Barons' from families such as the Baxters, Bonars and Grimmonds.</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. public buildings and mansions built with the profits of the Empire for successful entrepreneurs</li> <li>6. jobs were created in Scotland in manufacturing goods for export to the Empire (for example, railway locomotives, ships and shipbuilding)</li> <li>7. wealth of cities such as Glasgow increased, and cities grew in population</li> <li>8. Empire cultures introduced into Scotland (for example, food, language)</li> <li>9. created many opportunities for Scots within the Empire (for example, armed forces, civil service)</li> <li>10. the Empire boosted the banking and commerce industries.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

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17.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p><b>Possible points of comparison may include</b></p> <p>Overall – the sources agree about the jobs done by Irish immigrants in Scotland.</p> <table border="1"> <thead> <tr> <th>Source B</th> <th>Source C</th> </tr> </thead> <tbody> <tr> <td>These Irish provided a hardworking source of unskilled labour.</td> <td>They were willing to take on the unskilled jobs that were not always attractive to Scots.</td> </tr> <tr> <td>Gangs of Irish navvies did great service in all sorts of construction projects.</td> <td>Young Irishmen formed a great mobile army of navvies moving across the country building railways, canals and bridges.</td> </tr> <tr> <td>They also acted as cut-price labour in the mines where they were frequently employed as 'blacklegs' to break strikes.</td> <td>In the mining districts the Irish gained a bad reputation as strike-breakers.</td> </tr> </tbody> </table>	Source B	Source C	These Irish provided a hardworking source of unskilled labour.	They were willing to take on the unskilled jobs that were not always attractive to Scots.	Gangs of Irish navvies did great service in all sorts of construction projects.	Young Irishmen formed a great mobile army of navvies moving across the country building railways, canals and bridges.	They also acted as cut-price labour in the mines where they were frequently employed as 'blacklegs' to break strikes.	In the mining districts the Irish gained a bad reputation as strike-breakers.
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19.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. Scots who committed serious crimes risked being sent as prisoners to convict colonies (Australia was a convict colony until the 1860s)</li> <li>2. orphaned children were sent to new families in the New World (for example, by William Quarrier, YMCA)</li> <li>3. poor land in some parts of Scotland meant that it was difficult to grow crops, so people emigrated to escape hunger</li> <li>4. Highland Potato Famine 1847–1851 caused some Scots to emigrate due to starvation</li> <li>5. lack of opportunity for land ownership caused many to emigrate</li> <li>6. the collapse of the kelp industry meant that people had no income, so people emigrated to escape poverty</li> <li>7. the collapse of the herring trade left people unemployed so people emigrated to get jobs</li> <li>8. the Highland Clearances meant some people were evicted from their homes, so some people emigrated as they had nothing left in Scotland</li> <li>9. changes in agriculture and new farming machines meant that the skills of some farm labourers were no longer required so they emigrated as there was no alternative work in Scotland</li> <li>10. poor working and living conditions in the industrial towns forced some people to emigrate</li> <li>11. periods of unemployment forced people to emigrate to try and find regular employment.</li> </ol> <p><b>Any other valid reason.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
20.		<p><i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i></p> <p>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p>Up to <b>5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. If only one factor is presented, a <b>maximum of 3 marks</b> should be awarded for relevant points of knowledge. A further <b>4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <p><b>1 mark</b> for an introduction (which places the question in its historical context outlines relevant factors).  <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors).  <b>1 mark</b> for a conclusion with a valid judgement (or overall summary).  <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</p>	9	Possible factors	Key points of knowledge to support this factor may include
				Education	<ol style="list-style-type: none"> <li>1. Queen's University at Kingston, Ontario was founded in 1841</li> <li>2. Alexander Duff from Perthshire founded the Scottish Church College in Calcutta in 1830</li> <li>3. in Australia there was a large number of Presbyterian secondary schools and Melbourne Academy was known as the 'Scotch College'</li> <li>4. Scots influenced education in New Zealand (for example the 1872 Education Act formed the basis of the education system in New Zealand)</li> </ol>
				Agriculture	<ol style="list-style-type: none"> <li>5. in Australia and New Zealand, Scots were instrumental in introducing sheep-farming</li> <li>6. William Davidson was the first Scot to send frozen meat back from New Zealand in 1882</li> <li>7. John MacArthur introduced merino sheep, which made Australia the world's biggest producer of wool</li> </ol>

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Section 1 – Scottish contexts

PART E – The Era of the Great War, 1900–1928

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
21.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>Candidates must make a number of relevant, factual points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. <b>A second mark</b> should be awarded for each point that is developed, up to a <b>maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include</b></p> <ol style="list-style-type: none"> <li>1. propaganda posters were used to encourage Scottish men to volunteer (for example, Kitchener poster)</li> <li>2. well-known Scots made personal appeals for men to volunteer</li> <li>3. recruitment meetings were held, and speeches given across Scotland</li> <li>4. adverts in Scottish newspapers</li> <li>5. women used white feathers to signify cowardice (for example, in Edinburgh)</li> <li>6. anywhere young Scottish men gathered (for example, football games, music hall, places of employment were targets for recruitment)</li> <li>7. Pals battalions were set up in Glasgow and Edinburgh (for example, HLI and Royal Scots).</li> </ol> <p><b>Any other valid point of knowledge.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
22.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>11. Candidates should be awarded up to <b>3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded up to <b>4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks</b> may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. the threat of death kept soldiers on edge</li> <li>2. poor living conditions and a lack of sleep wore away at men's health and stamina</li> <li>3. random shelling, earth-shattering mortar bombs and deadly rifle shots from snipers broke the boredom of trench life</li> <li>4. the enemy remained hidden from view and soldiers often felt powerless against random and sudden death.</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. rats spread disease and were feared and hated by Scottish soldiers</li> <li>6. lice were a constant irritant (for example, to Scottish soldiers in kilts)</li> <li>7. cold and wet conditions resulted in trench foot for Scottish soldiers (for example, extreme cases could lead to amputation)</li> <li>8. Scottish soldiers were often surrounded by dead bodies</li> <li>9. in hot weather Scottish soldiers could be plagued by flies and smells</li> <li>10. some Scottish soldiers suffered from shell shock.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
23.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p>Possible points of comparison may include</p> <p>Overall – the sources agree about rationing during the Great War.</p> <table border="1"> <thead> <tr> <th>Source B</th> <th>Source C</th> </tr> </thead> <tbody> <tr> <td>One of the first items to be rationed was sugar in February 1918.</td> <td>In February 1918, one of the first items the Ministry of Food decided to ration was sugar.</td> </tr> <tr> <td>However, by the end of April, meat, butter, cheese and margarine were added to the list.</td> <td>This was later followed by butchers' meat and dairy products.</td> </tr> <tr> <td>Rationing benefited the health of the country, decreasing the average calorie intake only slightly.</td> <td>This kept the Scottish people healthy as the intake of calories almost kept up to the pre-war level.</td> </tr> </tbody> </table>	Source B	Source C	One of the first items to be rationed was sugar in February 1918.	In February 1918, one of the first items the Ministry of Food decided to ration was sugar.	However, by the end of April, meat, butter, cheese and margarine were added to the list.	This was later followed by butchers' meat and dairy products.	Rationing benefited the health of the country, decreasing the average calorie intake only slightly.	This kept the Scottish people healthy as the intake of calories almost kept up to the pre-war level.
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24.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	<b>6</b>	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. cheaper coal from abroad so demand for Scottish coal fell</li> <li>2. development of new fuels, so coal production went into decline</li> <li>3. when the demand for war goods ended, this led to the decline in iron and steel production</li> <li>4. increasing foreign competition led to the closing of over half of Scotland's iron furnaces by 1927</li> <li>5. the loss of international export markets led to a decline in many Scottish heavy industries</li> <li>6. after 1920 Scottish ship yards went into decline due to lack of orders</li> <li>7. Scotland's poor industrial relations record discouraged orders from foreign companies, leading to a decline in heavy industries</li> <li>8. failure of Scottish companies to invest in new technology led to a lack of competitiveness, which caused a decline in orders</li> <li>9. global economic downturn led to fewer orders for the Scottish railway industry</li> <li>10. post-war management of Scottish industry failed to adapt to new practices leading to a decline in heavy industries.</li> </ol> <p><b>Any other valid reason.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
25.		<p><i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i></p> <p>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p>Up to <b>5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> given for each point. <b>If only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. <b>A further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary).</li> </ul>	9	Possible factors	Key points of knowledge to support this factor may include
				Peaceful methods of Suffragists in Scotland	<ol style="list-style-type: none"> <li>1. NUWSS in Scotland used moderate peaceful tactics which won the support of politicians (for example, 1909 Edinburgh march, activities of Elsie Inglis)</li> <li>2. Scottish Suffragists used pamphlets, petitions and parliamentary bills to persuade the public and politicians</li> <li>3. Members of Suffragist groups in Scotland grew substantially by 1914, showing support for peaceful methods (for example, NUWSS and Women's Freedom League)</li> </ol>
				Methods of Suffragettes in Scotland	<ol style="list-style-type: none"> <li>4. Scottish members of WSPU adopted militancy (for example, Marion Gilchrist, Jessie Stephen)</li> <li>5. gained publicity for their cause (for example, heckling of Churchill in Dundee, and Asquith in Fife)</li> <li>6. violent protest followed (for example, setting fire to grandstands at Ayr and Perth racecourses, tried to blow up Burns' Cottage in Alloway)</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
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Section 2 – British contexts

PART A – The Creation of the Medieval Kingdoms, 1066–1406

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
26.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. William took land from Anglo-Saxons and gave it to his loyal followers, giving him a power base</li> <li>2. William’s barons received land from the King and in return provided knights to fight in the King’s army, increasing his power</li> <li>3. each Baron controlled his land on behalf of the King, extending the Crown’s authority</li> <li>4. William introduced a level of taxation that was high, increasing the money that William could spend</li> <li>5. William built Motte and Bailey castles throughout the kingdom, extending his control</li> <li>6. after rebellion in Northumbria, William encouraged the ‘Harrying of the North’ to deter further resistance</li> <li>7. William also ordered the completion of the Domesday Book which gave him detailed information about his subjects thus extending his control</li> <li>8. the Tower of London was built in the centre of the city as a symbol of his control</li> <li>9. William travelled to Scotland in 1072 to visit King Malcolm, who agreed to recognise him as king, therefore securing the northern border</li> <li>10. William dealt with any rebels severely (for example, mutilation and lifelong imprisonment) to deter further resistance</li> <li>11. in 1086, William received an oath of loyalty from most of the major landowners in England, confirming his authority.</li> </ol> <p><b>Any other valid reason.</b></p>

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27.	<p><i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i></p> <p>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p>Up to <b>5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. <b>If only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. <b>A further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>	9	Possible factors	Key points of knowledge to support this factor may include
			Growing authority of church	<ol style="list-style-type: none"> <li>1. churches were making their own laws which they used instead of the King's laws</li> <li>2. churchmen suspected of crimes were not tried under the King's authority</li> </ol>
			Henry's empire	<ol style="list-style-type: none"> <li>3. the size of the empire made it difficult to govern</li> <li>4. there was no common culture to keep the empire together</li> </ol>
			Corruption in the legal system	<ol style="list-style-type: none"> <li>5. the law was different in every area across the empire</li> <li>6. sheriffs were corrupt and could not be trusted by Henry</li> <li>7. barons were keeping the fines collected from criminals, instead of giving them to the King</li> </ol>
			Power of the barons	<ol style="list-style-type: none"> <li>8. barons had built illegal castles without royal permission during the civil war</li> <li>9. barons were stealing land from their weaker neighbours and increasing their power</li> <li>10. barons decided the law in their own area and as a result were very powerful</li> </ol>
			Other factors	11. any other valid point.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question																		
28.	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p>A <b>maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing.</p> <p>A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source.</p> <p>A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p><b>Examples of aspects of the source and relevant comments</b></p> <table border="1" data-bbox="938 304 1465 1037"> <thead> <tr> <th data-bbox="938 304 1126 394">Aspect of the source</th> <th data-bbox="1126 304 1465 394">Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="938 394 1126 521"><b>Author</b> a monk</td> <td data-bbox="1126 394 1465 521">Useful as he was a medieval monk and an eyewitness.</td> </tr> <tr> <td data-bbox="938 521 1126 683"><b>Type of Source</b> Chronicle</td> <td data-bbox="1126 521 1465 683">Useful as it is a detailed church record.</td> </tr> <tr> <td data-bbox="938 683 1126 875"><b>Purpose</b> To record</td> <td data-bbox="1126 683 1465 875">Useful because it was written to record reasons why people went on religious pilgrimages.</td> </tr> <tr> <td data-bbox="938 875 1126 1037"><b>Timing</b> 1260</td> <td data-bbox="1126 875 1465 1037">Useful as it comes in the period when pilgrimages were popular.</td> </tr> </tbody> </table> <table border="1" data-bbox="938 1070 1465 1977"> <thead> <tr> <th data-bbox="938 1070 1174 1149">Content</th> <th data-bbox="1174 1070 1465 1149">Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="938 1149 1174 1480">It was a miserably poor church, but the monks saw this relic as the path to a richer church glorying in the name of God.</td> <td data-bbox="1174 1149 1465 1480">Useful as it is accurate (relics brought wealth from pilgrims).</td> </tr> <tr> <td data-bbox="938 1480 1174 1742">Miracles began in the monastery, the dead were raised to life and the blind had their sight.</td> <td data-bbox="1174 1480 1465 1742">Useful as it is accurate (many believed that relics had the power to heal).</td> </tr> <tr> <td data-bbox="938 1742 1174 1977">People came to the church to pray to the relic for forgiveness.</td> <td data-bbox="1174 1742 1465 1977">Useful as it is accurate (many believed that they would come closer to heaven by praying to relics).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment(s)	<b>Author</b> a monk	Useful as he was a medieval monk and an eyewitness.	<b>Type of Source</b> Chronicle	Useful as it is a detailed church record.	<b>Purpose</b> To record	Useful because it was written to record reasons why people went on religious pilgrimages.	<b>Timing</b> 1260	Useful as it comes in the period when pilgrimages were popular.	Content	Possible comment(s)	It was a miserably poor church, but the monks saw this relic as the path to a richer church glorying in the name of God.	Useful as it is accurate (relics brought wealth from pilgrims).	Miracles began in the monastery, the dead were raised to life and the blind had their sight.	Useful as it is accurate (many believed that relics had the power to heal).	People came to the church to pray to the relic for forgiveness.	Useful as it is accurate (many believed that they would come closer to heaven by praying to relics).
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			<p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>1. pilgrimages were seen as a spiritual journey</li> <li>2. indulgencies were given to some who went on pilgrimages</li> <li>3. a common sentence for convicted criminals often came in the form of a forced pilgrimage</li> <li>4. wealthy people sometimes preferred to pay others to go on a pilgrimage for them.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
29.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to <b>3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded up to <b>4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p>A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. the Revolt was centred in the south-eastern counties and East Anglia, with minor disturbances in other areas</li> <li>2. the government of the young Richard II was surprised by the start of the Revolt in Essex</li> <li>3. around 30,000 peasants marched from Essex, Norfolk, Suffolk and Kent converged on London</li> <li>4. during this attack on London, Wat Tyler was chosen as one of the leaders and met the King at Smithfield.</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. two government officials were beheaded by the peasant rebels</li> <li>6. the rebels freed John Ball and he preached to them, saying that God intended people to be equal</li> <li>7. on 13 June, someone opened the gates of London to the rebels</li> <li>8. the rebels entered the city and attacked the houses of Richard's advisers</li> <li>9. at the meeting with the King at Smithfield, Wat Tyler was attacked by the Lord Mayor and later died</li> <li>10. Richard II declared himself the peasants' king and leader, leading to the end of the Revolt.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

Section 2 – British contexts

PART B – War of the Three Kingdoms, 1603-1651

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
30.	<p><i>Candidates can be credited in a number of ways to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. Parliament were critical of James' extravagant spending (coronation, clothing, banquets, spending money on favourites)</li> <li>2. Bates Case 1606, where the judges agreed that impositions (tax on imports and exports) were illegal, which annoyed James</li> <li>3. failure of the Great Contract in 1610 where Parliament and King argued over finances which led to a reciprocal distrust</li> <li>4. the 1614 Addled Parliament was dismissed due to disputes between Parliament and the King over subsidies (requested for the funeral of his son and the marriage of his daughter) which angered Parliament</li> <li>5. James and Parliament argued over the sale of Monopolies which Parliament felt James abused his power in trying to control. (A committee was established to investigate grievances and Parliament made several efforts to curtail James' power. The result was the Statute of Monopolies, passed on 29 May 1624)</li> <li>6. millenary position of 1603 (signed by over 1000 ministers) was rejected by James which angered Puritans and Parliament (The Puritans had several demands they wanted James to put in place such as an end to confirmation, no ring in marriage, abolition of the cross, education requirements for ministers, and freedom of not wearing ceremonial robes for ministers)</li> <li>7. Archbishop Bancroft's Canons (clergy to subscribe to changes to the clergy and the prayer book) were licenced by James which annoyed the clergy</li> </ol>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>8. 1622 Direction of Preachers gave Bishops more control which worried Puritans</p> <p>9. James had perceived Catholic sympathies which made Parliament and the clergy suspicious.</p> <p><b>Any other valid reason.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question																
31.		<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p>A maximum of <b>4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A maximum of <b>2 marks</b> may be awarded for evaluative comments relating to the content of the source. A maximum of <b>2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p><b>Examples of aspects of the source and relevant comments</b></p> <table border="1"> <thead> <tr> <th>Aspect</th> <th>Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td><b>Author</b> official record keeper</td> <td>Useful because they were kept informed of foreign policy.</td> </tr> <tr> <td><b>Type of Source</b> record of parliamentary business</td> <td>Useful because it is an official record of debates regarding foreign policy in parliament.</td> </tr> <tr> <td><b>Purpose</b> to record</td> <td>Useful because it explains detailed accounts of parliamentary business regarding foreign policy.</td> </tr> <tr> <td><b>Timing</b> 1625</td> <td>Useful because it was made at the time of the foreign policy failures.</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td>The expedition began in failure when the fleet encountered a storm which caused around 40 ships to go missing for 7 days.</td> <td>Useful because it accurately shows a reason for the failure of the expedition.</td> </tr> <tr> <td>When the army landed, they found a good store of wine and were soon drunk.</td> <td>Useful because it accurately shows that lack of discipline was a reason for the failure of the attack on Cádiz.</td> </tr> </tbody> </table>	Aspect	Possible comment(s)	<b>Author</b> official record keeper	Useful because they were kept informed of foreign policy.	<b>Type of Source</b> record of parliamentary business	Useful because it is an official record of debates regarding foreign policy in parliament.	<b>Purpose</b> to record	Useful because it explains detailed accounts of parliamentary business regarding foreign policy.	<b>Timing</b> 1625	Useful because it was made at the time of the foreign policy failures.	Content	Possible comment(s)	The expedition began in failure when the fleet encountered a storm which caused around 40 ships to go missing for 7 days.	Useful because it accurately shows a reason for the failure of the expedition.	When the army landed, they found a good store of wine and were soon drunk.	Useful because it accurately shows that lack of discipline was a reason for the failure of the attack on Cádiz.
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32.		<p><i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i></p> <p>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p>Up to <b>5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. <b>If only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. <b>A further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>	9	Possible factors	Key points of knowledge to support this factor may include
				Religious tensions	<ol style="list-style-type: none"> <li>1. Charles' marriage to the Catholic Henrietta Maria was resented by Protestants</li> <li>2. Laud was appointed as Archbishop of Canterbury in 1633 which was unpopular</li> <li>3. Laud's changes to the Church offended Protestants who believed they were returning to more Catholic sympathies</li> <li>4. the introduction of the Prayer Book in Scotland in 1637 caused riots</li> <li>5. Covenant in Scotland - drawn up in 1638 to protest against Charles I and changes to the Kirk</li> <li>6. Bishops Wars in 1639 and 1640, Scots attacked and defeated English armies</li> </ol>
				Financial tensions	<ol style="list-style-type: none"> <li>7. Charles was considered extravagant and Parliament accused him of wasting money (coronation, favourites, paintings, clothes)</li> <li>8. money raising methods of Charles I caused resentment for example, Ship Money, forced loans, tonnage and poundage etc).</li> </ol>

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Section 2 – British contexts

PART C – The Atlantic Slave Trade, 1770–1807

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34.		<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <ul style="list-style-type: none"> <li>• A <b>maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing</li> <li>• A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source</li> <li>• A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</li> </ul>	5	<p><b>Examples of aspects of the source and relevant comments</b></p> <table border="1"> <thead> <tr> <th>Aspect</th> <th>Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td><b>Author</b> written by a visitor to an African slave factory</td> <td>Useful as they were an eyewitness to slave factories.</td> </tr> <tr> <td><b>Type of Source</b> extract from a diary/primary source</td> <td>Useful as it is an honest personal account of the visitor experiences.</td> </tr> <tr> <td><b>Purpose</b> To record</td> <td>Useful as it was written to record the explorer's experiences on the west coast of Africa, so should be unbiased.</td> </tr> <tr> <td><b>Timing</b> 1801</td> <td>Useful as it was written during the time of British involvement in the Atlantic Slave Trade.</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td>The first slave factory I visited was a large area, protected by a tall fence with sharp points on the top.</td> <td>Useful as it is accurate (many slave factories were enclosed like a prison).</td> </tr> <tr> <td>Under some trees, were the huge pots in which the beans and rice were cooked for the slaves.</td> <td>Useful as it is accurate (evidence of the way slaves were fed).</td> </tr> </tbody> </table>	Aspect	Possible comment(s)	<b>Author</b> written by a visitor to an African slave factory	Useful as they were an eyewitness to slave factories.	<b>Type of Source</b> extract from a diary/primary source	Useful as it is an honest personal account of the visitor experiences.	<b>Purpose</b> To record	Useful as it was written to record the explorer's experiences on the west coast of Africa, so should be unbiased.	<b>Timing</b> 1801	Useful as it was written during the time of British involvement in the Atlantic Slave Trade.	Content	Possible comment(s)	The first slave factory I visited was a large area, protected by a tall fence with sharp points on the top.	Useful as it is accurate (many slave factories were enclosed like a prison).	Under some trees, were the huge pots in which the beans and rice were cooked for the slaves.	Useful as it is accurate (evidence of the way slaves were fed).
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					<p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>1. conditions in slave factories were terrible (for example, many slaves were beaten, kept in underground cells, slaves died)</li> <li>2. female slaves were subject to exploitation</li> <li>3. slaves could be held for many months waiting on British traders to arrive and buy them</li> <li>4. slave factories were also used as warehouses to store goods such as guns, brandy, tobacco.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>					

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35.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. profits from the slave trade boosted the development of British industry</li> <li>2. more jobs were provided in industries linked to the slave trade (for example, shipbuilding, rope making, dock work, sailors)</li> <li>3. British businesses benefited from selling slave-produced goods (for example, coffee, sugar and tobacco)</li> <li>4. growth of manufactured goods made in Britain to be sold in Africa or exported to the plantations (for example, guns, alcohol)</li> <li>5. British cotton mills benefited from supplies of slave-produced cotton</li> <li>6. port cities (for example, Liverpool and Bristol) grew in size and wealth through their involvement in the transportation of slaves</li> <li>7. many great buildings were built from the profits of the slave trade</li> <li>8. led to the growth of banking and insurance industries (for example, in London).</li> </ol> <p><b>Any other valid reason.</b></p>

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36.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to <b>3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded up to <b>4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p>A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. slaves were forced to work 12 hour days, at harvest time this could be much more</li> <li>2. if slaves did not work hard enough, they would be whipped by the overseers</li> <li>3. the food that was given to them was cheap and of poor quality, rarely including meat</li> <li>4. slaves were often made to build their own shacks by the overseers.</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. slave families were often broken up when slaves were bought and sold from the plantation</li> <li>6. slaves had no rights on the plantations</li> <li>7. there was no law against owners working their slaves to death</li> <li>8. slaves could be tortured/branded as they were treated as possessions</li> <li>9. slaves were forced to work with dangerous machinery that could harm them</li> <li>10. children were forced to work from as young as five years old.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
37.	<p><i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i></p> <p>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p>Up to <b>5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. <b>If only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. <b>A further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>	9	Possible factors	Key points of knowledge to support this factor may include
			Economic circumstances	<ol style="list-style-type: none"> <li>1. manufacturing became more important than plantation agriculture to the British economy</li> <li>2. people began to regard slave labour as an inefficient way to produce goods</li> <li>3. non-slave crops were cheaper (for example, Indian sugar).</li> <li>4. some plantations became less viable as a result of slave revolts</li> </ol>
			Public opinion	<ol style="list-style-type: none"> <li>5. many Christians considered that the slave trade was morally wrong</li> <li>6. increasing number of people began to think of Africans as fellow human beings</li> </ol>
			Abolitionists	<ol style="list-style-type: none"> <li>7. William Wilberforce led the campaign against the slave trade in parliament (for example, presented bills to abolish the slave trade)</li> <li>8. freed slaves such as Olaudah Equiano published personal accounts about the terrible nature of the slave trade</li> <li>9. the work of individuals such as Granville Sharp who campaigned against slavery in the British courts (for example, John Newton, former</li> </ol>

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Section 2 – British contexts

PART D – Changing Britain, 1760-1914

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
38.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to <b>3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded up to <b>4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. the workers found themselves living in rows of overcrowded houses which were often built back to back</li> <li>2. houses were usually put up by factory owners, so they were close to the mills, which meant they were close to the belching smoke and fumes from the factory chimneys</li> <li>3. the houses were often without running water which made life difficult</li> <li>4. privies (toilets) were shared by several families.</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. houses were poorly ventilated</li> <li>6. rubbish was often thrown into the streets (for example, midden heaps)</li> <li>7. open sewers</li> <li>8. houses often had to share public taps</li> <li>9. furnishings were limited (for example, shared beds)</li> <li>10. houses were often damp.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question																
39.		<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <ul style="list-style-type: none"> <li>• A <b>maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing</li> <li>• A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source</li> <li>• A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</li> </ul>	5	<p><b>Examples of aspects of the source and relevant comments</b></p> <table border="1"> <thead> <tr> <th>Aspect</th> <th>Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td><b>Author</b> Government</td> <td>Useful as it has first-hand knowledge of the improvements to working conditions as it is an official report.</td> </tr> <tr> <td><b>Type of Source</b> Act of Parliament</td> <td>Useful because it contains accurate changes to the law.</td> </tr> <tr> <td><b>Purpose</b> To inform</td> <td>Useful as it is intended to give an overview of the new laws for factory owners.</td> </tr> <tr> <td><b>Timing</b> 1833</td> <td>Useful as it is written at the time of improvements to working conditions.</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td>No person under the age of 18 shall be employed for more than twelve hours in one day.</td> <td>Useful as it is accurate (the Act restricted the number of hours for those under 18).</td> </tr> <tr> <td>It will be unlawful to employ, in any factory, any child who is not over 9 years old.</td> <td>Useful as it is accurate (the law stopped children under 9 from working in factories).</td> </tr> </tbody> </table>	Aspect	Possible comment(s)	<b>Author</b> Government	Useful as it has first-hand knowledge of the improvements to working conditions as it is an official report.	<b>Type of Source</b> Act of Parliament	Useful because it contains accurate changes to the law.	<b>Purpose</b> To inform	Useful as it is intended to give an overview of the new laws for factory owners.	<b>Timing</b> 1833	Useful as it is written at the time of improvements to working conditions.	Content	Possible comment(s)	No person under the age of 18 shall be employed for more than twelve hours in one day.	Useful as it is accurate (the Act restricted the number of hours for those under 18).	It will be unlawful to employ, in any factory, any child who is not over 9 years old.	Useful as it is accurate (the law stopped children under 9 from working in factories).
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					<p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>1. the Coal Mining Act 1842 improved the conditions in mines (for example, no child under 10 could work in a mine)</li> <li>2. installing ventilation fans from the 1860s improved ventilation in mines</li> <li>3. the Factory Act 1878 meant that 10-14 year olds could only work half days</li> <li>4. some factories increased the holiday provisions for their workers.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>					

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
40.		<p><i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i></p> <p>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p>Up to <b>5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. <b>If only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. <b>A further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> </ul>	9	Possible factors	Key points of knowledge to support this factor may include
				Social changes	<ol style="list-style-type: none"> <li>1. working class could travel (for example, cheap holidays, day excursions) as railway travel was affordable</li> <li>2. people in the suburbs could travel to work because railway travel was cheap</li> <li>3. national sporting competitions were able to develop (for example, football)</li> <li>4. communications improved (for example, national newspapers, national postal service)</li> <li>5. national railway timetables led to standardised time (GMT)</li> <li>6. healthier diets as fresh produce was available in the towns (for example, milk, fish)</li> </ol>
				Economic changes	<ol style="list-style-type: none"> <li>7. products and raw materials could be transported quickly and cheaply</li> <li>8. industries were able to develop (for example, coal, iron, farming, fishing)</li> <li>9. jobs created (for example, navvies, stationmasters, porters)</li> <li>10. other forms of transport went into decline (for example, roads, canals)</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question									
			<ul style="list-style-type: none"> <li>1 mark for a reason in support of the judgement (a summary cannot be supported).</li> </ul>		<table border="1"> <thead> <tr> <th>Possible factors</th> <th>Key points of knowledge to support this factor may include</th> </tr> </thead> <tbody> <tr> <td>Political changes</td> <td>11. politicians travel more easily (for example, between Parliament and constituencies, national election campaigning possible)</td> </tr> <tr> <td>Environmental changes</td> <td>12. countryside changed by railway development (for example, bridges, viaducts, pollution).</td> </tr> <tr> <td>Other factors</td> <td>13. any other valid point.</td> </tr> </tbody> </table>	Possible factors	Key points of knowledge to support this factor may include	Political changes	11. politicians travel more easily (for example, between Parliament and constituencies, national election campaigning possible)	Environmental changes	12. countryside changed by railway development (for example, bridges, viaducts, pollution).	Other factors	13. any other valid point.	
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41.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. few people could vote (for example, middle class, working class)</li> <li>2. voter qualifications meant that only landowners could vote</li> <li>3. MPs were not paid which meant that you had to be rich to be an MP</li> <li>4. women could not vote which meant that over half of the population could not vote</li> <li>5. open voting meant that voters could be bribed or intimidated</li> <li>6. some of the growing industrial cities (for example, Manchester, Birmingham) had no MPs to represent them, which meant that not every place was fairly represented</li> <li>7. rotten boroughs still existed which was unfair as there were places which had few people but still had an MP</li> <li>8. pocket boroughs still existed which was undemocratic as these were controlled by the local landowner</li> <li>9. parliament was controlled by rich landowners which meant that they often passed laws to suit themselves</li> <li>10. issues affecting industrial towns and workers were ignored, which was unfair</li> <li>11. businessmen resented that they lacked political influence as they did not have the right to vote.</li> </ol> <p><b>Any other valid reason.</b></p>

Section 2 – British contexts

PART E – The Making of Modern Britain, 1880–1951

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question																
42.		<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <ul style="list-style-type: none"> <li>• A maximum of <b>4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing</li> <li>• A maximum of <b>2 marks</b> may be awarded for evaluative comments relating to the content of the source</li> <li>• A maximum of <b>2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</li> </ul>	5	<p><b>Examples of aspects of the source and relevant comments</b></p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td><b>Author</b> Charles Booth</td> <td>Useful as he is an expert with first-hand knowledge of poverty.</td> </tr> <tr> <td><b>Type of Source</b> Book</td> <td>Useful as it will contain detailed evidence of the causes of poverty.</td> </tr> <tr> <td><b>Purpose</b> To record</td> <td>Useful as it was to reveal the true causes of poverty.</td> </tr> <tr> <td><b>Timing</b> 1889</td> <td>Useful as it is from the time of high levels of poverty in the late 1800s.</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>A very close connection, it is often remarked, can often be established between irregular employment and poverty in Britain.</td> <td>Useful because it is accurate as lack of regular work caused poverty.</td> </tr> <tr> <td>Many men over the age of 50 are always out of work.</td> <td>Useful as it is accurate that older men often faced poverty due to unemployment.</td> </tr> </tbody> </table>	Aspect of the source	Possible comment(s)	<b>Author</b> Charles Booth	Useful as he is an expert with first-hand knowledge of poverty.	<b>Type of Source</b> Book	Useful as it will contain detailed evidence of the causes of poverty.	<b>Purpose</b> To record	Useful as it was to reveal the true causes of poverty.	<b>Timing</b> 1889	Useful as it is from the time of high levels of poverty in the late 1800s.	Content	Possible comment	A very close connection, it is often remarked, can often be established between irregular employment and poverty in Britain.	Useful because it is accurate as lack of regular work caused poverty.	Many men over the age of 50 are always out of work.	Useful as it is accurate that older men often faced poverty due to unemployment.
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				The young	<ol style="list-style-type: none"> <li>1. poor children received one free school meal a day, which improved their diet</li> <li>2. medical inspections identified health problems in children</li> <li>3. later (1912), school clinics were introduced to treat children</li> <li>4. school meals were only during term-time</li> <li>5. until school clinics were introduced, no treatment was given for problems identified during, medical inspections</li> </ol>
				The old	<ol style="list-style-type: none"> <li>6. pensions were provided for many after 70/enough to keep pensioners out of the workhouse</li> <li>7. many people did not live until the age of 70 to claim their pension/5s a week was below subsistence level</li> </ol>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question						
				<table border="1"> <tr> <td data-bbox="940 266 1129 954">The sick</td> <td data-bbox="1129 266 1469 954">           8. workers covered by the National Insurance Act (Part 1) received some sick pay (10s a week for 26 weeks, 5s a week thereafter)            9. free medical treatment/ maternity grant/ sanatorium treatment were also part of National Insurance (Part 1)            10. the families of workers were not covered by National Insurance         </td> </tr> <tr> <td data-bbox="940 954 1129 1417">The unemployed</td> <td data-bbox="1129 954 1469 1417">           11. workers covered by the National Insurance Act (Part 2) received some unemployment benefit (7s a week for 15 weeks)            12. Labour Exchanges were introduced in 1909 to help the unemployed find work         </td> </tr> <tr> <td data-bbox="940 1417 1129 1509">Other factors</td> <td data-bbox="1129 1417 1469 1509">13. any other valid point.</td> </tr> </table>	The sick	8. workers covered by the National Insurance Act (Part 1) received some sick pay (10s a week for 26 weeks, 5s a week thereafter) 9. free medical treatment/ maternity grant/ sanatorium treatment were also part of National Insurance (Part 1) 10. the families of workers were not covered by National Insurance	The unemployed	11. workers covered by the National Insurance Act (Part 2) received some unemployment benefit (7s a week for 15 weeks) 12. Labour Exchanges were introduced in 1909 to help the unemployed find work	Other factors	13. any other valid point.
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Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
45.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to <b>3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded up to <b>4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p>A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. this meant that for the first time secondary education was free and compulsory for everyone</li> <li>2. over 1,000 new schools were built (because of this and to replace schools that had been destroyed during the war)</li> <li>3. some of the new secondary schools were to be technical schools, where pupils would receive a scientific and technical education</li> <li>4. for the first time the education system was clearly organised into stages; primary, secondary and further education.</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. the 11+/'Qualy' exam was introduced at the end of primary school to determine which secondary school pupils would go to</li> <li>6. those who passed the exam went to Grammar schools (Senior Secondaries in Scotland)</li> <li>7. those who did not pass the exam went to Secondary Modern school (Junior Secondaries in Scotland)</li> <li>8. very few technical schools were ever built</li> <li>9. the school leaving age was raised to 15</li> <li>10. more middle class children went to grammar schools/the new system did not benefit working class children.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

Section 3 – European and world contexts

Part A – The Cross and the Crescent: the Crusades, 1071–1192

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
46.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>Candidates must make a number of relevant, factual points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. <b>A second mark</b> should be awarded for each point that is developed, up to a <b>maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include</b></p> <ol style="list-style-type: none"> <li>1. knights received land from the barons and in return fought for the King on behalf of the barons</li> <li>2. knights could pay money to their lord instead of providing military service (for example, Scutage)</li> <li>3. the role of knights in war time was as mounted soldiers</li> <li>4. the Code of Chivalry dictated that a Knight should be brave and fearless in battle but would also display knightly qualities showing themselves to be devout, courteous and generous</li> <li>5. they lived on estates and supervised peasants, who were agricultural labourers</li> <li>6. knights granted land to the serfs in return for food, money (taxes) and services</li> <li>7. knights could guard the castles of a baron or the King</li> <li>8. knights were expected to help the weak and vulnerable.</li> </ol> <p><b>Any other valid point of knowledge.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
47.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and <b>a second mark</b> should be awarded for reasons that are developed. Candidates may achieve <b>full marks</b> by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	<b>6</b>	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. many peasants and knights went to recapture the holy city of Jerusalem</li> <li>2. Pope Urban II inspired many with his speeches</li> <li>3. preachers such as Peter the Hermit encouraged many</li> <li>4. many went for religious reasons (for example, to seek forgiveness for sins)</li> <li>5. many younger knights went on crusade to gain their own lands</li> <li>6. a Holy Crusade was seen as a religious duty (for example, Raymond of Toulouse)</li> <li>7. many knights went to gain valuable military skills</li> <li>8. many knights were encouraged to go to represent their families</li> <li>9. many wanted to improve their lives (for example, peasants wanted better life)</li> <li>10. many wanted to stop the spread of Islam through Europe (for example, in Spain).</li> </ol> <p><b>Any other valid reason.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
48.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to <b>3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded up to <b>4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks</b> may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. the Church helped support the Crusade by claiming that they were doing God's work thus motivating the Crusaders to victory</li> <li>2. leadership also helped the First Crusade to success as each army followed a clear chain of command</li> <li>3. a united European front made of large and organised armies of loyal Christians</li> <li>4. also, divisions in the Muslim world left them vulnerable.</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. Crusaders used effective tactics to defeat the Muslims (for example, the use of siege engines at Jerusalem)</li> <li>6. Crusading knights were militarily superior (for example, the use of the knights charging at Antioch)</li> <li>7. Muslim communities often paid the crusaders rather than fighting them</li> <li>8. Muslims often fought against each other</li> <li>9. Crusaders had better leaders (for example, Bohemond of Taranto and Raymond of Toulouse)</li> <li>10. the Crusaders received help from Emperor Alexius (for example, provided additional soldiers/supplies at Constantinople).</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
49.		<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p><b>A maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	Examples of aspects of the source and relevant comments	
				<b>Aspect of the source</b>	<b>Possible comment(s)</b>
				<b>Author</b> modern historian	Useful as they are a well-informed expert.
				<b>Type of Source</b> textbook	Useful because the issue would have been researched thoroughly.
				<b>Purpose</b> to inform	Useful as it is intended to give detailed information about long term problems faced by Crusader States.
<b>Timing</b> 2010	Useful as it is written with the benefit of hindsight.				

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
					<table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td>The Crusader States could not rely on using the local population in their armies as they were mostly Muslim and had no training anyway.</td> <td>Useful as it is accurate that there was no access to lots of knights.</td> </tr> <tr> <td>The employment of mercenaries depended on money available which was not always as easy to find for some of the states.</td> <td>Useful as it is accurate that many had to rely on the use of mercenaries and pay for them.</td> </tr> <tr> <td>The squabbles between Kings, knights, and Barons made Christian agreements more difficult to achieve.</td> <td>Useful as it is accurate that the four states found it difficult to agree to a strategy.</td> </tr> </tbody> </table> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>2 factions meant it was difficult for Crusader states to agree (for example, the doves and the hawks)</li> <li>Muslims started to unite against the Crusaders (for example, Nur al-Din in 1146)</li> <li>Christians were outnumbered by Muslims in the Crusader States by five to one</li> <li>the land was infertile, so it was difficult to grow crops.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>	Content	Possible comment(s)	The Crusader States could not rely on using the local population in their armies as they were mostly Muslim and had no training anyway.	Useful as it is accurate that there was no access to lots of knights.	The employment of mercenaries depended on money available which was not always as easy to find for some of the states.	Useful as it is accurate that many had to rely on the use of mercenaries and pay for them.	The squabbles between Kings, knights, and Barons made Christian agreements more difficult to achieve.	Useful as it is accurate that the four states found it difficult to agree to a strategy.
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Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
50.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded <b>1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint should be awarded a <b>second mark</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p><b>Possible points of comparison may include</b></p> <p>Overall – the sources disagree about Richards military successes</p> <table border="1"> <thead> <tr> <th>Source C</th> <th>Source D</th> </tr> </thead> <tbody> <tr> <td>Richard’s leadership of the Third Crusade received respect from Christian and Muslim alike.</td> <td>Richard argued with Phillip II of France and Leopold V of Austria who did not like his leadership.</td> </tr> <tr> <td>Richard showed great military tactics in forcing Saladin into a peace treaty.</td> <td>Richard had to resort to making peace with Saladin which left many questioning his military skills.</td> </tr> <tr> <td>Also, despite not being able to capture Jerusalem, Richard’s campaign was considered successful because evidence shows that this was never his main aim.</td> <td>Many Crusaders thought that Richard’s leadership of the Third Crusade was a failure as he was unsuccessful in taking Jerusalem.</td> </tr> </tbody> </table>	Source C	Source D	Richard’s leadership of the Third Crusade received respect from Christian and Muslim alike.	Richard argued with Phillip II of France and Leopold V of Austria who did not like his leadership.	Richard showed great military tactics in forcing Saladin into a peace treaty.	Richard had to resort to making peace with Saladin which left many questioning his military skills.	Also, despite not being able to capture Jerusalem, Richard’s campaign was considered successful because evidence shows that this was never his main aim.	Many Crusaders thought that Richard’s leadership of the Third Crusade was a failure as he was unsuccessful in taking Jerusalem.
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### Section 3 – European and World Contexts

#### Part B – ‘Tea and Freedom’: the American Revolution, 1774–1783

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
51.		<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p><b>A maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	Examples of aspects of the source and relevant comments	
				<b>Aspect of the source</b>	<b>Possible comment(s)</b>
				<b>Author</b> modern historian	Useful as they are a well-informed expert.
				<b>Type of Source</b> textbook	Useful because it will have been thoroughly researched.
				<b>Purpose</b> to inform	Useful as it gives detailed information about the tensions created by the defeat of France.
<b>Timing</b> 2017	Useful as it is written with the benefit of hindsight.				

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question									
					<table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td>When Britain was at war with France, America was found to have been continuing trade with France.</td> <td>Useful because it is accurate that the French had close links with the colonies and continued to trade with America despite being at war with Britain.</td> </tr> <tr> <td>(As a result of this) British politicians called for tighter controls and restrictions over the empire.</td> <td>Useful because it is accurate that British politicians did want more restrictions over the empire.</td> </tr> <tr> <td>(In order to do this) Britain would need to leave an army behind, which created further strain on their relationship.</td> <td>Useful because it is accurate as Britain leaving an army behind in the colonies was a source of increasing tension.</td> </tr> </tbody> </table>	Content	Possible comment(s)	When Britain was at war with France, America was found to have been continuing trade with France.	Useful because it is accurate that the French had close links with the colonies and continued to trade with America despite being at war with Britain.	(As a result of this) British politicians called for tighter controls and restrictions over the empire.	Useful because it is accurate that British politicians did want more restrictions over the empire.	(In order to do this) Britain would need to leave an army behind, which created further strain on their relationship.	Useful because it is accurate as Britain leaving an army behind in the colonies was a source of increasing tension.	
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(In order to do this) Britain would need to leave an army behind, which created further strain on their relationship.	Useful because it is accurate as Britain leaving an army behind in the colonies was a source of increasing tension.													
					<p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>many British leaders believed that America should pay contributions towards their defence</li> <li>the war was extremely expensive meaning that Britain was looking to recuperate some of the costs with new ways to raise revenue</li> <li>colonists were known for evading British rules and regulations</li> <li>Britain tried to limit western expansion of colonists to protect its own interests.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>									

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
52.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. American colonists were being taxed without representation in the British Parliament</li> <li>2. the passing of the Stamp Act and Townshend Duties in 1760s had been very hated policies</li> <li>3. there was an increase in anti-British feeling due to events such as the Boston Massacre and the Boston Tea Party</li> <li>4. continuing presence of British soldiers in the colonies had caused tension</li> <li>5. some colonists were frustrated that the British were stopping them from moving west</li> <li>6. some colonists felt that the policies of the British government were damaging trade</li> <li>7. the First Continental Congress in 1774 had created a feeling of anti-British unity among the leaders of the colonies</li> <li>8. the colonists started to establish their own armed forces following the First Continental Congress in 1774</li> <li>9. clashes between British forces and colonists at Lexington and Concord in 1775 led to the outbreak of war.</li> </ol> <p><b>Any other valid reason.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
53.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded <b>1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint should be awarded a <b>second mark</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p>Possible points of comparison may include</p> <p><b>Overall</b> – the sources disagree about the battle of Bunker Hill.</p> <table border="1"> <thead> <tr> <th>Source B</th> <th>Source C</th> </tr> </thead> <tbody> <tr> <td>Bunker Hill was a great victory for the British forces.</td> <td>Overall, the events of Bunker Hill were a huge embarrassment for the British army.</td> </tr> <tr> <td>The British soldiers were well trained and equipped, meaning that they would not take risks and make errors in judgement.</td> <td>Although the British army was well prepared, they did not always use their training and their bright uniforms were a disadvantage.</td> </tr> <tr> <td>Reports of the battle stated that there was a great deal of casualties with estimates of up to 400 colonists killed compared to 226 British troops.</td> <td>The colonists suffered less than half of the British casualties.</td> </tr> </tbody> </table>	Source B	Source C	Bunker Hill was a great victory for the British forces.	Overall, the events of Bunker Hill were a huge embarrassment for the British army.	The British soldiers were well trained and equipped, meaning that they would not take risks and make errors in judgement.	Although the British army was well prepared, they did not always use their training and their bright uniforms were a disadvantage.	Reports of the battle stated that there was a great deal of casualties with estimates of up to 400 colonists killed compared to 226 British troops.	The colonists suffered less than half of the British casualties.
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Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
55.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to <b>3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded up to <b>4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks</b> may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	<b>6</b>	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. however, Generals Clinton and Howe were too late to make their planned meeting with General Burgoyne who was invading southwards from Canada.</li> <li>2. due to the mountainous terrain, the British army moved onto their next battleground much slower than anticipated</li> <li>3. the colonists made the progress even slower by destroying crops and burning food supplies</li> <li>4. when Burgoyne's troops reached Saratoga, they were outnumbered by colonists and swiftly defeated.</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. British plan was to link their armies to defeat the colonists</li> <li>6. General Burgoyne had no reinforcements</li> <li>7. the British were trapped in Saratoga</li> <li>8. Americans cut down trees and blocked the British army's progress</li> <li>9. some native American troops deserted the British</li> <li>10. St Leger's army was defeated/he retreated.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

Section 3 – European and World Contexts

Part C – USA, 1850–1880

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
56.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and <b>a second mark</b> should be awarded for reasons that are developed. Candidates may achieve <b>full marks</b> by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. few materials to build cabins (for example, wood) which made life difficult</li> <li>2. poorly built houses often led to health problems (for example, diphtheria)</li> <li>3. extreme weather conditions often caused difficulties (for example, summer, winter)</li> <li>4. little or no access to medical care</li> <li>5. lack of law enforcement led to lawlessness</li> <li>6. threat of attack from Native Americans created fear for homesteaders</li> <li>7. lack of clean water caused disease</li> <li>8. homesteaders often struggled to make a living (for example, drought, crop failure, affording machinery)</li> <li>9. insects would swarm homesteader farms destroying crops that were vital for survival</li> <li>10. because they lived on their land, homesteaders were often socially isolated from others</li> <li>11. threatened by danger of attacks from wild animals.</li> </ol> <p><b>Any other valid reason.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question																		
57.	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p><b>A maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p>Examples of aspects of the source and relevant comments</p> <table border="1" data-bbox="975 300 1473 1133"> <thead> <tr> <th data-bbox="975 300 1225 389">Aspect of the source</th> <th data-bbox="1225 300 1473 389">Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="975 389 1225 555"><b>Author</b> modern historian</td> <td data-bbox="1225 389 1473 555">Useful as they are a well-informed expert.</td> </tr> <tr> <td data-bbox="975 555 1225 745"><b>Type of Source</b> textbook</td> <td data-bbox="1225 555 1473 745">Useful because the issue will have been researched thoroughly.</td> </tr> <tr> <td data-bbox="975 745 1225 974"><b>Purpose</b> to inform</td> <td data-bbox="1225 745 1473 974">Useful as they are writing to explain the poor conditions for slaves living on plantations.</td> </tr> <tr> <td data-bbox="975 974 1225 1133"><b>Timing</b> 2010</td> <td data-bbox="1225 974 1473 1133">Useful as the author has the benefit of hindsight.</td> </tr> </tbody> </table> <table border="1" data-bbox="975 1167 1473 2013"> <thead> <tr> <th data-bbox="975 1167 1225 1256">Content</th> <th data-bbox="1225 1167 1473 1256">Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="975 1256 1225 1554">Some slave owners encouraged 'marriage' because they believed it made their slaves more stable.</td> <td data-bbox="1225 1256 1473 1554">Useful as it is accurate (some slaves were allowed to marry).</td> </tr> <tr> <td data-bbox="975 1554 1225 1821">However, most slaves lived in one-roomed cabins that were cold in the winter and hot in the summer.</td> <td data-bbox="1225 1554 1473 1821">Useful as it is accurate (slaves were made to live in very poor quality housing).</td> </tr> <tr> <td data-bbox="975 1821 1225 2013">Disease spread very quickly in these conditions.</td> <td data-bbox="1225 1821 1473 2013">Useful as it is accurate (diseases were common for slaves).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment(s)	<b>Author</b> modern historian	Useful as they are a well-informed expert.	<b>Type of Source</b> textbook	Useful because the issue will have been researched thoroughly.	<b>Purpose</b> to inform	Useful as they are writing to explain the poor conditions for slaves living on plantations.	<b>Timing</b> 2010	Useful as the author has the benefit of hindsight.	Content	Possible comment(s)	Some slave owners encouraged 'marriage' because they believed it made their slaves more stable.	Useful as it is accurate (some slaves were allowed to marry).	However, most slaves lived in one-roomed cabins that were cold in the winter and hot in the summer.	Useful as it is accurate (slaves were made to live in very poor quality housing).	Disease spread very quickly in these conditions.	Useful as it is accurate (diseases were common for slaves).
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<b>Type of Source</b> textbook	Useful because the issue will have been researched thoroughly.																				
<b>Purpose</b> to inform	Useful as they are writing to explain the poor conditions for slaves living on plantations.																				
<b>Timing</b> 2010	Useful as the author has the benefit of hindsight.																				
Content	Possible comment(s)																				
Some slave owners encouraged 'marriage' because they believed it made their slaves more stable.	Useful as it is accurate (some slaves were allowed to marry).																				
However, most slaves lived in one-roomed cabins that were cold in the winter and hot in the summer.	Useful as it is accurate (slaves were made to live in very poor quality housing).																				
Disease spread very quickly in these conditions.	Useful as it is accurate (diseases were common for slaves).																				

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>1. slaves had no freedom on the plantations (for example, had to gain a pass to leave, some were chained at night)</li> <li>2. slaves were often harshly punished (for example, whippings, mutilations, murder)</li> <li>3. female slaves were exploited</li> <li>4. slaves had to work very long hours (for example, during harvest time).</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
58.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to <b>3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded up to <b>4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks</b> may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. the Freedmen’s Bureau was successful in building hospitals in the South</li> <li>2. they also built schools for ex-slaves allowing access to education</li> <li>3. they also supported ex-slaves by settling disagreements with employers</li> <li>4. also, the Bureau were praised for their work in reuniting ex-slaves and their families after the end of the war.</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. the Bureau provided food for millions</li> <li>6. helped ex-slaves back into work by finding jobs</li> <li>7. the Bureau built colleges for ex-slaves (for example, Howard University in Washington DC)</li> <li>8. the Bureau attempted to promote land redistribution.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
59.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded <b>1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint should be awarded a <b>second mark</b>. Candidates may achieve <b>full marks</b> by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p><b>Possible points of comparison may include</b></p> <p>Overall – the sources disagree about the movement of the Native American tribes to the reservations.</p> <table border="1"> <thead> <tr> <th>Source C</th> <th>Source D</th> </tr> </thead> <tbody> <tr> <td>There was never enough to eat.</td> <td>reservations provided farming land so that Native peoples had a plentiful supply of food.</td> </tr> <tr> <td>They also promised us medical care, but there was none.</td> <td>They would not have survived without the medical care that was available from reservation doctors.</td> </tr> <tr> <td>Many of us died due to starvation and disease.</td> <td>It is wrong to say that many Native Americans died on the reservations.</td> </tr> </tbody> </table>	Source C	Source D	There was never enough to eat.	reservations provided farming land so that Native peoples had a plentiful supply of food.	They also promised us medical care, but there was none.	They would not have survived without the medical care that was available from reservation doctors.	Many of us died due to starvation and disease.	It is wrong to say that many Native Americans died on the reservations.
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Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
60.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>Candidates must make a number of relevant, factual points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. <b>A second mark</b> should be awarded for each point that is developed, up to a <b>maximum of 4 marks</b>. Candidates may achieve <b>full marks</b> by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include</b></p> <ol style="list-style-type: none"> <li>1. Sand Creek was a settlement of Cheyenne and Arapaho natives</li> <li>2. the massacre was committed by Colorado Cavalry troops</li> <li>3. an estimated 700 cavalry troops were involved in the attack</li> <li>4. the attack was led by Colonel John Chivington</li> <li>5. Native American men, women and children were killed in the attack</li> <li>6. an estimated 148 Native Americans were killed</li> <li>7. the Native Americans were hunted down after the attack</li> <li>8. wounded Native Americans were killed and their bodies were mutilated.</li> </ol> <p><b>Any other valid point of knowledge.</b></p>

Section 3 – European and World Contexts

Part D – Hitler and Nazi Germany, 1919–1939

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question																
61.		<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source and make a comment which shows why this aspect makes the source more or less useful.</p> <p><b>A maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p><b>Examples of aspects of the source and relevant comments</b></p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td><b>Author</b> modern historian</td> <td>Useful as they are a well-informed expert.</td> </tr> <tr> <td><b>Type of Source</b> textbook</td> <td>Useful because the issue will have been researched thoroughly.</td> </tr> <tr> <td><b>Purpose</b> to inform</td> <td>Useful as it provides detailed information of Hitler’s role in the Beer Hall Putsch.</td> </tr> <tr> <td><b>Timing</b> 1999</td> <td>Useful as it has the benefit of hindsight.</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td>Outside the beer hall a shot was fired and in the next instant many shots rang out from both sides.</td> <td>Useful as it is accurate (shots were fired).</td> </tr> <tr> <td>Mass shooting started after which 16 Nazis and 3 policemen lay dead or dying on the streets of Munich and many more were wounded.</td> <td>Useful as it is accurate (there were several casualties).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment(s)	<b>Author</b> modern historian	Useful as they are a well-informed expert.	<b>Type of Source</b> textbook	Useful because the issue will have been researched thoroughly.	<b>Purpose</b> to inform	Useful as it provides detailed information of Hitler’s role in the Beer Hall Putsch.	<b>Timing</b> 1999	Useful as it has the benefit of hindsight.	Content	Possible comment(s)	Outside the beer hall a shot was fired and in the next instant many shots rang out from both sides.	Useful as it is accurate (shots were fired).	Mass shooting started after which 16 Nazis and 3 policemen lay dead or dying on the streets of Munich and many more were wounded.	Useful as it is accurate (there were several casualties).
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Several Nazis fled the scene quickly including Hitler who suffered an injury when he fell to the ground.	Useful as it is accurate (Hitler did try to escape).									
					<p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>1. Hitler and the SA interrupted a meeting of Bavarian politicians, including Kahr, in the Beer Hall threatening violence</li> <li>2. Kahr, General Jon Lossow and Colonel von Seisser were forced to publicly announce their support for the Nazi's</li> <li>3. when Hitler left the Beer Hall, Ludendorff allowed the politicians to go free but they immediately alerted the police and army</li> <li>4. Hitler and Ludendorff were arrested afterwards.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>					

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
62.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to <b>3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded up to <b>4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks</b> may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. (Proportional Representation voting system) confused people who were not used to voting in this way</li> <li>2. Proportional Representation produced coalitions which meant people never got the party policies they wanted because different parties shared power</li> <li>3. many important Germans remained loyal to 'Old Germany' and did not see why the government should be handed over to people they believed incapable of governing</li> <li>4. many working class Germans did not like the new system that allowed the wealthier classes to keep most of the power.</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. German army officers claimed Germany lost the war because of the Weimar politicians. They believed Germany had been 'stabbed in the back' by enemies like the SPD</li> <li>6. firing on the Spartacists angered the German people</li> <li>7. many Germans blamed the Government for the humiliation of the Treaty of Versailles</li> <li>8. the Government were blamed for hyperinflation</li> <li>9. Weimar politicians were criticized for high unemployment</li> <li>10. Weimar was unpopular because they were seen as being incapable of dealing with crimes and riots/seemed unable to deal with political violence.</li> </ol> <p><b>Any other valid point of significant omission</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
63.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. <b>A second mark</b> should be awarded for each point that is developed, up to a maximum of <b>4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include</b></p> <ol style="list-style-type: none"> <li>1. a Dutch communist, called Van der Lubbe, was found in the building so the Nazis blamed communists for the fire giving the Nazis more support</li> <li>2. Hindenburg declared a state of emergency using Article 48 of the Weimar Constitution allowing the Nazi Party to use the law to get rid of opposition.</li> <li>3. the Nazis expelled the communists from Parliament and imprisoned many leaders leaving many opposition parties without leaders</li> <li>4. newspapers were censored and letters and phone calls being checked which hindered opposition to the Nazis</li> <li>5. the Nazis used propaganda to spread the ‘dangers’ of the communists, creating more support for the Nazis</li> <li>6. the Reichstag fire was so beneficial to the Nazis that it has been suggested they started it themselves</li> <li>7. in the election of 5 March 1933, increasing their share of the vote from 33 per cent to 44 per cent.</li> </ol> <p><b>Any other valid point of knowledge.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
64.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. communists and socialists refused to cooperate with each other</li> <li>2. communist and socialist opposition leaders were arrested, killed or sent to concentration camps</li> <li>3. many communist and socialist leaders fled Germany</li> <li>4. all other political parties and trade unions were banned</li> <li>5. communist and socialist groups had to meet in secret</li> <li>6. many Germans informed on opposition groups to the Gestapo and SS</li> <li>7. opposition groups such as the Edelweiss Pirates and Navaho were disorganised</li> <li>8. most church groups agreed to cooperate with the Nazis</li> <li>9. outspoken individuals (for example, Pastor Neimoller) were sent to concentration camps</li> <li>10. the Concordat between Rome and the Nazis in July 1933 worked well initially.</li> </ol> <p><b>Any other valid reason.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
65.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded <b>1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint should be awarded a <b>second mark</b>. Candidates may achieve <b>full marks</b> by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p>Possible points of comparison may include</p> <p><b>Overall</b> – the sources disagree about the economic policies.</p> <table border="1"> <thead> <tr> <th>Source C</th> <th>Source D</th> </tr> </thead> <tbody> <tr> <td>By 1939 the number of unemployed dropped from six million to almost nothing thanks to Nazi job creation schemes.</td> <td>by 1939 unemployment had fallen due to the sacking of anti-Nazis, Jews and women from the workforce.</td> </tr> <tr> <td>Under the German Labour Front workers were grateful for regular wages and job security.</td> <td>Workers complained that wages did not increase despite the rising costs of living.</td> </tr> <tr> <td>Workers were contented because they had access to more leisure time than they had previously enjoyed during the Weimar regime.</td> <td>German workers were unhappy because they were working longer hours, so they had little spare time left for hobbies or spending with family.</td> </tr> </tbody> </table>	Source C	Source D	By 1939 the number of unemployed dropped from six million to almost nothing thanks to Nazi job creation schemes.	by 1939 unemployment had fallen due to the sacking of anti-Nazis, Jews and women from the workforce.	Under the German Labour Front workers were grateful for regular wages and job security.	Workers complained that wages did not increase despite the rising costs of living.	Workers were contented because they had access to more leisure time than they had previously enjoyed during the Weimar regime.	German workers were unhappy because they were working longer hours, so they had little spare time left for hobbies or spending with family.
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## Section 3 – European and World Contexts

### Part E – Red Flag: Lenin and the Russian Revolution, 1894–1921

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
66.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>Candidates must make a number of relevant, factual points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. <b>A second mark</b> should be awarded for each point that is developed, up to <b>a maximum of 4 marks</b>. Candidates may achieve <b>full marks</b> by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include</b></p> <ol style="list-style-type: none"> <li>1. the Tsar was the head of the Church, which most Russians followed</li> <li>2. the Church was an official government department and took its direction from the Tsar</li> <li>3. the Church was run by the Chief Procurator, who was appointed by the Tsar</li> <li>4. the Church preached that to disobey the Tsar was to disobey God</li> <li>5. the Church controlled education and used this to spread the authority of the Tsar</li> <li>6. the Church happily preached the Tsar's message against any changes.</li> </ol> <p><b>Any other valid point of knowledge.</b></p>

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67.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded <b>1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint should be awarded a <b>second mark</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p>Possible points of comparison may include</p> <p><b>Overall</b> – the sources disagree about the causes of the 1905 Revolution.</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>It is clear that one of the main causes of the revolution was the failure of the Russian army to defeat the Japanese in the 1905 war.</td> <td>Officers of the Russian army claimed that the causes of the 1905 Revolution predated the army's defeat against Japan.</td> </tr> <tr> <td>The economy also had problems that Russians were unhappy with which led to revolution.</td> <td>We do not have severe economic problems, such as low pay, that could have caused the revolution.</td> </tr> <tr> <td>The middle class made it clear that they wanted change because they had no direct say in the running of the country.</td> <td>Similarly, revolution did not come about simply because the middle class wanted more say in the government.</td> </tr> </tbody> </table>	Source A	Source B	It is clear that one of the main causes of the revolution was the failure of the Russian army to defeat the Japanese in the 1905 war.	Officers of the Russian army claimed that the causes of the 1905 Revolution predated the army's defeat against Japan.	The economy also had problems that Russians were unhappy with which led to revolution.	We do not have severe economic problems, such as low pay, that could have caused the revolution.	The middle class made it clear that they wanted change because they had no direct say in the running of the country.	Similarly, revolution did not come about simply because the middle class wanted more say in the government.
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Some people in the Duma believed Rasputin was influencing foreign policy decisions.	Useful as it is accurate (the Tsar was blamed for not doing anything to stop Rasputin becoming involved in foreign policy decisions).									
					<p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>1. the Tsar was blamed for the losses and destruction caused during the First World War</li> <li>2. Tsar's regime was unpopular as he appeared to do nothing about the food and fuel shortages during the war</li> <li>3. Tsar's regime was unpopular as Tsarina was German and left in charge and accused of being a German spy</li> <li>4. Tsar's regime was unpopular as Russians were becoming unhappy with his continued autocratic rule/many were calling for an elected government.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>					

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
69.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and <b>a second mark</b> should be awarded for reasons that are developed. Candidates may achieve <b>full marks</b> by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. the Provisional Government failed because they had to share power with the Petrograd Soviet who they disagreed with</li> <li>2. the Provisional Government failed because it represented the old ruling class (Duma) and was disliked by many ordinary Russians</li> <li>3. the Provisional Government did nothing to stop the war (for example, failure of Kerensky's June Offensive) which angered many Russians</li> <li>4. the Provisional Government ordered that deserters from the war be shot, which further angered many Russians</li> <li>5. the Provisional Government was in charge during a time that Germans were gaining more land and achieving victories in the war which many Russians saw as a failure</li> <li>6. the Provisional Government failed as they were unable to solve the problems of food and fuel shortages in parts of Russia (for example, Petrograd)</li> <li>7. the Provisional Government failed as Russians were angry that they had not stopped the problems of inflation and rising prices</li> <li>8. many peasants came to hate the Provisional Government as they did not attempt to solve the land problem/soldiers were sent to take back land by force which angered many peasants</li> <li>9. the Provisional Government failed because they did not do anything to deal with their opponents (for example, Lenin was still allowed to continue attacking the Provisional Government in his speeches)</li> <li>10. the Kornilov Revolt had forced the Provisional Government to seek help from the Bolsheviks to put it down which made it look weak in the eyes of many Russians</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>11. arming the Bolsheviks in the long run was a serious mistake as it made their enemies stronger.</p> <p><b>Any other valid reason.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
70.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p>Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to 3 marks for their identification of points from the source which support their judgement. Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p>A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. the main reason for the success of the October Revolution was the Bolsheviks' promise to end Russian involvement in the First World War</li> <li>2. it was also successful because some members of the army turned to the Bolsheviks due to this promise</li> <li>3. some Russian peasants wanted the October Revolution to succeed so that the land problem could be solved</li> <li>4. many Russians also supported the Bolsheviks because they believed in Lenin's promises.</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. the October Revolution was successful because Lenin was an excellent leader of the movement</li> <li>6. the October Revolution was successful as Lenin had a clear plan for success through his April Thesis/Peace, Bread &amp; Land message that appealed to the masses</li> <li>7. the October Revolution was successful as Trotsky was another excellent leader who took control of the Military Revolutionary Committee/he was an excellent motivational figure</li> <li>8. the October Revolution was successful because the Provisional Government had little armed support</li> <li>9. the October Revolution was successful because the Bolsheviks captured key targets (for example, bridges, Post Office, and the Winter Palace).</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

Section 3 – European and World Contexts

Part F – Mussolini and Fascist Italy, 1919–1939

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
71.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve <b>full marks</b> by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. Mussolini manipulated his image/exploited weaknesses of other groups through his newspaper, ‘Il Popolo D’Italia’</li> <li>2. by 1921 – fascism was anti-communist/anti-trade union/anti-socialist/pro-nationalist and thus became attractive to the middle and upper classes</li> <li>3. Fascism appealed to conservative family values</li> <li>4. Fascism gained the support of the Catholic church/monarchists</li> <li>5. violence showed fascism was strong and ruthless (it appealed to many ex-soldiers)</li> <li>6. Fascists appeared to be the only Party prepared to stand up to the Communists</li> <li>7. Fascists promised strong government, which was attractive after a period of extreme instability</li> <li>8. Mussolini attracted many with his powerful oratory/distinctive image of Blackshirts and fascist flag</li> <li>9. parliamentary government was weak and corruption commonplace</li> <li>10. the Acerbo law was used to secure a Fascist parliamentary majority</li> <li>11. the King gave in to Fascist pressure during the March on Rome</li> <li>12. Mussolini’s’ political opponents were divided and this weakened them.</li> </ol> <p><b>Any other valid reason.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
72.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded <b>1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint should be awarded a <b>second mark</b>. Candidates may achieve <b>full marks</b> by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p>Possible points of comparison may include</p> <p><b>Overall</b> – the sources disagree about the role of the King in Fascist Italy.</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>Since he signed Benito Mussolini's anti-Semitic decrees it has to be concluded that he was an anti-Semite.</td> <td>He did his best to discourage discrimination against Italy's Jewish population.</td> </tr> <tr> <td>As King, he supported the aggressive Abyssinian and Albanian wars.</td> <td>The King had severe concerns about aggressive Fascist foreign policy, which he expressed to Mussolini in private.</td> </tr> <tr> <td>Much of the Italian public thought that the King agreed with the aims of Mussolini's government.</td> <td>His failure to provide stronger opposition to Mussolini's leadership.</td> </tr> </tbody> </table>	Source A	Source B	Since he signed Benito Mussolini's anti-Semitic decrees it has to be concluded that he was an anti-Semite.	He did his best to discourage discrimination against Italy's Jewish population.	As King, he supported the aggressive Abyssinian and Albanian wars.	The King had severe concerns about aggressive Fascist foreign policy, which he expressed to Mussolini in private.	Much of the Italian public thought that the King agreed with the aims of Mussolini's government.	His failure to provide stronger opposition to Mussolini's leadership.
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Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
73.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>Candidates must make a number of relevant, factual points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. <b>A second mark</b> should be awarded for each point that is developed, up to a <b>maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include</b></p> <ol style="list-style-type: none"> <li>1. trade unions were outlawed</li> <li>2. the currency was revalued in the 'Battle for the Lira'</li> <li>3. high tariffs were placed on foreign imports</li> <li>4. the Battle for Grain was established</li> <li>5. Battle for Land to make marshland useable for farming/provided employment</li> <li>6. the Ministry of Corporations was established, headed by Giuseppe Bottai</li> <li>7. government investment to create employment and modernise industry, for example, electrification of railways, growth of car industry</li> <li>8. paid national holidays were introduced in 1938.</li> </ol> <p><b>Any other valid point of knowledge.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
74.		<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p><b>A maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p>Examples of aspects of the source and relevant comments.</p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td><b>Author</b> modern historian</td> <td>Useful as they will be a well-informed expert.</td> </tr> <tr> <td><b>Type of Source</b> textbook</td> <td>Useful because it will have been thoroughly researched.</td> </tr> <tr> <td><b>Purpose</b> to inform</td> <td>Useful as it provides detailed information about Italy's involvement in the Spanish Civil War.</td> </tr> <tr> <td><b>Timing</b> 2009</td> <td>Useful because it is written with the benefit of hindsight.</td> </tr> </tbody> </table>	Aspect of the source	Possible comment(s)	<b>Author</b> modern historian	Useful as they will be a well-informed expert.	<b>Type of Source</b> textbook	Useful because it will have been thoroughly researched.	<b>Purpose</b> to inform	Useful as it provides detailed information about Italy's involvement in the Spanish Civil War.	<b>Timing</b> 2009	Useful because it is written with the benefit of hindsight.
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					<table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td>In July 1936 Mussolini responded to a request from the right-wing rebels fighting against the left-wing Spanish Republican government.</td> <td>Useful because it is accurate (as Franco did request help from like-minded leaders).</td> </tr> <tr> <td>He was keen to aid the fight against democracy and socialism.</td> <td>Useful as it is accurate (that Mussolini regarded these as dangerous).</td> </tr> <tr> <td>Initially he sent 12 planes, which together with German aircraft proved crucial in allowing General Franco to transport his Army of Morocco to Spain.</td> <td>Useful as it is accurate (as these planes were sent).</td> </tr> </tbody> </table> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>1. Mussolini wanted to establish greater Italian influence in the Mediterranean</li> <li>2. Mussolini sent Italian troops to fight in Spain</li> <li>3. Italian submarines attacked ships supplying the Republican government</li> <li>4. the Italians were defeated by the International Brigades at Guadalajara in 1937.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>	Content	Possible comment(s)	In July 1936 Mussolini responded to a request from the right-wing rebels fighting against the left-wing Spanish Republican government.	Useful because it is accurate (as Franco did request help from like-minded leaders).	He was keen to aid the fight against democracy and socialism.	Useful as it is accurate (that Mussolini regarded these as dangerous).	Initially he sent 12 planes, which together with German aircraft proved crucial in allowing General Franco to transport his Army of Morocco to Spain.	Useful as it is accurate (as these planes were sent).
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75.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to <b>3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded up to <b>4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks</b> may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. the government was able deal easily with opposition groups because they failed to unite against the Fascists</li> <li>2. a lack of courage helps explain the failure of some opposition groups</li> <li>3. Mussolini cleverly used the Lateran Treaty to stop potential opposition from the Catholic Church</li> <li>4. the opposition received little publicity as loyal journalists received extra pay in the form of government grants.</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. many opponents of the regime were intimidated/murdered which silenced potential rivals</li> <li>6. some opponents were sent to concentration camps which scared people</li> <li>7. Mussolini banned all other political parties</li> <li>8. censorship made it difficult to oppose Mussolini</li> <li>9. the banning of trade unions removed another potential source of opposition</li> <li>10. opposition was hard to organise due to fear of the secret police.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

## Section 3 – European and World Contexts

### Part G – Free at Last? Civil Rights in the USA, 1918–1968

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
76.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and <b>a second mark</b> should be awarded for reasons that are developed. Candidates may achieve <b>full marks</b> by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. many were attracted by the higher wages available in the United States</li> <li>2. many were attracted by the jobs available in the United States</li> <li>3. many were attracted by the better living conditions which the United States seemed to offer</li> <li>4. many were attracted by the religious tolerance which America seemed to offer</li> <li>5. many read letters from family relatives who had previously migrated to the United States and were attracted by the possibility of joining them</li> <li>6. many hoped to benefit from the plentiful supply of land in the United States and were attracted by the prospect of owning property</li> <li>7. many were attracted to the United States by the cheap and quick travel across the Atlantic offered by the steam ship companies</li> <li>8. many were attracted to the United States by the ‘American Dream’ which seemed to offer equal opportunities and the chance of a better life.</li> </ol> <p><b>Any other valid reason.</b></p>

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77.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded <b>1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint should be awarded a <b>second mark</b>. Candidates may achieve <b>full marks</b> by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p>Possible points of comparison may include</p> <p><b>Overall – the sources disagree about the experience of black American migrants to the Northern cities.</b></p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>Here we live in peace, free from the racism we suffered in the Southern states.</td> <td>(There may be no lynchings here but) I still get called ‘boy’ and other names by white Americans.</td> </tr> <tr> <td>I have to work long hours in the factory but I am rewarded with good wages.</td> <td>There are plenty of jobs in the nearby factory but my pay is just a dollar a day which is barely enough to buy the essentials.</td> </tr> <tr> <td>At the end of my working day I am most thankful to return to my family in a home which is spacious and warm.</td> <td>Like other black Americans who live here, my whole family share a single, damp room.</td> </tr> </tbody> </table>	Source A	Source B	Here we live in peace, free from the racism we suffered in the Southern states.	(There may be no lynchings here but) I still get called ‘boy’ and other names by white Americans.	I have to work long hours in the factory but I am rewarded with good wages.	There are plenty of jobs in the nearby factory but my pay is just a dollar a day which is barely enough to buy the essentials.	At the end of my working day I am most thankful to return to my family in a home which is spacious and warm.	Like other black Americans who live here, my whole family share a single, damp room.
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				<b>Author</b> modern historian	Useful because they are a well-informed expert.
				<b>Type of Source</b> textbook	Useful because it will have been researched thoroughly.
				<b>Purpose to Inform</b>	Useful because it provides detailed information about the experiences of black Americans during World War Two.
<b>Timing</b> 2006	Useful because it is written with the benefit of hindsight.				

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					<table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>More than one million black Americans served in the armed forces during the war.</td> <td>Useful as it is accurate. (Many black Americans served in the military in World War Two).</td> </tr> <tr> <td>The availability of work in defence industries encouraged millions of Southern black Americans to migrate to Northern cities.</td> <td>Useful as it is accurate. (Many black Americans moved North seeking work in munitions factories).</td> </tr> <tr> <td>In crowded wartime cities the unusually close proximity in which black and white Americans lived led to violence between the races.</td> <td>Useful as it is accurate. (Race riots led to black and white Americans being killed and injured).</td> </tr> </tbody> </table> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>black American soldiers were segregated from white American soldiers in the armed forces</li> <li>hundreds of black Americans had the opportunity to train as pilots in the air force</li> <li>by the end of the war, all three armed forces had appointed black American officers</li> <li>black American soldiers who served in Europe experienced life in a more equal society.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>	Content	Possible comment	More than one million black Americans served in the armed forces during the war.	Useful as it is accurate. (Many black Americans served in the military in World War Two).	The availability of work in defence industries encouraged millions of Southern black Americans to migrate to Northern cities.	Useful as it is accurate. (Many black Americans moved North seeking work in munitions factories).	In crowded wartime cities the unusually close proximity in which black and white Americans lived led to violence between the races.	Useful as it is accurate. (Race riots led to black and white Americans being killed and injured).
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79.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>Candidates must make a number of relevant, factual points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. <b>A second mark</b> should be awarded for each point that is developed, up to a <b>maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include</b></p> <ol style="list-style-type: none"> <li>1. legal action leading to the decision of the Supreme Court in 1954 to declare segregation in schools unconstitutional</li> <li>2. boycott of buses in Montgomery and other Southern cities</li> <li>3. attempt by black American students to enter Central High School in Little Rock, Arkansas</li> <li>4. sit-ins – the occupation of lunch counters and other segregated places</li> <li>5. freedom rides – travel on buses through southern states using segregated facilities at bus stations</li> <li>6. Project C – marches in Birmingham, Alabama led by Martin Luther King</li> <li>7. the March on Washington</li> <li>8. the march from Selma to Montgomery.</li> </ol> <p><b>Any other valid point of knowledge.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
80.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to <b>3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded up to <b>4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks</b> may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. riots were often sparked by acts of police discrimination and brutality against black Americans</li> <li>2. rioters were also angered by the poor housing conditions which they were forced to endure in the ghetto</li> <li>3. others felt encouraged to turn to violence by the Black Panthers</li> <li>4. the Kerner Commission found that 40% of black Americans lived in poverty and argued that this was the main cause of the race riots in the Northern ghettos.</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. black Americans in the ghetto were angry at a government which they believed to have ignored their needs for far too long</li> <li>6. black Americans in the ghetto had become disillusioned with the Civil Rights Movement and its emphasis on non-violence</li> <li>7. black Americans in the ghetto were angry at the lack of health services in the ghetto</li> <li>8. low educational standards which meant that black Americans saw no way out of the ghetto</li> <li>9. high crime rates in the ghetto led to even greater feelings of despair</li> <li>10. discontent resulting from poverty (for example, low pay, high levels of unemployment).</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

## Section 3 – European and World Contexts

### Part H – Appeasement and the Road to War, 1918–1939

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
81.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to <b>3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded up to <b>4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks</b> may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. the Assembly had to be unanimous and member states often could not agree (meaning it was difficult for the League to take decisions)</li> <li>2. (even when agreement was reached) a further problem was that the League did not have its own army to back up its decisions</li> <li>3. Britain and France were reluctant to commit troops to fight for the League</li> <li>4. member countries were worried about damaging their own economy, so would argue against the League imposing economic sanctions.</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. the USA refused to join as they were not interested in getting involved in the problems of other countries</li> <li>6. initially Russia was not invited to join, so another great country of the world was absent</li> <li>7. Germany was not allowed to join until 1926, so another major power was absent</li> <li>8. member countries were reluctant to take action against a powerful member state</li> <li>9. countries lost faith in the League with each failure.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
82.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. <b>A second mark</b> should be awarded for each point that is developed, up to a maximum of <b>4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include</b></p> <ol style="list-style-type: none"> <li>1. many in Britain thought that the re-occupation of the Rhineland in 1936 was justified as it was their own territory (for example, Lord Lothian)</li> <li>2. many thought that Germany had been harshly treated by the Treaty of Versailles and Germany was only taking back what was rightfully theirs</li> <li>3. France was in political chaos and was not in a position to prevent Anschluss in 1938</li> <li>4. Anschluss was not seen as a threat to Britain</li> <li>5. the British population were against the idea of another European war</li> <li>6. the British Prime Minister, Neville Chamberlain, was determined to follow a policy of Appeasement</li> <li>7. neither Britain nor France were prepared militarily to oppose Nazi Germany.</li> </ol> <p><b>Any other valid point of knowledge.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
83.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded <b>1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint should be awarded a <b>second mark</b>. Candidates may achieve <b>full marks</b> by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p>Possible points of comparison may include</p> <p><b>Overall – the sources C disagree about Germany’s re-occupation of the Rhineland.</b></p> <table border="1"> <thead> <tr> <th>Source B</th> <th>Source C</th> </tr> </thead> <tbody> <tr> <td>German soldiers in the Rhineland are a serious menace to the security of Holland, Belgium and France.</td> <td>The existence of these German soldiers on German soil is of no threat to any of the nations of Europe.</td> </tr> <tr> <td>Furthermore, the recent entry of German troops into the Rhineland breaks the terms of the Treaty of Versailles and cannot be defended.</td> <td>In sending soldiers into the Rhineland, Germany has rightly ignored the unfair terms of the Treaty of Versailles.</td> </tr> <tr> <td>Britain and France must take this opportunity to take decisive military action against Hitler.</td> <td>It would be a mistake for Britain and France to listen to those who are calling upon them to take military action against Germany.</td> </tr> </tbody> </table>	Source B	Source C	German soldiers in the Rhineland are a serious menace to the security of Holland, Belgium and France.	The existence of these German soldiers on German soil is of no threat to any of the nations of Europe.	Furthermore, the recent entry of German troops into the Rhineland breaks the terms of the Treaty of Versailles and cannot be defended.	In sending soldiers into the Rhineland, Germany has rightly ignored the unfair terms of the Treaty of Versailles.	Britain and France must take this opportunity to take decisive military action against Hitler.	It would be a mistake for Britain and France to listen to those who are calling upon them to take military action against Germany.
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Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
84.		<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p><b>A maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p><b>Examples of aspects of the source and relevant comments</b></p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td><b>Author</b> historian</td> <td>Useful because they are a well-informed expert.</td> </tr> <tr> <td><b>Type of Source</b> textbook</td> <td>Useful because it will have been researched thoroughly.</td> </tr> <tr> <td><b>Purpose</b> to inform</td> <td>Useful because it provides detailed information about the reaction of the British public to the Munich Agreement.</td> </tr> <tr> <td><b>Timing</b> 2000</td> <td>Useful because it is written with the benefit of hindsight.</td> </tr> </tbody> </table>	Aspect of the source	Possible comment(s)	<b>Author</b> historian	Useful because they are a well-informed expert.	<b>Type of Source</b> textbook	Useful because it will have been researched thoroughly.	<b>Purpose</b> to inform	Useful because it provides detailed information about the reaction of the British public to the Munich Agreement.	<b>Timing</b> 2000	Useful because it is written with the benefit of hindsight.
				Aspect of the source	Possible comment(s)									
				<b>Author</b> historian	Useful because they are a well-informed expert.									
				<b>Type of Source</b> textbook	Useful because it will have been researched thoroughly.									
				<b>Purpose</b> to inform	Useful because it provides detailed information about the reaction of the British public to the Munich Agreement.									
				<b>Timing</b> 2000	Useful because it is written with the benefit of hindsight.									
				<b>Content</b>	<b>Possible comment</b>									
				On his return to Britain, Chamberlain was greeted by cheering crowds on the tarmac of the runway at Heston airport.	Useful as it is accurate (that Chamberlain was greeted by cheering crowds).									
				Over 5,000 supporters sang and danced in Downing Street as they waited to greet their returning hero.	Useful as it is accurate (that Chamberlain was cheered in Downing Street).									
				There was a widespread sense of public gratitude and relief that the Prime Minister's	Useful as it is accurate (that the British public feared another war).									

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
					Content	Possible comment
					actions at Munich had spared Britain another war.	

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>1. Chamberlain received thousands of letters and telegrams from the public thanking him for his achievements at Munich</li> <li>2. members of the public sent Chamberlain gifts, such as fishing rods</li> <li>3. some members of the public were unhappy at the Munich Agreement/thousands demonstrated against the Munich Agreement in Trafalgar Square</li> <li>4. some members of the public felt that Britain should have taken action to defend Czechoslovakia in the face of German aggression.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
85.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and <b>a second mark</b> should be awarded for reasons that are developed. Candidates may achieve <b>full marks</b> by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. Hitler wanted Germany to win back control of the land lost to Poland at the end of World War I</li> <li>2. Hitler wanted to see the millions of Germans living in Poland brought into a Greater Germany</li> <li>3. by invading Poland Hitler would put an end to the Polish Corridor which divided East Prussia from the rest of Germany</li> <li>4. an invasion of Poland would provide land for Lebensraum or 'living space' for Germans</li> <li>5. by conquering Poland Hitler would gain control of Danzig, a German town and free city under the League, which was run to suit the Poles</li> <li>6. a successful invasion of Poland would be popular with the German public and strengthen Hitler's control of Germany</li> <li>7. Hitler felt that a successful invasion of Poland was now possible as the Nazi-Soviet Pact meant that Russia would not protect Poland</li> <li>8. Hitler felt that a successful invasion of Poland was now possible as The Pact of Steel had assured Germany of Italy's support</li> <li>9. Hitler felt that a successful invasion of Poland was now possible as he did not believe that Britain would help Poland in the event of war.</li> </ol> <p><b>Any other valid reason.</b></p>

## Section 3 – European and World Contexts

### Part I – World War II, 1939–1945

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
86.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>Candidates must make a number of relevant, factual points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. <b>A second mark</b> should be awarded for each point that is developed, up to a <b>maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include</b></p> <ol style="list-style-type: none"> <li>1. the pact is also known as the Molotov-Ribbentrop Pact</li> <li>2. Non-Aggression Pact agreed that there would be no military action between the two nations for the next ten years</li> <li>3. there was also a secret agreement between the two countries to divide up Eastern Europe</li> <li>4. included in the Pact was an agreement that neither side would make any other alliance or aid an enemy of the other country involved in the Pact</li> <li>5. the first part of the Pact was signed on August 19, 1939 and the second part was signed four days later</li> <li>6. it stated that Germany would exchange manufactured goods for Soviet raw materials (for example, grain).</li> </ol> <p><b>Any other valid point of knowledge.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
87.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded <b>1 mark</b>. A developed comparison of the points of detail or overall viewpoint should be awarded a <b>second mark</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p>Possible points of comparison may include</p> <p><b>Overall</b> – the sources disagree about the events at Dunkirk.</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>(A significant part of the story of Dunkirk is) the thousands of small boats and fishing vessels that rescued the remaining British troops.</td> <td>Only 861 small boats transported the soldiers back to England which was a small proportion of the total, (however, this was better than anticipated).</td> </tr> <tr> <td>Over 338,000 British and French soldiers were saved and Britain lived to fight another day.</td> <td>Britain could not possibly continue fighting (due to leaving behind thousands of tons of ammunition, vehicles and weapons).</td> </tr> <tr> <td>Churchill publicly described the rescue as a ‘miracle of deliverance’ and many people at home were relieved.</td> <td>Events in Dunkirk were described by Churchill privately as a ‘colossal military disaster’.</td> </tr> </tbody> </table>	Source A	Source B	(A significant part of the story of Dunkirk is) the thousands of small boats and fishing vessels that rescued the remaining British troops.	Only 861 small boats transported the soldiers back to England which was a small proportion of the total, (however, this was better than anticipated).	Over 338,000 British and French soldiers were saved and Britain lived to fight another day.	Britain could not possibly continue fighting (due to leaving behind thousands of tons of ammunition, vehicles and weapons).	Churchill publicly described the rescue as a ‘miracle of deliverance’ and many people at home were relieved.	Events in Dunkirk were described by Churchill privately as a ‘colossal military disaster’.
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Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
88.		<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p><b>A maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	Examples of aspects of the source and relevant comments	
				<b>Aspect of the source</b>	<b>Possible comment(s)</b>
				<b>Author</b> modern historian	Useful because they are a well-informed expert.
				<b>Type of Source</b> textbook	Useful because it will have researched the issue thoroughly.
				<b>Purpose</b> to inform	Useful because it provides detailed information about the treatment of prisoners of war by the Japanese.
<b>Timing</b> 2017	Useful because it has the benefit of hindsight.				

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
					<table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td>One in three of these prisoners died as a result of the dreadful conditions.</td> <td>Useful because it is accurate (that many prisoners did lose their lives in the camps).</td> </tr> <tr> <td>Prisoners suffered as Red Cross parcels were not given out.</td> <td>Useful because it is accurate (that prisoners were denied this help).</td> </tr> <tr> <td>Camp commandants made up their own rules and inflicted harsh punishments for even minor rule breaking.</td> <td>Useful because it is accurate (that harsh treatment of prisoners was commonplace).</td> </tr> </tbody> </table> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>POWs had limited food (for example, barley, green stew, seaweed stew, beans, rice; vegetables/meat and fish were rare)</li> <li>accommodation was basic and unsanitary which spread disease (for example, barracks, slept on mats, open latrines)</li> <li>work was hard and labour intensive (for example, mines, fields, shipyards, munitions factories, railroad buildings)</li> <li>examples of severe punishments (for example, beatings, standing to attention for hours, various forms of torture, solitary confinement).</li> </ol> <p><b>Any other valid point of significant omission.</b></p>	Content	Possible comment(s)	One in three of these prisoners died as a result of the dreadful conditions.	Useful because it is accurate (that many prisoners did lose their lives in the camps).	Prisoners suffered as Red Cross parcels were not given out.	Useful because it is accurate (that prisoners were denied this help).	Camp commandants made up their own rules and inflicted harsh punishments for even minor rule breaking.	Useful because it is accurate (that harsh treatment of prisoners was commonplace).
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Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
89.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p>Possible reasons may include</p> <ol style="list-style-type: none"> <li>1. citizens of occupied countries had to live under the same strict laws as those in Nazi Germany with harsh punishments for offences against German rule</li> <li>2. many lived in fear of the Gestapo/SS brutality and the Police State, which was imposed over occupied countries</li> <li>3. all newspapers and radio were controlled by the Nazi regime so information about the war was limited</li> <li>4. the occupied territories were provided with limited rations and food was confiscated by Germany for their own people</li> <li>5. the economy and industry in occupied territories was exploited meaning resources were limited for ordinary citizens</li> <li>6. curfews were put in place meaning that movement was restricted and controlled</li> <li>7. all citizens had to carry an ID card and punishments were severe for those who did not have one/could not produce theirs on demand</li> <li>8. millions of people were deported to other countries as workers to help with the German war effort</li> <li>9. Jewish populations in all occupied countries were deported to forced labour and death camps all over Europe</li> <li>10. Jews were forced to register and wear the Star of David</li> <li>11. their movements were restricted</li> <li>12. ghettos were created for Jews in places like Warsaw where food supply was limited, and conditions were harsh such as overcrowding and disease and starvation.</li> </ol> <p>Any other valid reason.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
90.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to <b>3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded up to <b>4 marks</b> for their identification of points of significant omission, based on their knowledge, that support their judgement.</p> <p>A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. some believe the surrender was the result of the atomic bombs dropped on Hiroshima and Nagasaki</li> <li>2. many politicians in Japan were also discouraged by Germany's surrender</li> <li>3. the Japanese military conducted a survey that concluded that Japan could not win the war</li> <li>4. more than 60 Japanese cities were subjected to extensive firebombing in 1945, displacing, maiming and killing several hundred thousand civilians.</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. Soviet troops invaded on Marachuria before the Nagasaki bombing which threatened Japan</li> <li>6. submarine blockade virtually shut down Japans oil imports and the coastal shipping of coal and food</li> <li>7. demoralised workers were abandoning factories, compounding existing shortages of war-related production</li> <li>8. Japan's diplomats in Europe were shocked by the devastation of Germany and conveyed their concerns about Hitler's 'fighting to the finish' strategy</li> <li>9. the Japanese Government was divided between civilians who wanted peace and military who wanted to continue the war, the Emperor favoured peace</li> <li>10. the surrender also guaranteed the survival of the Imperial Family.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

Section 3 – European and World Contexts

Part J – The Cold War, 1945–1989

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
91.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded <b>1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint should be awarded a <b>second mark</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p>Possible points of comparison may include</p> <p>Overall – the sources disagree about the success of American tactics in the Korean war.</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>The Americans were able to react quickly in 1950 and a brilliant sea borne attack on Inchon led to the recovery of Seoul.</td> <td>The slow start by the USA in 1950 allowed North Korean forces to push far into South Korea.</td> </tr> <tr> <td>President Truman was correct in deciding not to use weapons of mass destruction as it would have escalated the war.</td> <td>They should have used nuclear weapons as the Chinese didn't have their own nuclear weapons to respond with.</td> </tr> <tr> <td>The defensive strategy adopted from 1951 was the correct decision as the United States lacked the numbers to go on the attack.</td> <td>Had the United States been bolder in late 1951 they could have retaken large amounts of North Korean territory.</td> </tr> </tbody> </table>	Source A	Source B	The Americans were able to react quickly in 1950 and a brilliant sea borne attack on Inchon led to the recovery of Seoul.	The slow start by the USA in 1950 allowed North Korean forces to push far into South Korea.	President Truman was correct in deciding not to use weapons of mass destruction as it would have escalated the war.	They should have used nuclear weapons as the Chinese didn't have their own nuclear weapons to respond with.	The defensive strategy adopted from 1951 was the correct decision as the United States lacked the numbers to go on the attack.	Had the United States been bolder in late 1951 they could have retaken large amounts of North Korean territory.
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92.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>They may take different perspectives on the events and may describe a variety of different aspects of the events.</p> <p>Candidates must make a number of relevant, factual points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. <b>A second mark</b> should be awarded for each point that is developed, up to a <b>maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include</b></p> <ol style="list-style-type: none"> <li>1. an end to Soviet control</li> <li>2. the removal of the Red Army from Hungary</li> <li>3. free elections</li> <li>4. an end to press censorship</li> <li>5. release of political prisoners</li> <li>6. an end to central planning of the economy</li> <li>7. disbanding of the secret police</li> <li>8. Hungary to leave the Warsaw Pact.</li> </ol> <p><b>Any other valid point of knowledge.</b></p>

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93.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to <b>3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded up to <b>4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks</b> may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p><b>Possible points which may be identified in the source include</b></p> <ol style="list-style-type: none"> <li>1. President Kennedy felt he must defend the Monroe Doctrine, which stated that the United States would not allow any European country to interfere in the American hemisphere</li> <li>2. JFK demanded the removal of Soviet missiles as he knew that if he instead reacted by invading Cuba this could lead to war</li> <li>3. he had to take this strong response in order to keep the support of the American public</li> <li>4. Kennedy also felt he needed to recover from the Vienna Summit, where Khrushchev had got the better of him.</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. it was necessary to act as the missiles would be close enough to strike most major US cities with very little warning</li> <li>6. after the Bay of Pigs fiasco Kennedy could not risk another failure over Cuba</li> <li>7. Kennedy had to act, as if he did nothing Communism would be secured in Cuba</li> <li>8. failure to act could lead to non-aligned countries supporting the Soviets</li> <li>9. a strong response was needed as he was under pressure from the American military to act</li> <li>10. if they didn't take action America's allies would doubt their willingness to stand-up to the Soviet Union in the future.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

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94.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and <b>a second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. America was trying to supply a war 8,000 miles from home which made it very difficult for them</li> <li>2. the Vietcong were familiar with the terrain which gave them a clear advantage</li> <li>3. it was very difficult for US forces to identify the Vietcong from Vietnamese civilians</li> <li>4. the Vietcong were highly motivated as they were fighting to drive out invaders from their country</li> <li>5. the hit and run tactics of the Vietcong sapped US morale</li> <li>6. the Vietcong were able to use tunnels to avoid detection by U.S. forces</li> <li>7. the morale of US soldiers was very low and this reduced their combat effectiveness</li> <li>8. President Johnson refused General Westmoreland's request for additional troops</li> <li>9. many Vietnamese wanted to see the defeat of the US and the corrupt South Vietnamese regime</li> <li>10. the brutality of the Americans (for example, My Lai Massacre) alienated the Vietnamese</li> <li>11. the American war effort was undermined by growing opposition on the Home Front</li> <li>12. both Russia and China supported the North Vietnamese and Vietcong with vital weapons.</li> </ol> <p><b>Any other valid reason.</b></p>

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95.		<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source and make a comment which shows why this aspect makes the source more or less useful.</p> <p><b>A maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p><b>Examples of aspects of the source and relevant comments</b></p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td><b>Author</b> modern historian</td> <td>Useful because they are a well-informed expert.</td> </tr> <tr> <td><b>Type of Source</b> textbook</td> <td>Useful because it will have been thoroughly researched.</td> </tr> <tr> <td><b>Purpose</b> to inform</td> <td>Useful as it provides detailed information about the attempts at détente.</td> </tr> <tr> <td><b>Timing</b> 2003</td> <td>Useful because it is written with the benefit of hindsight.</td> </tr> </tbody> </table>	Aspect of the source	Possible comment(s)	<b>Author</b> modern historian	Useful because they are a well-informed expert.	<b>Type of Source</b> textbook	Useful because it will have been thoroughly researched.	<b>Purpose</b> to inform	Useful as it provides detailed information about the attempts at détente.	<b>Timing</b> 2003	Useful because it is written with the benefit of hindsight.
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[END OF MARKING INSTRUCTIONS]