



National  
Qualifications  
2025

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## 2025 History

### National 5

# Question Paper Finalised Marking Instructions

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These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments.

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## 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 interpretation 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 1906–1914 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 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</th> </tr> </thead> <tbody> <tr> <td><b>Author:</b> modern historian</td> <td>Useful as they are a well-informed expert on the succession problem after the death of Alexander III.</td> </tr> <tr> <td><b>Type of Source:</b> textbook</td> <td>Useful because the textbook will have been well-researched on the succession problem after the death of Alexander III.</td> </tr> <tr> <td><b>Purpose:</b> to inform</td> <td>Useful as it provides detailed information about the problems Scotland faced after Alexander III's death.</td> </tr> <tr> <td><b>Timing:</b> 1998</td> <td>Useful as it has been written with the benefit of hindsight.</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>He left no immediate heirs behind as his children had died before him.</td> <td>Useful because it is accurate (his children had all died before him).</td> </tr> <tr> <td>Due to his death, six Guardians were chosen to run the country in the absence of a king.</td> <td>Useful because it is accurate (six Guardians were chosen to look after the country).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> modern historian	Useful as they are a well-informed expert on the succession problem after the death of Alexander III.	<b>Type of Source:</b> textbook	Useful because the textbook will have been well-researched on the succession problem after the death of Alexander III.	<b>Purpose:</b> to inform	Useful as it provides detailed information about the problems Scotland faced after Alexander III's death.	<b>Timing:</b> 1998	Useful as it has been written with the benefit of hindsight.	Content	Possible comment	He left no immediate heirs behind as his children had died before him.	Useful because it is accurate (his children had all died before him).	Due to his death, six Guardians were chosen to run the country in the absence of a king.	Useful because it is accurate (six Guardians were chosen to look after the country).
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2.	<p><i>Candidates can be credited in a number of ways up to a <b>maximum of 4 marks</b>. 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>.</p> <p>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 Guardians of Scotland invited Edward I to select the next King of Scotland</li> <li>2. Edward I forced the Guardians to meet him at Norham Castle</li> <li>3. Edward I demanded the nobles of Scotland accept him as their overlord</li> <li>4. Edward I gained temporary control of the most important royal castles of Scotland</li> <li>5. Edward I judged thirteen competitors as the future King of Scotland</li> <li>6. Edward I demanded that all the Competitors accept him as their overlord, which they agreed to</li> <li>7. Edward I sought expert legal advice from England and abroad before making a decision</li> <li>8. Edward I decided that John Balliol had the strongest claim to the throne and therefore would become King of Scotland</li> <li>9. <b>any other valid point of knowledge.</b></li> </ol>

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3.	<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>.</p> <p>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 Edward I as overlord of Scotland.</p> <table border="1" data-bbox="943 371 1445 1350"> <thead> <tr> <th data-bbox="943 371 1198 421">Source B</th> <th data-bbox="1198 371 1445 421">Source C</th> </tr> </thead> <tbody> <tr> <td data-bbox="943 421 1198 685">His claim of overlordship was accepted by some Scottish nobles because they wanted a stable kingship.</td> <td data-bbox="1198 421 1445 685">Edward’s claim of overlordship in Scotland was opposed by Scots nobles who said it was not justified.</td> </tr> <tr> <td data-bbox="943 685 1198 981">Edward was a strong and just king who prevented chaos in Scotland which ensured security in the country.</td> <td data-bbox="1198 685 1445 981">Edward I was a tyrannical ruler who exploited Scotland, creating even more problems in the country.</td> </tr> <tr> <td data-bbox="943 981 1198 1350">Edward left Scotland alone to make its own legal decisions unless directly appealed to by Scottish nobles.</td> <td data-bbox="1198 981 1445 1350">Edward I interfered with legal practices in Scotland which many Scots felt was an attempt to undermine Scotland’s independence.</td> </tr> </tbody> </table>	Source B	Source C	His claim of overlordship was accepted by some Scottish nobles because they wanted a stable kingship.	Edward’s claim of overlordship in Scotland was opposed by Scots nobles who said it was not justified.	Edward was a strong and just king who prevented chaos in Scotland which ensured security in the country.	Edward I was a tyrannical ruler who exploited Scotland, creating even more problems in the country.	Edward left Scotland alone to make its own legal decisions unless directly appealed to by Scottish nobles.	Edward I interfered with legal practices in Scotland which many Scots felt was an attempt to undermine Scotland’s independence.
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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 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 interpretation 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><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>Point identified in the source:</b></p>	<p><b>Possible comment which shows the candidate has interpreted the key point(s):</b></p>
			1. He was a member of the lesser nobility who resented English control in Scotland.	Wallace did not like Scotland being controlled by England.
			2. He wanted Scotland to maintain its own government as he believed in the independence of Scotland.	Wallace wanted to keep Scotland's independence.
			3. Wallace was loyal to King John Balliol and wished to see him restored to the throne of Scotland.	Wallace wanted John Balliol back on the throne of Scotland.
			4. Bishop Wishart may also have encouraged Wallace to rebel to protect the Scottish Church from English influence.	Wallace may have been asked by Bishop Wishart to defend Scotland's church against English interference.
			<p><b>Possible points of significant omission may include:</b></p> <p>5. other small rebellions were taking place throughout Scotland and these may have inspired Wallace</p> <p>6. the new treasurer of Scotland had raised taxes, which were unpopular with the Scots</p> <p>7. Scots were angered that key roles were being taken by English administrators</p>	

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					8. the killing of the Sheriff of Lanark may have led Wallace to rebel as he was now an outlaw 9. it's possible Wallace was motivated by revenge for his partner 10. <b>any other valid point of significant omission.</b>

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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. Bruce murdered his main rival John Comyn, February 1306</li> <li>2. Bruce gained the support of the Church in his bid for the Scottish Kingship, for example, Bishop Wishart</li> <li>3. Bruce's use of guerrilla warfare allowed him to avoid full scale battles and build up support</li> <li>4. Bruce captured Turnberry Castle in 1307 which allowed him to form an army</li> <li>5. Bruce was able to focus on defeating Scottish opponents after defeating the English at Loudon Hill, 1307</li> <li>6. Edward I's death led to his son, Edward II, temporarily abandoning the campaign against the Scots allowing Bruce to focus on his Scottish opponents</li> <li>7. Bruce was fighting and capturing castles in the Great Glen which encouraged more Scots to join him</li> <li>8. Bruce defeated the Comyn family and destroyed their lands in the north-east, removing them as a threat</li> <li>9. many smaller families swore allegiance to Bruce in fear of being attacked by his forces</li> <li>10. a propaganda campaign was launched in 1309 that justified Bruce's Kingship and won supporters</li> <li>11. in 1314 the Pope recognised Bruce as King of Scots which legitimised his rule</li> <li>12. Bruce's victory at the Battle of Bannockburn attracted additional support from Scots</li> <li>13. <b>any other valid reason.</b></li> </ol>

Section 1 – Scottish Contexts

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

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6.		<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</th> </tr> </thead> <tbody> <tr> <td><b>Author:</b> modern historian</td> <td>Useful as they are well informed on the topic of Mary's move to France.</td> </tr> <tr> <td><b>Type of Source:</b> textbook</td> <td>Useful as it is fact-checked and reliable about Mary's move to France.</td> </tr> <tr> <td><b>Purpose:</b> to inform</td> <td>Useful as it will have detailed information about Mary's move to France.</td> </tr> <tr> <td><b>Timing:</b> 2015</td> <td>Useful as it is written with the benefit of hindsight.</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>Mary's move to France began with the Earl of Arran persuading the Scottish Parliament to favour a French marriage for the Queen.</td> <td>Useful as it is accurate (The Scottish Parliament agreed to the marriage to the French heir).</td> </tr> <tr> <td>As a result, the Scots and French signed the Treaty of Haddington, which arranged for Mary's travel to France to marry the Dauphin, Francis.</td> <td>Useful as it is accurate (The Treaty of Haddington was signed, which arranged for Mary to marry Francis).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> modern historian	Useful as they are well informed on the topic of Mary's move to France.	<b>Type of Source:</b> textbook	Useful as it is fact-checked and reliable about Mary's move to France.	<b>Purpose:</b> to inform	Useful as it will have detailed information about Mary's move to France.	<b>Timing:</b> 2015	Useful as it is written with the benefit of hindsight.	Content	Possible comment	Mary's move to France began with the Earl of Arran persuading the Scottish Parliament to favour a French marriage for the Queen.	Useful as it is accurate (The Scottish Parliament agreed to the marriage to the French heir).	As a result, the Scots and French signed the Treaty of Haddington, which arranged for Mary's travel to France to marry the Dauphin, Francis.	Useful as it is accurate (The Treaty of Haddington was signed, which arranged for Mary to marry Francis).
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7.	<p><i>Candidates can be credited in a number of ways up to a <b>maximum of 4 marks</b>. 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>.</p> <p>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. religion was an important part of daily life in Scottish society</li> <li>2. the Catholic Church owned land which it rented out to ordinary people</li> <li>3. the church was very wealthy compared to the poverty of most ordinary people</li> <li>4. the nobles were rich, land-owning families</li> <li>5. burghs were areas of the country which could hold a market</li> <li>6. Royal Burghs were able to trade with foreign countries</li> <li>7. craftsmen and women sold their goods at the market</li> <li>8. the Mercat cross was in the centre of the town, where the market took place</li> <li>9. <b>any other valid point of knowledge.</b></li> </ol>

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8.		<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>.</p> <p>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 rebellion against Mary of Guise.</p> <table border="1"> <thead> <tr> <th>Source B</th> <th>Source C</th> </tr> </thead> <tbody> <tr> <td>Overall, it was clear that Mary of Guise’s mishandling of the situation in 1559 was the main cause of rebellion against her.</td> <td>However, it was not the events of 1559 but later developments with France that were the main reason why people turned against Mary of Guise.</td> </tr> <tr> <td>In December 1557, the rebellious Lords of the Congregation sent Mary of Guise a set of ambitious requests, but a settlement seemed possible.</td> <td>Any hopes that the requests of the Lords of the Congregation would be agreed were destroyed as a settlement became impossible.</td> </tr> <tr> <td>However, Knox had returned to Scotland and more or less by accident, a religious rebellion had broken out.</td> <td>The resulting religious rebellion was no accident, as people who supported reform began to gather weapons.</td> </tr> </tbody> </table>	Source B	Source C	Overall, it was clear that Mary of Guise’s mishandling of the situation in 1559 was the main cause of rebellion against her.	However, it was not the events of 1559 but later developments with France that were the main reason why people turned against Mary of Guise.	In December 1557, the rebellious Lords of the Congregation sent Mary of Guise a set of ambitious requests, but a settlement seemed possible.	Any hopes that the requests of the Lords of the Congregation would be agreed were destroyed as a settlement became impossible.	However, Knox had returned to Scotland and more or less by accident, a religious rebellion had broken out.	The resulting religious rebellion was no accident, as people who supported reform began to gather weapons.
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					<p>7. Scottish nobles convinced Darnley that Mary's secretary, Riccio, was too close to her, which enraged Darnley</p> <p>8. a plot was hatched by Darnley's aides to kill Riccio, causing Mary to fear for her life</p> <p>9. Mary never forgave Darnley for his role in the Riccio plot, and their relationship deteriorated further</p> <p>10. <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 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. Mary was encouraging English Catholics to rebel against Elizabeth</li> <li>2. Mary still claimed to be the true Queen of England, which was a threat to Elizabeth</li> <li>3. Elizabeth no longer wanted to support Mary in her bid to regain the Scottish crown</li> <li>4. Mary was implicated in plots to overthrow Elizabeth</li> <li>5. the English Parliament had voted that Mary must face execution should there be any further plots against Elizabeth</li> <li>6. the discovery of the Babington Plot provided clear evidence of Mary's intention to undermine Elizabeth</li> <li>7. Walsingham gathered compelling evidence of Mary's guilt</li> <li>8. Elizabeth knew that unless rebellions were crushed, she would face further resistance</li> <li>9. Mary's trial was not fair, meaning that execution as a sentence was more likely</li> <li>10. <b>any other valid reason.</b></li> </ol>

Section 1 – Scottish Contexts

PART C – The Treaty of Union, 1689–1715

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question																
11.		<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</th> </tr> </thead> <tbody> <tr> <td><b>Author:</b> modern historian</td> <td>Useful because it is written by an expert on the problems faced by the Darien Scheme.</td> </tr> <tr> <td><b>Type of Source:</b> textbook</td> <td>Useful because it will have been well-researched on the problems faced by the Darien Scheme.</td> </tr> <tr> <td><b>Purpose:</b> to inform</td> <td>Useful because it gives evidence of the problems faced by the Darien Scheme.</td> </tr> <tr> <td><b>Timing:</b> 2014</td> <td>Useful because it was written with the benefit of hindsight.</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>Disease was a common feature of life in Darien and a wide variety of deadly ones affected newcomers, such as smallpox and malaria.</td> <td>Useful because it is accurate (disease was a problem for the Scottish colonists).</td> </tr> <tr> <td>It soon became apparent that tropical storms and flooding made it difficult to produce food.</td> <td>Useful because it is accurate (tropical weather conditions made it difficult to survive).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> modern historian	Useful because it is written by an expert on the problems faced by the Darien Scheme.	<b>Type of Source:</b> textbook	Useful because it will have been well-researched on the problems faced by the Darien Scheme.	<b>Purpose:</b> to inform	Useful because it gives evidence of the problems faced by the Darien Scheme.	<b>Timing:</b> 2014	Useful because it was written with the benefit of hindsight.	Content	Possible comment	Disease was a common feature of life in Darien and a wide variety of deadly ones affected newcomers, such as smallpox and malaria.	Useful because it is accurate (disease was a problem for the Scottish colonists).	It soon became apparent that tropical storms and flooding made it difficult to produce food.	Useful because it is accurate (tropical weather conditions made it difficult to survive).
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					<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. poor planning meant that Scots had limited goods to trade</li> <li>2. it was difficult for Scots to clear the jungle in the tropical heat</li> <li>3. some Scots colonists tried to run away from the settlement</li> <li>4. Spanish attacks made it difficult for the Scots to establish their colony</li> <li>5. Scots were unable to use the support of the English colonies for supplies as they had been banned from offering help</li> <li>6. <b>any other valid point of significant omission.</b></li> </ol>					

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12.	<p><i>Candidates can be credited in a number of ways up to a <b>maximum of 4 marks</b>. 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>.</p> <p>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. there were several famines and crop failures</li> <li>2. there was a shortage of money in the form of coins as Scotland had limited access to gold and silver</li> <li>3. there were high taxes put on Scottish exports</li> <li>4. woollen cloth trade with France was banned</li> <li>5. King William's wars abroad led to a higher tax burden on Scotland</li> <li>6. wealthy Scots took on unsustainable debt to fund expensive lifestyles</li> <li>7. failure of Darien Scheme crippled the Scottish economy</li> <li>8. <b>any other valid point of knowledge.</b></li> </ol>

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				<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. some MPs were promised promoted positions in the new British Parliament, so voted for Union</li> <li>6. the Equivalent appeared to be compensation for taking on significant English debt, so improved the economic benefits of Union</li> <li>7. the Scottish Commissioners were selected by the Queen to support Union, so managed the political process</li> <li>8. £20,000 was supposedly sent as a bribe from the English treasury to keep support for the Union</li> <li>9. Hamilton did not walk out of Parliament at an important point in the Union debates leading to some articles being passed</li> <li>10. Scots were worried that if Union was not passed the English Parliament would reintroduce the Alien Act</li> <li>11. <b>any other valid point of significant omission.</b></li> </ol>

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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 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. some Scots disliked George I as they did not think he was fit to rule as King, for example, his spending</li> <li>2. Union had failed to deliver prompt economic prosperity to Scotland</li> <li>3. there was a belief that the British Parliament was going to introduce more taxes on Scottish goods</li> <li>4. Catholics wanted a return of the Stuarts and a Catholic King</li> <li>5. Episcopalians thought the Stuarts would help to restore its position as the Church of Scotland</li> <li>6. resentment at some landowners and Highland clans using forced recruitment to build an army</li> <li>7. street disturbances in English towns led to the false belief that English and Welsh Jacobites would support a rebellion</li> <li>8. Scottish Jacobites thought that the French would support a rebellion with troops and weapons</li> <li>9. some Scottish Jacobites thought they could regain their political positions lost with Union</li> <li>10. James (Old Pretender) promised to end the Union if he became king</li> <li>11. Scottish Jacobites thought a rebellion would be successful because they knew Scottish military defences were weak</li> <li>12. <b>any other valid reason.</b></li> </ol>

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 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</th> </tr> </thead> <tbody> <tr> <td><b>Author:</b> modern historian</td> <td>Useful as they are a well-informed expert on the reasons for immigration.</td> </tr> <tr> <td><b>Type of Source:</b> textbook</td> <td>Useful because the textbook would have been well-researched on the reasons for immigration.</td> </tr> <tr> <td><b>Purpose:</b> to inform</td> <td>Useful as it provides detailed information about the reasons why immigrants came to Scotland.</td> </tr> <tr> <td><b>Timing:</b> 2011</td> <td>Useful as it has been written with the benefit of hindsight.</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>Most of the Jewish people who emigrated to Scotland were fleeing economic hardship.</td> <td>Useful because it is accurate (many Jewish people did emigrate due to economic difficulties).</td> </tr> <tr> <td>The opportunity to leave their country had also improved because of the fast and reasonably cheap transport.</td> <td>Useful because it is accurate (there was faster and cheaper transport which made emigrating easier).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> modern historian	Useful as they are a well-informed expert on the reasons for immigration.	<b>Type of Source:</b> textbook	Useful because the textbook would have been well-researched on the reasons for immigration.	<b>Purpose:</b> to inform	Useful as it provides detailed information about the reasons why immigrants came to Scotland.	<b>Timing:</b> 2011	Useful as it has been written with the benefit of hindsight.	Content	Possible comment	Most of the Jewish people who emigrated to Scotland were fleeing economic hardship.	Useful because it is accurate (many Jewish people did emigrate due to economic difficulties).	The opportunity to leave their country had also improved because of the fast and reasonably cheap transport.	Useful because it is accurate (there was faster and cheaper transport which made emigrating easier).
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<b>Timing:</b> 2011	Useful as it has been written with the benefit of hindsight.																			
Content	Possible comment																			
Most of the Jewish people who emigrated to Scotland were fleeing economic hardship.	Useful because it is accurate (many Jewish people did emigrate due to economic difficulties).																			
The opportunity to leave their country had also improved because of the fast and reasonably cheap transport.	Useful because it is accurate (there was faster and cheaper transport which made emigrating easier).																			

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</th> </tr> </thead> <tbody> <tr> <td>Many Jewish people fled to Scotland from Germany in the 1930s as the Nazis increasingly persecuted them.</td> <td>Useful because it is accurate (the Nazis persecuted Jewish people and forced them out of Germany).</td> </tr> </tbody> </table> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. many wanted to escape rural poverty, for example, Italy, Lithuania</li> <li>2. wages were believed to be better in Scotland</li> <li>3. famine in Ireland forced many Irish to Scotland</li> <li>4. some companies paid travel expenses and rent to attract workers, for example, jute mills in Dundee, iron makers in Coatbridge</li> <li>5. <b>any other valid point of significant omission.</b></li> </ol>	Content	Possible comment	Many Jewish people fled to Scotland from Germany in the 1930s as the Nazis increasingly persecuted them.	Useful because it is accurate (the Nazis persecuted Jewish people and forced them out of Germany).
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17.	<p><i>Candidates can be credited in a number of ways up to a <b>maximum of 4 marks</b>. 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>.</p> <p>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. heavy industries were stimulated by demand from Empire, for example, engineering</li> <li>2. skilled workers were lost to jobs in other countries in the Empire</li> <li>3. Clyde shipyards produced much of the shipping needed to trade goods and carry passengers to the Empire</li> <li>4. thousands of railway locomotives were produced in Scotland, for example, exported to India, Canada, New Zealand</li> <li>5. profits from trade with the Empire were also used to develop chemical industries and textiles, creating more jobs in Scotland</li> <li>6. cheap food imports from the Empire affected Scots farmers negatively, for example, wheat from Canada, lamb from Australia</li> <li>7. competition for Scottish goods and products, for example, sheep farming in New Zealand and Australia, linen and jute industry in India</li> <li>8. <b>any other valid point of knowledge.</b></li> </ol>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
18.	<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>.</p> <p>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 the attitude of Scots towards Italian immigrants.</p> <table border="1" data-bbox="943 405 1445 1507"> <thead> <tr> <th data-bbox="943 405 1198 456">Source B</th> <th data-bbox="1198 405 1445 456">Source C</th> </tr> </thead> <tbody> <tr> <td data-bbox="943 456 1198 752">Some Scots felt that the Italian community had a positive impact on Scottish traditions.</td> <td data-bbox="1198 456 1445 752">Italians experienced some hostility from Scots who felt they were a bad influence on Scottish traditions.</td> </tr> <tr> <td data-bbox="943 752 1198 1115">Italian cafes opening on Sundays made Scots happy because they provided somewhere to socialise other than the local pub.</td> <td data-bbox="1198 752 1445 1115">Italian cafes began opening on Sundays which angered Church leaders in Scotland and the religious community of Scots.</td> </tr> <tr> <td data-bbox="943 1115 1198 1507">The lack of economic challenge from Italian immigrants meant many were welcomed into Scottish society in north-east Scotland.</td> <td data-bbox="1198 1115 1445 1507">Not many Italians were welcomed into Scottish society as some Scots saw them as setting up businesses that challenged Scottish businesses.</td> </tr> </tbody> </table>	Source B	Source C	Some Scots felt that the Italian community had a positive impact on Scottish traditions.	Italians experienced some hostility from Scots who felt they were a bad influence on Scottish traditions.	Italian cafes opening on Sundays made Scots happy because they provided somewhere to socialise other than the local pub.	Italian cafes began opening on Sundays which angered Church leaders in Scotland and the religious community of Scots.	The lack of economic challenge from Italian immigrants meant many were welcomed into Scottish society in north-east Scotland.	Not many Italians were welcomed into Scottish society as some Scots saw them as setting up businesses that challenged Scottish businesses.
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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 judgement about the extent to which the source provides a full 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 interpretation 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><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>Point identified in the source</b></p>	<p><b>Possible comment which shows the candidate has interpreted the key point(s)</b></p>
			1. The promise of cheap land was a powerful motivation for many Scots.	Many Scots were attracted by the prospect of cheap land.
			2. The growing middle classes were attracted by higher wages and better working conditions abroad.	Higher wages and better working conditions appealed to the middle classes.
			3. The fact that there was a support network of fellow Scots abroad made people less worried about moving.	The existence of a support network encouraged Scots to move.
			4. Countries such as Canada put a lot of effort into attracting Scots through agents, posters and other advertising.	Countries tried to encourage Scots to move by showing positive reasons to do so through posters, agents and adverts.
			<p><b>Possible points of significant omission may include:</b></p> <p>5. letters home from Scots who had emigrated encouraged others to join them</p> <p>6. the Highland Clearances forced people from their homes and lands</p> <p>7. charities often provided financial support to help people emigrate, for example, the British Women's Emigration Association helped middle class educated women emigrate</p>	

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					8. more affordable travel encouraged people to emigrate 9. landowners provided funds for those who wanted to emigrate 10. The Empire Settlement Act of 1922 gave assistance to support emigration 11. <b>any other valid point of significant omission.</b>

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 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 introduced new farming techniques and crops, which helped improve agricultural productivity, for example, sheep farming in New Zealand</li> <li>2. Scots were generally well educated and so found roles in running the empire</li> <li>3. Scots had an advantage as English speakers in developing their careers in the empire</li> <li>4. Scots were involved in the construction of railways, helping the development of transport links, for example, George Stephen helped to establish the Canadian Pacific Railroad</li> <li>5. Scots established schools and universities, contributing to the growth of education, for example, John Dunmore Lang opened the Australian College</li> <li>6. Scots had significant roles in the banking industry, which helped grow the financial sector</li> <li>7. Scots were actively involved in politics, contributing to the shaping of political institutions and policies, for example, Peter Fraser helped to found the New Zealand Labour Party in 1916</li> <li>8. Scots introduced new cultural traditions, which enriched the cultural landscape, for example, Caledonian Societies were established to celebrate Scottish heritage</li> <li>9. Scots played a role in oppressing local populations, for example, brutal assaults on Aboriginal Australians, causing harm</li> <li>10. Scots played a role in suppressing native culture, for example, forcing the children of native peoples to attend residential schools</li> <li>11. Scots deprived native peoples of their land, for example, Treaty of Waitangi, New Zealand</li> <li>12. Scots played a large role in spreading religion and social aid as Christian missionaries</li> <li>13. <b>any other valid reason.</b></li> </ol>

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 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</th> </tr> </thead> <tbody> <tr> <td><b>Author:</b> modern historian</td> <td>Useful as they are a well-informed expert on recruitment.</td> </tr> <tr> <td><b>Type of Source:</b> textbook</td> <td>Useful as the textbook will be well-researched about recruitment.</td> </tr> <tr> <td><b>Purpose:</b> to inform</td> <td>Useful as it is intended to give accurate information about recruitment.</td> </tr> <tr> <td><b>Timing:</b> 2022</td> <td>Useful as it was written with the benefit of hindsight.</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> modern historian	Useful as they are a well-informed expert on recruitment.	<b>Type of Source:</b> textbook	Useful as the textbook will be well-researched about recruitment.	<b>Purpose:</b> to inform	Useful as it is intended to give accurate information about recruitment.	<b>Timing:</b> 2022	Useful as it was written with the benefit of hindsight.
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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. some Scots joined because of a sense of adventure</li> <li>2. some joined up because of peer pressure</li> <li>3. some Scots joined up in response to propaganda</li> <li>4. many Scots who volunteered came from the west of Scotland</li> <li>5. <b>any other valid point of significant omission.</b></li> </ol>

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22.	<p><i>Candidates can be credited in a number of ways up to a <b>maximum of 4 marks</b>. 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>.</p> <p>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. soldiers had to live in trenches which were often muddy</li> <li>2. soldiers often experienced ‘trench foot’</li> <li>3. soldiers were bothered by rats in the trenches</li> <li>4. soldiers experienced lice in their clothes, for example, kilts</li> <li>5. soldiers often experienced diseases, for example, typhus</li> <li>6. soldiers experienced boredom</li> <li>7. some soldiers experienced ‘shellshock’</li> <li>8. soldiers experienced dangers like bombardments from artillery</li> <li>9. <b>any other valid point of knowledge.</b></li> </ol>

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				<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>women were required to work in munition factories to meet war demand</li> <li>many women worked in industry to replace male workers</li> <li>many women took up new work in farming or food production</li> </ol>											

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					8. workers in essential industries were banned from going on strike 9. there was an increase in demand for industrial workers, for example, jute, shipbuilding 10. <b>any other valid point of significant omission.</b>

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 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. violent campaigning of the Suffragettes pressured the government into extending the franchise</li> <li>2. actions like force-feeding created sympathy for women getting the vote</li> <li>3. Suffragette threats to restart their violent campaign post-war pressured the government into extending the franchise</li> <li>4. peaceful campaigning of the Suffragists convinced many politicians women deserved the vote</li> <li>5. some felt the vote was a fair reward for women's war work</li> <li>6. women's war work convinced some politicians that women were 'responsible' enough to get the vote</li> <li>7. women had become increasingly involved in local politics so giving some a national vote seemed 'fair'</li> <li>8. the government felt it had to enfranchise most men over 19 as a reward for war service</li> <li>9. many felt Britain needed to extend the franchise to follow the example of other countries</li> <li>10. the post-war government hoped that if they extended the franchise, new voters might vote for them</li> <li>11. <b>any other valid reason.</b></li> </ol>

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 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.</p> <p><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:
				Mistakes made by Harold II	<ol style="list-style-type: none"> <li>1. Harold rushed to fight William when he wasn't prepared</li> <li>2. Harold's remaining army was battle weary from Stamford Bridge</li> <li>3. Harold had to rebuild his army with peasants and farmers</li> <li>4. Harold marched his tired army a long distance to meet William, for example, around 190 miles south</li> </ol>
				William's leadership	<ol style="list-style-type: none"> <li>5. William had fought in many battles in France and was an experienced leader</li> <li>6. his army was better equipped with archers and cavalry</li> <li>7. William raided towns in England so his army were well fed and rested</li> <li>8. William boosted morale by lifting his helmet in battle to show he was still alive</li> <li>9. the false retreat by the Normans weakened the English wall</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
					<p><b>Possible factors:</b></p> <p>Favourable circumstances</p>	<p><b>Key points of knowledge to support this factor may include:</b></p> <p>10. wind direction in the Channel meant William didn't arrive in summer where he would have faced a larger English army</p> <p>11. Harald Hardrada's invasion happened just before William's, which meant Harold had to face two enemies at the same time</p> <p>12. Harold was killed in battle which reduced English morale</p>
					Other factors	13. <b>any other valid point.</b>

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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 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.</p> <p><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:
				Religion	<ol style="list-style-type: none"> <li>1. Millenary Petition (1603) – demands for change over Church of England practices were rejected by James</li> <li>2. Bancroft’s Canons – licensed by James but annoyed the clergy</li> <li>3. Direction of Preachers (1622) – gave bishops more control which concerned Puritans</li> <li>4. James was perceived to have Catholic sympathies which concerned Puritans, for example, marriage alliance with France</li> <li>5. James’ Book of Sports was objected to by Puritans as it gave activities for people to do after church on Sundays</li> </ol>
				Revenue	<ol style="list-style-type: none"> <li>6. Parliament was concerned at the extravagant spending by James</li> <li>7. Bates Case (1606) – James’ policy on collection of impositions was challenged in court</li> <li>8. Great Contract (1610) – Parliament was dismissed over financial arguments</li> </ol>

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					7. Charles sent English troops to Denmark in 1626 to invade Northern Germany, but they were beaten 8. failed expedition to La Rochelle and Ile de Rhe in 1627 to support the Protestant Huguenots 9. <b>any other valid point of significant omission.</b>

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Section 2 – British contexts

PART C – The Trade in Enslaved African People, 1770-1807

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
34.		<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.</p> <p><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:
				Population loss	<ol style="list-style-type: none"> <li>1. millions of Africans were taken from Africa</li> <li>2. loss of young men and women led to fewer children</li> <li>3. fewer people left to work the land</li> </ol>
				Culture	<ol style="list-style-type: none"> <li>4. there was a loss of cultural traditions which were not being passed down generations</li> <li>5. loss of skilled craftspeople meant skills died out, for example, carved ivory statues</li> </ol>
				Economy	<ol style="list-style-type: none"> <li>6. cheap European goods stopped African goods being made</li> <li>7. large areas of land were left uncultivated</li> </ol>
				War and conflict	<ol style="list-style-type: none"> <li>8. trade in enslaved Africans encouraged conflict due to wealth made from enslavement</li> <li>9. introduction of guns made tribal wars more violent</li> </ol>
				Plantations in the Caribbean	<ol style="list-style-type: none"> <li>10. diseases and enslavement killed native peoples, for example, the Arawaks</li> </ol>

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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>5. new industries related to the Caribbean trade led to a growth in the economy, for example, coffee houses, glass making in Bristol</li> <li>6. many new jobs were created by the Caribbean trade, for example, rope makers</li> <li>7. iron founding grew to make products for the Caribbean trade, for example, guns</li> <li>8. insurance companies grew, for example, Lloyds of London</li> <li>9. the finance industry grew rapidly as a result of the Caribbean trade, for example, Barings Bank, which was used by merchants, made London the financial capital of Britain</li> <li>10. Liverpool became a centre for building ships for the Caribbean trade</li> <li>11. <b>any other valid point of significant omission.</b></li> </ol>

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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 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. Clarkson travelled the country showing people the equipment used which horrified people and made them turn against the trade in enslaved Africans</li> <li>2. Wilberforce spent many years putting forward bills to abolish the trade in enslaved Africans, gradually changing politicians' minds</li> <li>3. formerly enslaved people wrote autobiographies, which helped to change people's minds about the treatment they received</li> <li>4. women started boycotting trade products which raised awareness for abolitionists</li> <li>5. John Newton preached against the trade in enslaved Africans, and he was very influential</li> <li>6. Wedgwood created an emblem for the campaign which gained support from those who could not read</li> <li>7. petitions against the trade in enslaved Africans encouraged many people to take part in the abolition campaign</li> <li>8. MPs were changing their minds about the trade in enslaved Africans due to diminishing profits</li> <li>9. opportunities for cheaper goods from India meant there was no need to use plantation labour in the Caribbean, for example, sugar</li> <li>10. fear over the threat of rebellion in the Caribbean meant MPs wanted to withdraw from the Caribbean trade</li> <li>11. poetry created by abolitionists led to more people being aware of the abolitionist campaign, for example, <i>Slavery</i> by Hannah More</li> <li>12. religious groups were very important in organising campaigns for the abolition of the trade in enslaved Africans, for example, the Quakers</li> <li>13. <b>any other valid reason.</b></li> </ol>

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 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.</p> <p><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:
				Medical advances	<ol style="list-style-type: none"> <li>1. development of the smallpox vaccination, reducing the spread of disease, for example, Edward Jenner</li> <li>2. development of anaesthetics, improving surgical procedures, for example, James Young Simpson</li> <li>3. development of antiseptic procedures, cutting the risk of infection, for example, Joseph Lister</li> <li>4. improvements made in cleanliness and safety in hospitals, reducing infection</li> <li>5. doctors and nurses had a greater understanding of the causes of disease, so treatment improved</li> </ol>
				Piped water supply	<ol style="list-style-type: none"> <li>6. understanding of the connection between water contamination and cholera, so there was better understanding of the disease, for example, John Snow</li> <li>7. piped water supply to towns and cities improved health, for example, Loch Katrine</li> </ol>
				Public health	<ol style="list-style-type: none"> <li>8. Public Health Acts forced councils to carry out improvements to living conditions, for example, 1875 Public Health Act</li> </ol>

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					8. electricity was used to raise heavier amounts of coal out of the mine 9. railways were used to move coal underground and on the surface 10. the Mines Acts improved safety and working conditions for all workers in the mines, for example, women, children 11. <b>any other valid point of significant omission.</b>

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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. railways made cheap day trips possible</li> <li>2. fresh food could now be transported more quickly</li> <li>3. canal companies could not compete with the speed and cost of the railway</li> <li>4. GMT was created through the standardisation of railway timetables</li> <li>5. <b>any other valid point of significant omission.</b></li> </ol>

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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 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.</p> <p><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>	<b>9</b>	<b>Possible factors:</b>	<b>Key points of knowledge to support this factor may include:</b>
			Reports of Booth and Rowntree	<ol style="list-style-type: none"> <li>1. Booth’s report showed that about a third of the population of London were living in poverty which caused shock</li> <li>2. Booth’s report showed that poverty was not always the fault of the individual which helped change laissez-faire attitudes</li> <li>3. Rowntree’s report showed that just below 30% of the population of York were living in poverty which provided further evidence on the problem of poverty</li> <li>4. Rowntree’s report proved that poverty was a problem throughout Britain and more had to be done to tackle this</li> </ol>
			Popular concern over poverty	<ol style="list-style-type: none"> <li>5. popular writing was drawing attention to the problem of poverty</li> <li>6. high levels of unfit army recruits led to concern that more had to be done for the poor</li> </ol>

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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 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. charges had to be introduced for certain treatment, which some people could not afford</li> <li>2. long waiting lists for hospital treatment, which meant that treatment for ill health could be delayed</li> <li>3. due to rising costs, hospital buildings and equipment were not updated, which affected the quality of treatment</li> <li>4. benefits received were still below subsistence levels which meant that many had to seek further support, for example, National Assistance Boards</li> <li>5. reforms were not fully comprehensive, for example, those who had not paid enough in contributions to National Insurance</li> <li>6. some of the reforms continued to be means-tested, for example, National Assistance Act, which meant that some people did not receive help</li> <li>7. many working class children continued to leave school with little educational qualifications, affecting their life chances</li> <li>8. 11+ exam was socially divisive and working class children had limited opportunities to progress with their education</li> <li>9. building for secondary schools was neglected in comparison to primary provision, which meant fewer resources for secondary children</li> <li>10. housing shortages continued until after the Second World War, which meant that homelessness was still a serious issue</li> <li>11. new towns were isolated and had limited basic amenities, which meant that the quality of life could still be difficult</li> <li>12. nationalised industries were supported by taxation and had little incentive to be profitable, which meant workers' wages often remained low</li> <li>13. <b>any other valid reason.</b></li> </ol>

### 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 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 <b>maximum of 4 marks.</b></p> <p>Candidates may achieve full marks by providing four straightforward points, by making <b>two</b> 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. served as professional soldiers in return for land</li> <li>2. could pay money to lords instead of providing military service</li> <li>3. were highly experienced in military affairs</li> <li>4. trained for their role from childhood</li> <li>5. followed a code of chivalry saying that they had to be brave and courteous</li> <li>6. collected taxes from peasants who worked the knights' lands</li> <li>7. were sworn to protect the Church</li> <li>8. guarded castles and protected their lords</li> <li>9. <b>any other valid point of knowledge.</b></li> </ol>

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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 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. some were motivated in response to a call from the Pope</li> <li>2. many took the cross for religious reasons hoping to protect holy places</li> <li>3. to protect other Christians from the threat of non-Christians</li> <li>4. to make up for their sins to get guaranteed entry into heaven</li> <li>5. to gain new lands and resources</li> <li>6. to profit from plunder</li> <li>7. to escape poverty and overcrowding in Europe</li> <li>8. to escape poor harvests and disease</li> <li>9. many were inspired by propaganda about the prospect of new lives in the holy land</li> <li>10. to find purpose for younger sons who had few prospects</li> <li>11. to settle family feuds and disputes</li> <li>12. <b>any other valid reason.</b></li> </ol>

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48.		<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>.</p> <p>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 reasons for the success of the First Crusade.</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>The Crusaders got lots of important help from other Christians who were settled near the Holy Land such as Alexius of Byzantium.</td> <td>Help from the Byzantine Emperor in the early stages of the Crusades was vital for the Crusaders.</td> </tr> <tr> <td>The Crusaders benefitted from Muslim disunity in the early stages of the First Crusade.</td> <td>The divisions between Muslim lords played a key part in Crusader success, especially with the failure of the Muslims to declare a single leader.</td> </tr> <tr> <td>There is no doubt that religious zeal drove the Crusaders to success in the First Crusade.</td> <td>The Crusaders were driven and inspired by religion, which helped them overcome hardships and succeed in the First Crusade.</td> </tr> </tbody> </table>	Source A	Source B	The Crusaders got lots of important help from other Christians who were settled near the Holy Land such as Alexius of Byzantium.	Help from the Byzantine Emperor in the early stages of the Crusades was vital for the Crusaders.	The Crusaders benefitted from Muslim disunity in the early stages of the First Crusade.	The divisions between Muslim lords played a key part in Crusader success, especially with the failure of the Muslims to declare a single leader.	There is no doubt that religious zeal drove the Crusaders to success in the First Crusade.	The Crusaders were driven and inspired by religion, which helped them overcome hardships and succeed in the First Crusade.
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					8. Richard frequently fell out with other Crusader leaders 9. Richard was a flexible commander who used new and effective tactics to gain an advantage, for example, in keeping his army supplied 10. Richard was personally courageous and often fought alongside his soldiers 11. <b>any other valid point of significant omission.</b>

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 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 <b>maximum of 4 marks.</b></p> <p>Candidates may achieve full marks by providing four straightforward points, by making <b>two</b> 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. (On 5 March) an argument broke out at a Customs House</li> <li>2. soldiers guarding the Customs House were attacked by a mob</li> <li>3. the crowd were ordered to disperse but refused</li> <li>4. the mob threw hard-packed snowballs at the soldiers</li> <li>5. the troops opened fire on the crowd</li> <li>6. five Bostonians were killed</li> <li>7. seven people were wounded</li> <li>8. the British Officer in charge was arrested for manslaughter</li> <li>9. <b>any other valid point of knowledge.</b></li> </ol>

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. some colonists were frustrated that the British government were preventing them from expanding west</li> <li>2. the presence of British soldiers in the colonies increased resentment</li> <li>3. the colonists felt that the British government had no right to tax them without consent</li> <li>4. formation of the Continental Congress in 1774 co-ordinated colonial opposition and increased anti-British feeling</li> <li>5. the First Continental Congress re-organised the colonial militias which increased the likelihood of conflict</li> <li>6. a trade boycott was organised which banned the importation of British goods and increased tension</li> <li>7. fighting at Lexington and Concord led to increased military preparations across the colonies</li> <li>8. the Second Continental Congress led to the formation of the Continental Army under George Washington</li> <li>9. British deaths at Bunker Hill hardened British resolve to punish the colonists</li> <li>10. George III refused to acknowledge attempts at reconciliation, for example, the Olive Branch Petition</li> <li>11. <b>any other valid reason.</b></li> </ol>

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 <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>.</p> <p>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 British sympathisers with America.</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>Yet America's economy will flourish much more without British involvement.</td> <td>The plain fact is that America's wealth will grow without Britain's influence.</td> </tr> <tr> <td>America would thrive without Britain as they could avoid being dragged into European wars.</td> <td>If America can keep away from European disputes, they will be much better off in every way.</td> </tr> <tr> <td>It is a mystery to me as to why America should be told what to do by a far-away British government.</td> <td>There is something absurd in America being governed by Britain which is so distant from it.</td> </tr> </tbody> </table>	Source A	Source B	Yet America's economy will flourish much more without British involvement.	The plain fact is that America's wealth will grow without Britain's influence.	America would thrive without Britain as they could avoid being dragged into European wars.	If America can keep away from European disputes, they will be much better off in every way.	It is a mystery to me as to why America should be told what to do by a far-away British government.	There is something absurd in America being governed by Britain which is so distant from it.
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					<p><b>Possible factors:</b></p> <p>Foreign terrain</p> <p>Other factors</p>	<p><b>Key points of knowledge to support this factor may include:</b></p> <p>9. the soldiers did not know the land which put them at a disadvantage</p> <p>10. British troops were often outnumbered in battle</p> <p>11. British soldiers suffered from the hot American climate</p> <p>12. <b>any other valid point.</b></p>

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 interpretation 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><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	<table border="1"> <thead> <tr> <th data-bbox="938 215 1233 434">Point identified in the source</th> <th data-bbox="1233 215 1471 434">Possible comment which shows the candidate has interpreted</th> </tr> </thead> <tbody> <tr> <td data-bbox="938 434 1233 696">1. The Declaration of Independence openly criticised King George for not passing laws for the public good.</td> <td data-bbox="1233 434 1471 696">The King did not create laws for the good of the people.</td> </tr> <tr> <td data-bbox="938 696 1233 958">2. It stated that the people had the right to abolish any form of government that did not protect their freedoms.</td> <td data-bbox="1233 696 1471 958">People had the right to get rid of any government which did not rule in their interests.</td> </tr> <tr> <td data-bbox="938 958 1233 1182">3. The Declaration also asserted the states were to have full power to declare war and conclude peace.</td> <td data-bbox="1233 958 1471 1182">The colonists had the power to start and end conflict with other nations.</td> </tr> <tr> <td data-bbox="938 1182 1233 1444">4. They also had the power to form alliances and establish trade agreements with other nations.</td> <td data-bbox="1233 1182 1471 1444">The United States claimed powers to negotiate agreements with other countries.</td> </tr> </tbody> </table> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. declared the United States free and independent of Great Britain</li> <li>6. stated all men were created equal</li> <li>7. stated all men were born with inalienable rights, for example, life, liberty and the pursuit of happiness</li> <li>8. criticised King George for dissolving their assemblies</li> <li>9. accused Britain of taxing colonies without consent</li> <li>10. accused Britain of waging war on the colonies</li> <li>11. <b>any other valid point of significant omission.</b></li> </ol>		Point identified in the source	Possible comment which shows the candidate has interpreted	1. The Declaration of Independence openly criticised King George for not passing laws for the public good.	The King did not create laws for the good of the people.	2. It stated that the people had the right to abolish any form of government that did not protect their freedoms.	People had the right to get rid of any government which did not rule in their interests.	3. The Declaration also asserted the states were to have full power to declare war and conclude peace.	The colonists had the power to start and end conflict with other nations.	4. They also had the power to form alliances and establish trade agreements with other nations.	The United States claimed powers to negotiate agreements with other countries.
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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 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 <b>maximum of 4 marks.</b></p> <p>Candidates may achieve full marks by providing four straightforward points, by making <b>two</b> 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. homesteaders were very isolated often living long distances from their neighbours</li> <li>2. homesteaders had little access to medical care</li> <li>3. homesteaders often had problems getting water</li> <li>4. homesteaders had to deal with pests, for example, locusts</li> <li>5. homesteaders lived in houses made of earth (sod)</li> <li>6. homesteaders had to deal with extremes of temperature in the west</li> <li>7. homesteaders dealt with hostility from Indigenous Americans</li> <li>8. the weather in the west was dusty and dry</li> <li>9. <b>any other valid point of knowledge.</b></li> </ol>

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 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. most living quarters were very basic meaning enslaved people had poor living conditions</li> <li>2. some enslaved people were only given a small amount of food meaning they were often malnourished</li> <li>3. many enslaved people were punished harshly, for example, whipping</li> <li>4. enslaved people had a short life expectancy meaning they had a short, difficult life</li> <li>5. enslaved people worked long hours which affected their health</li> <li>6. families could be split up which made enslaved people worry about their future</li> <li>7. enslaved people faced abuse at the hands of overseers and owners which no one protected them from</li> <li>8. some enslaved people were often not given medical care meaning many died</li> <li>9. enslaved people were watched closely meaning they could not escape their lives as they were easily caught</li> <li>10. it was difficult for enslaved people to defend themselves against the weapons of their overseers and owners</li> <li>11. <b>any other valid reason.</b></li> </ol>

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58.		<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>.</p> <p>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 relations between slave and non-slave states.</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>Northern and Southern politicians exchanged insults and accusations.</td> <td>During Congressional debates, it was not unusual for politicians from the North and South to hurl abuse at one another.</td> </tr> <tr> <td>Southerners opposed all Republican measures such as a Pacific Railroad.</td> <td>The South disagreed with all of the policies which were supported by the Republican Party.</td> </tr> <tr> <td>Northerners feared a growing conspiracy from the South to use enslavement to control America.</td> <td>The North in turn worried that the South would use enslavement to gain power over the USA.</td> </tr> </tbody> </table>	Source A	Source B	Northern and Southern politicians exchanged insults and accusations.	During Congressional debates, it was not unusual for politicians from the North and South to hurl abuse at one another.	Southerners opposed all Republican measures such as a Pacific Railroad.	The South disagreed with all of the policies which were supported by the Republican Party.	Northerners feared a growing conspiracy from the South to use enslavement to control America.	The North in turn worried that the South would use enslavement to gain power over the USA.
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59.	<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> <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:
			Black Codes	<ol style="list-style-type: none"> <li>1. African-Americans were not allowed to vote</li> <li>2. African-Americans were not allowed to carry weapons to defend themselves</li> <li>3. African-Americans could be arrested for being jobless</li> </ol>
			KKK	<ol style="list-style-type: none"> <li>4. the KKK burned down schools</li> <li>5. the KKK lynched African-Americans</li> <li>6. the KKK intimidated African-Americans to stop them from voting</li> <li>7. KKK beat, tortured and murdered African-Americans</li> </ol>
			'Jim Crow' Laws	<ol style="list-style-type: none"> <li>8. 'Jim Crow' Laws started segregation, for example, toilets</li> <li>9. most businesses would only hire white people</li> </ol>
			Attitudes in the South	<ol style="list-style-type: none"> <li>10. many white Southerners believed African-Americans were inferior</li> <li>11. most Southerners tried to prevent Reconstruction in the South</li> </ol>
			Other factors:	12. <b>any other valid point.</b>

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 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 interpretation 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><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>Point identified in the source</b></p>	<p><b>Possible comment which shows the candidate has interpreted the key point(s)</b></p>
			1. Once he saw the Sioux, Custer was extremely confident that he could easily defeat any number of Indigenous Americans.	Custer didn't believe he would lose against the Sioux.
			2. He divided his forces with the aim that none of the braves could escape him.	Custer split his troops.
			3. With only 215 men, Custer advanced towards the waiting Sioux enemy.	Custer only had a small number of soldiers.
			4. Custer was outnumbered something like six to one.	Custer was outnumbered by the Indigenous Americans.
			<p><b>Possible points of significant omission may include:</b></p> <p>5. Custer was defeated in the battle</p> <p>6. thousands of Indigenous Americans were present at Bighorn</p> <p>7. Indigenous Americans had modern repeating rifles</p> <p>8. Custer did not wait for back up from other divisions</p> <p>9. Custer's soldiers' guns jammed</p> <p>10. Custer thought the scouts had exaggerated the number of Indigenous Americans</p> <p>11. Reno's attack on the village failed</p> <p>12. <b>any other valid point of significant omission.</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 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i> points. These should be key points. These do not have to be in any particular order. <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></p> <p>Candidates may achieve full marks by providing four straightforward points, by making <b>two</b> 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 Spartacist revolt was sparked by the sacking of the police chief in Berlin</li> <li>2. (around 100,000) workers attended a demonstration in Berlin organised by the Spartacists</li> <li>3. armed Spartacists seized key buildings</li> <li>4. some Spartacists went home after a lack of leadership</li> <li>5. Ebert attempted to negotiate with the Spartacists</li> <li>6. Defence Minister Noske deployed the army and Freikorps</li> <li>7. the Spartacist revolt was brutally put down by the army and Freikorps</li> <li>8. leaders Liebknecht and Luxemburg were murdered</li> <li>9. <b>any other valid point of knowledge.</b></li> </ol>

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 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. coalition governments did not provide stable government, which reduced support for the Weimar Republic</li> <li>2. Weimar was associated with Germany's defeat in the First World War</li> <li>3. Weimar government was blamed for accepting the Versailles treaty, which was unpopular</li> <li>4. many felt parliamentary democracy had been forced upon Germany by the Allies</li> <li>5. Weimar governments seemed unable to stop political violence</li> <li>6. Weimar was unpopular for failing to stop the Ruhr invasion</li> <li>7. there was anger that the Weimar government allowed hyperinflation</li> <li>8. Weimar governments seemed unable to deal with effects of the Great Depression</li> <li>9. Nazi propaganda successfully portrayed Weimar governments as weak</li> <li>10. Hitler's speeches stirred up opposition to the Weimar Republic</li> <li>11. many supported extremist groups who opposed parliamentary democracy, for example, Communists, Nazis</li> <li>12. misuse of Article 48 meant Weimar governments undermined democratic rule</li> <li>13. <b>any other valid reason.</b></li> </ol>

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.</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>.</p> <p>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 coming to power of the National Socialists in 1933.</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>President Paul Von Hindenburg was persuaded that the appointment of Hitler could help stabilise the country.</td> <td>President Hindenburg was convinced by others to make Hitler Chancellor of Germany in order to provide strong government.</td> </tr> <tr> <td>Franz Von Papen of the Centre Party supported the appointment as he felt he could control Hitler.</td> <td>Von Papen had the mistaken belief that he could keep power in his own hands so backed Hitler as Chancellor.</td> </tr> <tr> <td>Many industrial leaders helped Hitler with funding as they believed he was the man who could keep out the Communists.</td> <td>Leading figures in industry provided finance for Hitler as they trusted he would take tough action against the Communists.</td> </tr> </tbody> </table>	Source A	Source B	President Paul Von Hindenburg was persuaded that the appointment of Hitler could help stabilise the country.	President Hindenburg was convinced by others to make Hitler Chancellor of Germany in order to provide strong government.	Franz Von Papen of the Centre Party supported the appointment as he felt he could control Hitler.	Von Papen had the mistaken belief that he could keep power in his own hands so backed Hitler as Chancellor.	Many industrial leaders helped Hitler with funding as they believed he was the man who could keep out the Communists.	Leading figures in industry provided finance for Hitler as they trusted he would take tough action against the Communists.
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			Churches	<ol style="list-style-type: none"> <li>1. opposition was reduced by the agreement of the Concordat in which the church agreed not to criticise the Nazis</li> <li>2. Bishop Galen preached sermons criticising the Nazis but was not punished because of his popularity</li> <li>3. the Reich Church was created, which was loyal to the Nazi regime</li> <li>4. individual preachers spoke out against the Nazis, for example, Niemoller, Bonhoeffer</li> <li>5. some religious groups refused any co-operation with the Nazis, for example, Jehovah's Witnesses</li> </ol>
			Communists	<ol style="list-style-type: none"> <li>6. all political parties apart from the Nazis were banned which limited opposition</li> <li>7. many communists were arrested (in 1933) and so only provided limited opposition</li> <li>8. many communist leaders fled abroad which limited the effectiveness of the party in opposing the Nazis</li> <li>9. individuals continued to make and distribute pamphlets and underground newspapers</li> </ol>

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					<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>Socialists</td> <td>           10. socialists were harassed by the Gestapo, limiting their effectiveness as opposition            11. party leaders who were exiled abroad, continued their opposition in Germany, for example, SoPaDe            12. socialists continued to organise industrial unrest         </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:	Socialists	10. socialists were harassed by the Gestapo, limiting their effectiveness as opposition 11. party leaders who were exiled abroad, continued their opposition in Germany, for example, SoPaDe 12. socialists continued to organise industrial unrest	Other factors	13. any other valid point.
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			1. Any teacher who spoke out against the Nazis was sacked.	Teachers lost their jobs if they were critical of the regime.
			2. In Biology, children were taught about the superiority of the Aryan race and the inferiority of Jewish people.	Nazi racial theory was taught in schools.
			3. Girls were discouraged from going to university and between 1933 and 1939 the number of women in attendance dropped from 18,000 to fewer than 6000.	There was a fall in the number of girls going to university.
			4. Outside of school, boys learned military skills in the Hitler Youth.	In the Hitler Youth, boys were prepared for war.
			<p><b>Possible points of significant omission may include:</b></p> <p>5. there was more PE in schools to encourage physical fitness</p> <p>6. in History, children were taught that Jewish people were to blame for Germany's problems</p> <p>7. boys joined the German Young People from 10–13</p> <p>8. girls aged 10–14 joined the Young Maidens</p> <p>9. girls were taught domestic skills</p>	

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					10. membership of Nazi youth organisations became compulsory 11. <b>any other valid point of significant omission.</b>

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 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 <b>maximum of 4 marks.</b></p> <p>Candidates may achieve full marks by providing four straightforward points, by making <b>two</b> 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 and the Imperial family were at the top of the class system in Russia</li> <li>2. nobility owned large areas of land</li> <li>3. nobility supported the Tsar</li> <li>4. relatively small middle class who wanted more of a role in the running of Russia</li> <li>5. working classes lived mostly in the main cities, often in poor conditions</li> <li>6. factory workers could be beaten or sacked by the factory owners</li> <li>7. peasants were at the bottom of the class system in Russia</li> <li>8. peasants made up the majority of the population</li> <li>9. <b>any other valid point of knowledge.</b></li> </ol>

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67.		<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. Bloody Sunday led to many Russians believing the Tsar was responsible for the massacre</li> <li>2. Bloody Sunday led to strikes breaking out in major cities, which led to further unrest</li> <li>3. Tsarist autocratic rule caused growing unhappiness among the middle classes who wanted a constitutionally elected government</li> <li>4. political challenges from organised opposition groups such as the Social Revolutionaries and the Social Democrats caused unrest</li> <li>5. redemption payments increased hardship amongst the peasantry, and this furthered discontent</li> <li>6. peasants were burdened with very high taxes</li> <li>7. national minorities hated the policy of Russification as it repressed their language, customs and religion, for example, Poland</li> <li>8. defeats by Japan were humiliating for Russians and led to widespread discontent with the Tsar's leadership</li> <li>9. discontent within the armed forces increased during the Russo-Japanese war</li> <li>10. factory workers in the industrial cities faced terrible hardships, for example, long hours, low wages, dangerous working conditions, and poor living conditions</li> <li>11. people hated the repressive policies of the Tsar and his government, and most groups felt that their problems were being ignored by his government</li> <li>12. <b>any other valid reason.</b></li> </ol>

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			1. Thousands of Russians who were thought to oppose the Bolsheviks were murdered by the Cheka.	The Cheka were used by the Bolsheviks to kill any opposition.
			2. The famine of 1921 made matters worse and led to mass starvation amongst the peasants.	Many Russians perished as a result of the famine.
			3. The economic policy of War Communism meant that grain was seized from peasants, making the famine worse.	War Communism made food shortages much worse.
			4. Workers in industrial factories went on strike due to pay and conditions during the war.	Workers in Russia were paid so little during the Civil War they refused to work.
			<p><b>Possible points of significant omission may include:</b></p> <p>5. many civilians died during the Russian Civil War</p> <p>6. food and industrial production went into severe decline</p> <p>7. many industrial workers left their jobs to go to the countryside in search of food</p>	

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			<ul style="list-style-type: none"> <li>8. many civilians were pressured by both sides during the Civil War to support their cause</li> <li>9. many civilians were conscripted into the Red and White armies</li> <li>10. the Civil War led to significant rebellions, for example, Kronstadt, Tambov</li> <li>11. Russians were forbidden to sell goods for their own profit, which worsened their standard of living</li> <li>12. diseases such as typhoid broke out which killed over 3 million people</li> <li>13. any other valid point of significant omission.</li> </ul>

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 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 <b>maximum of 4 marks.</b></p> <p>Candidates may achieve full marks by providing four straightforward points, by making <b>two</b> 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. Facta failed to heed warnings that Mussolini was planning to march on Rome</li> <li>2. the King did not use the military to stop a Fascist takeover</li> <li>3. Facta's government resigned allowing Mussolini to take over</li> <li>4. the PSI was divided between revolutionaries and parliamentarians</li> <li>5. the PSI failed to cooperate with Liberals against the Fascists</li> <li>6. Communists and Socialists failed to unite against the Fascists</li> <li>7. a reputation for corruption weakened the Liberals</li> <li>8. Giolitti backed the Acerbo law</li> <li>9. <b>any other valid point of knowledge.</b></li> </ol>

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72.		<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. exports doubled between 1922 and 1925 bringing prosperity to some sectors of the economy</li> <li>2. industrialists had more control after the banning of trade unions</li> <li>3. many sectors of industry profited from rearmament, for example, job creation</li> <li>4. Italian agriculture and industry benefitted from tariffs on foreign imports</li> <li>5. people were pleased by the introduction of paid national holidays in 1938</li> <li>6. parents were pleased by the extension of family allowances in the 1930s</li> <li>7. consumers were happy with the food prices being controlled</li> <li>8. many supported the establishment of the corporate state which created a new sense of common purpose between worker and bosses</li> <li>9. The Battle for Grain helped grain producers by providing subsidies</li> <li>10. many settlers in the new towns were pleased with their accommodation</li> <li>11. cartels were happy that they were allowed to fix prices</li> <li>12. travellers were able to use the electrified railways</li> <li>13. <b>any other valid reason.</b></li> </ol>

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.</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>.</p> <p>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 propaganda in Fascist Italy.</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>Fascist propaganda compared Mussolini to rulers in ancient Rome and it was claimed that both had established order out of chaos.</td> <td>Mussolini was often compared to the great Roman Emperors of the past.</td> </tr> <tr> <td>In the 1930s, money was used to fund Italian films which were used to spread Fascist propaganda.</td> <td>While Hollywood movies remained popular, the Fascist government spent money on Italian-made ones which were used to promote the regime.</td> </tr> <tr> <td>Mussolini's Press Office issued official versions of events which newspapers were expected to publish without question.</td> <td>Mussolini ensured that newspapers were strictly controlled by the state.</td> </tr> </tbody> </table>	Source A	Source B	Fascist propaganda compared Mussolini to rulers in ancient Rome and it was claimed that both had established order out of chaos.	Mussolini was often compared to the great Roman Emperors of the past.	In the 1930s, money was used to fund Italian films which were used to spread Fascist propaganda.	While Hollywood movies remained popular, the Fascist government spent money on Italian-made ones which were used to promote the regime.	Mussolini's Press Office issued official versions of events which newspapers were expected to publish without question.	Mussolini ensured that newspapers were strictly controlled by the state.
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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 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> <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:
			The weaknesses of Britain and France	<ol style="list-style-type: none"> <li>1. British appeasement of Hitler showed they were unlikely to stand against Fascism in Spain</li> <li>2. Britain seemed more concerned with the Empire than with events in Europe</li> <li>3. France was politically weak with unstable governments</li> </ol>
			Ideological reasons	<ol style="list-style-type: none"> <li>4. help spread Fascism throughout Europe to fight against democracy and socialism</li> <li>5. to stop French left-wing influence in Spain</li> </ol>
			Military reasons	<ol style="list-style-type: none"> <li>6. Mussolini wanted to test his weapons</li> <li>7. to consolidate an alliance with Spain which would be geographically important in a future conflict with France</li> <li>8. it was hoped Franco would allow Italian military bases in Spain if a war with France was to break out</li> </ol>
			Political reasons	<ol style="list-style-type: none"> <li>9. to strengthen Italian influence in Europe</li> <li>10. to limit Soviet influence in Europe</li> <li>11. to boost Mussolini's political reputation</li> </ol>
			Other factors:	12. <b>any other valid point.</b>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question											
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 interpretation 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><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	<table border="1"> <thead> <tr> <th>Point identified in the source</th> <th>Possible comment which shows the candidate has interpreted the key point(s)</th> </tr> </thead> <tbody> <tr> <td>Mussolini now closed down all opposing political parties.</td> <td>Mussolini banned other parties.</td> </tr> <tr> <td>Thousands of Fascist political opponents were sent into exile on Italian islands such as Lipari and Lampedusa.</td> <td>Opponents were exiled to Italian islands.</td> </tr> <tr> <td>Other opposition leaders such as the Liberals, Piero Gobetti and Giovanni Amendola, were murdered by the Fascists.</td> <td>Opponents were often killed.</td> </tr> <tr> <td>In 1926 most of the leaders of the Italian Communist Party were arrested.</td> <td>Communist leaders were jailed.</td> </tr> </tbody> </table> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. Fascists force-fed opponents castor oil to induce diarrhoea</li> <li>2. Mussolini used the Lateran Treaty to stop potential opposition from the Catholic Church</li> <li>3. some opponents were sent to concentration camps</li> <li>4. trade unions were banned</li> <li>5. opposition was hard to organise due to fear of the secret police</li> <li>6. <b>any other valid point of significant omission.</b></li> </ol>	Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)	Mussolini now closed down all opposing political parties.	Mussolini banned other parties.	Thousands of Fascist political opponents were sent into exile on Italian islands such as Lipari and Lampedusa.	Opponents were exiled to Italian islands.	Other opposition leaders such as the Liberals, Piero Gobetti and Giovanni Amendola, were murdered by the Fascists.	Opponents were often killed.	In 1926 most of the leaders of the Italian Communist Party were arrested.	Communist leaders were jailed.	
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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 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 <b>maximum of 4 marks.</b></p> <p>Candidates may achieve full marks by providing four straightforward points, by making <b>two</b> 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. new immigrants were first taken to Ellis Island to be processed</li> <li>2. many faced discrimination, for example, Italians</li> <li>3. many lived in slum housing with few amenities</li> <li>4. diseases spread easily due to the poor living conditions</li> <li>5. many were unskilled so worked in low paid jobs</li> <li>6. some immigrants did not speak English so found it difficult to find employment</li> <li>7. they were often blamed for being strike breakers</li> <li>8. they were blamed for spreading new political ideas, for example, communism</li> <li>9. <b>any other valid point of knowledge.</b></li> </ol>

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77.	<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. segregated schools led to a lower quality education and resources</li> <li>2. Black American teachers' were not allowed to teach in white schools which limited their careers</li> <li>3. segregated housing led to poorer housing facilities</li> <li>4. segregated eating facilities meant Black Americans had to eat separately</li> <li>5. restrictions on marriages led to Black and white Americans not being able to marry</li> <li>6. restrictions on medical treatment meant access to healthcare was more limited</li> <li>7. segregated transport led to Black Americans sitting at the back of the bus</li> <li>8. restrictions on sports led to Black Americans being unable to play with white Americans</li> <li>9. restrictions on toilets led to Black Americans having separate and poorer quality facilities</li> <li>10. voting restrictions prevented Black Americans from exercising their right to vote.</li> <li>11. <b>any other valid reason.</b></li> </ol>

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78.		<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>.</p> <p>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 attitudes and activities of the Ku Klux Klan.</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>The Klan were anti-Black, anti-Jewish and also anti-Catholic.</td> <td>The Klan targeted groups who did not fit into the White Anglo-Saxon Protestant way of life.</td> </tr> <tr> <td>Violence from the Klan first flared in a rampage of whippings along with tar-and-feathers raids.</td> <td>The newspapers published accounts of Klan acts of violence, including floggings and lynchings.</td> </tr> <tr> <td>Judges and law officers either ignored the violence or secretly participated as few Klansmen were arrested.</td> <td>The support the KKK had from important members of Southern law enforcement helped to keep them out of jail.</td> </tr> </tbody> </table>	Source A	Source B	The Klan were anti-Black, anti-Jewish and also anti-Catholic.	The Klan targeted groups who did not fit into the White Anglo-Saxon Protestant way of life.	Violence from the Klan first flared in a rampage of whippings along with tar-and-feathers raids.	The newspapers published accounts of Klan acts of violence, including floggings and lynchings.	Judges and law officers either ignored the violence or secretly participated as few Klansmen were arrested.	The support the KKK had from important members of Southern law enforcement helped to keep them out of jail.
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79.	<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> <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:
			Montgomery Bus Boycott	<ol style="list-style-type: none"> <li>1. the courts decided that segregation on buses was unconstitutional, and buses were desegregated in Montgomery</li> <li>2. many public facilities in the South were still segregated, for example, swimming pools, cinemas</li> </ol>
			Little Rock	<ol style="list-style-type: none"> <li>3. events attracted worldwide attention due to the TV publicity</li> <li>4. most Black children still attended previously segregated schools</li> </ol>
			Sit-ins	<ol style="list-style-type: none"> <li>5. many white students joined in the sit-ins to show support for civil rights</li> <li>6. many protestors were violently attacked and were at risk of death</li> </ol>
			Freedom Rides	<ol style="list-style-type: none"> <li>7. all interstate bus stations and facilities were desegregated by the US government</li> <li>8. transport in the South remained segregated</li> </ol>
			Protests in Birmingham	<ol style="list-style-type: none"> <li>9. various segregated facilities throughout Birmingham were desegregated</li> <li>10. violent attacks from the KKK increased after the protest</li> </ol>

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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 <b>awarded up to 3 marks</b> for their interpretation 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><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	<table border="1"> <thead> <tr> <th>Point identified in the source</th> <th>Possible comment which shows the candidate has interpreted the key point(s)</th> </tr> </thead> <tbody> <tr> <td>1. One of the most respected of the community programmes of the Black Panther Party was the Black Student Alliance which supported students with resources and tutor support.</td> <td>The Black Panther Party gave educational support to students.</td> </tr> <tr> <td>2. Additionally, the Panthers introduced a programme which provided senior citizens with a safe transportation service.</td> <td>The Black Panther Party gave older Black Americans access to safe transport.</td> </tr> <tr> <td>3. Panthers started actively carrying loaded weapons to counter police brutality.</td> <td>The Black Panther Party carried guns to protect people from the police.</td> </tr> </tbody> </table>	Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)	1. One of the most respected of the community programmes of the Black Panther Party was the Black Student Alliance which supported students with resources and tutor support.	The Black Panther Party gave educational support to students.	2. Additionally, the Panthers introduced a programme which provided senior citizens with a safe transportation service.	The Black Panther Party gave older Black Americans access to safe transport.	3. Panthers started actively carrying loaded weapons to counter police brutality.	The Black Panther Party carried guns to protect people from the police.	
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## 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 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. loss of territory reduced Germany, for example, Alsace-Lorraine, the Saar Basin</li> <li>2. Germany had to accept full responsibility for the war, for example, Article 231</li> <li>3. Germany had to pay reparations putting a strain on the economy</li> <li>4. military restrictions, for example, German Army was limited to 100,000 troops</li> <li>5. Germany lost its overseas colonies</li> <li>6. economic hardships, for example, hyperinflation</li> <li>7. many Germans felt humiliated by the treaty</li> <li>8. <b>any other valid point of knowledge.</b></li> </ol>

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82.	<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. rearmament went against the Treaty of Versailles, which he had promised to destroy</li> <li>2. many in Germany would see rearming as Hitler fulfilling his promise to restore their pride</li> <li>3. increasing the armed forces would make him popular with army leaders whose support he needed</li> <li>4. rearmament would provide thousands of jobs and help reduce unemployment in Germany</li> <li>5. Hitler wanted to prevent France from being able to invade the Ruhr</li> <li>6. powerful armed forces would deter Britain and France interfering in future</li> <li>7. Hitler had promised to unite all Germans so needed an army to do this</li> <li>8. Hitler wanted to make Germany a great world power so needed a strong military force</li> <li>9. Hitler wanted <i>lebensraum</i> in the east and powerful armed forces were needed to do this</li> <li>10. <b>any other valid reason.</b></li> </ol>

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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 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 interpretation 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><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>Point identified in the source</b></p>	<p><b>Possible comment which shows the candidate has interpreted the key point(s)</b></p>
			On 15 March 1939, Germany invaded the Czech provinces of Bohemia and Moravia.	The German army invaded Bohemia and Moravia.
			They instead became known as the Protectorate of Bohemia and Moravia and were placed under Nazi rule.	Bohemia and Moravia taken under German control.
			By the end of 1939, Czechoslovakia had completely disappeared from the map.	Czechoslovakia ceased to exist.
			Despite breaking the Munich Pact almost immediately, Hitler did not face a military response from the Allies.	Hitler faced no military reaction.
			<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. the Czech president (Hacha) was intimidated into accepting the German occupation</li> <li>2. Hitler negotiated with Hungary and the Slovaks to divide up Czechoslovakia prior to invasion</li> <li>3. the Czech army gave the Germans little resistance</li> <li>4. Czech airfields that were in range of many German cities were lost</li> <li>5. the Czech armaments industry were taken over by Germany, for example, the Skoda works</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>6. the German army took over large numbers of Czech tanks</li> <li>7. Slovakia split away to form a separate 'puppet state'</li> <li>8. parts were taken by Hungary and Romania</li> <li>9. <b>any other valid point of significant omission.</b></li> </ul>

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 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 <b>maximum of 4 marks</b>.</p> <p>Candidates may achieve full marks by providing four straightforward points, by making <b>two</b> 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 official name for Germany’s invasion of the Soviet Union was ‘Operation Barbarossa’</li> <li>2. the German Luftwaffe bombed Soviet targets as part of the invasion</li> <li>3. German tanks were used to enable a land advance</li> <li>4. Autumn rains created mud which slowed Germany’s progress</li> <li>5. deep snow in winter limited the movement of German troops, machinery and supplies</li> <li>6. the Soviet army fought fiercely against the Germans, for example, the ‘Not a step back’ order</li> <li>7. Russian civilians were involved in the defence of their country, including attacking German soldiers</li> <li>8. the Germans lost the months-long Battle of Stalingrad</li> <li>9. <b>any other valid point of knowledge.</b></li> </ol>

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87.	<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. Japan wanted to stop America interfering in their plans to build an Asian empire</li> <li>2. Japan believed that they would be supported by Germany</li> <li>3. Japan believed the attack would force the USA to negotiate with them</li> <li>4. Japan was angry that the USA had imposed economic sanctions on them</li> <li>5. Japan wanted to launch an attack before their oil supplies ran out</li> <li>6. Japan believed their naval fleet was stronger than the USA's, meaning they were confident of winning any military conflict</li> <li>7. Pearl Harbour was where the USA's entire Pacific fleet was based</li> <li>8. Japan believed that destroying Pearl Harbour would hurt American morale and prevent retaliation</li> <li>9. the attack aimed to ensure that Japan became the dominant power in the Pacific</li> <li>10. Japan underestimated the likelihood that the Americans would respond</li> <li>11. Japan overestimated their own military strength</li> <li>12. <b>any other valid reason.</b></li> </ol>

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88.		<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>.</p> <p>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 events during the Doolittle Raid, 1942.</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>In April 1942, American B-25 bombers attacked Japanese cities such as Tokyo.</td> <td>On the night of the attack, various locations across Japan were targeted, including the capital city, Tokyo.</td> </tr> <tr> <td>During the raid, the USA bombed military sites.</td> <td>Army bases and weapons factories were destroyed in the raids.</td> </tr> <tr> <td>However, they could not stop the attacks and around 50 Japanese people died.</td> <td>It proved to be a devastating event and saw a number of Japanese being killed.</td> </tr> </tbody> </table>	Source A	Source B	In April 1942, American B-25 bombers attacked Japanese cities such as Tokyo.	On the night of the attack, various locations across Japan were targeted, including the capital city, Tokyo.	During the raid, the USA bombed military sites.	Army bases and weapons factories were destroyed in the raids.	However, they could not stop the attacks and around 50 Japanese people died.	It proved to be a devastating event and saw a number of Japanese being killed.
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				Fear of punishment	<ol style="list-style-type: none"> <li>1. some people involved in resistance were attacked or tortured, which scared others</li> <li>2. many Europeans wanted to avoid being imprisoned and so did not resist</li> <li>3. reprisals against entire civilian communities</li> <li>4. the 'Night and Fog Decree' meant that anti-Nazi activists in occupied territories were arrested or killed</li> </ol>
				Co-operation with the Nazis	<ol style="list-style-type: none"> <li>5. some people sympathised with Nazi rule</li> <li>6. some Eastern Europeans welcomed the Nazis as an alternative to Soviet control</li> <li>7. civilian governments reinforced Nazi policies, for example, Vichy France</li> <li>8. some Europeans worked as informers</li> </ol>
				German military strength	<ol style="list-style-type: none"> <li>9. Germany had a very strong military which controlled occupied areas</li> </ol>

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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 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 interpretation 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><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	<table border="1"> <thead> <tr> <th data-bbox="941 219 1201 443">Point identified in the source</th> <th data-bbox="1201 219 1471 443">Possible comment which shows the candidate has interpreted the key point(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="941 443 1201 600">1. US warships started with a bombardment of the island.</td> <td data-bbox="1201 443 1471 600">The USA bombed Iwo Jima before invading.</td> </tr> <tr> <td data-bbox="941 600 1201 831">2. Following this, American marines then landed on Iwo Jima.</td> <td data-bbox="1201 600 1471 831">American marines took part in the invasion.</td> </tr> <tr> <td data-bbox="941 831 1201 1061">3. Japanese forces surprised the invaders using heavy artillery.</td> <td data-bbox="1201 831 1471 1061">Japan defended itself using artillery.</td> </tr> <tr> <td data-bbox="941 1061 1201 1384">4. The fighting was devastating for the Japanese with almost 20,000 of their soldiers being killed.</td> <td data-bbox="1201 1061 1471 1384">Large numbers of Japanese soldiers died in the battle.</td> </tr> </tbody> </table> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. Japan defended the island using methods such as tunnels and mines</li> <li>6. American marines used flame throwers to destroy Japanese gun sites</li> <li>7. Japan's military suffered from low supplies, including food and weapons</li> <li>8. many Americans were killed or injured in the fighting</li> <li>9. the Americans won the battle and took control of the island</li> <li>10. some American marines raised a US flag</li> <li>11. <b>any other valid point of significant omission.</b></li> </ol>		Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)	1. US warships started with a bombardment of the island.	The USA bombed Iwo Jima before invading.	2. Following this, American marines then landed on Iwo Jima.	American marines took part in the invasion.	3. Japanese forces surprised the invaders using heavy artillery.	Japan defended itself using artillery.	4. The fighting was devastating for the Japanese with almost 20,000 of their soldiers being killed.	Large numbers of Japanese soldiers died in the battle.
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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. 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 <b>maximum of 4 marks.</b></p> <p>Candidates may achieve full marks by providing four straightforward points, by making <b>two</b> 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 USA was a capitalist society</li> <li>2. the USA was a democracy, holding regular local and national elections</li> <li>3. large numbers of Americans were opposed to communism, for example, Senator Joe McCarthy</li> <li>4. many Americans believed their country had to stop the spread of global communism</li> <li>5. most Americans did not believe in government control of businesses</li> <li>6. the majority of Americans believed that people should be free to own property</li> <li>7. free speech was a right supported by most Americans</li> <li>8. the USA had freedom of religion as one of its civil liberties</li> <li>9. <b>any other valid point of knowledge.</b></li> </ol>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
92.	<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. Fidel Castro's overthrow of a US-backed dictator worsened relations between Cuba and the USA</li> <li>2. Castro's actions caused American resentment, for example, taking land owned by US companies</li> <li>3. America stopped trading with Cuba which pushed Cuba towards the USSR</li> <li>4. the Americans cut off diplomatic ties with Cuba, which made communication between the two countries more difficult</li> <li>5. America was involved in several assassination attempts on Fidel Castro, which caused Castro to resent the USA</li> <li>6. the USA tried to overthrow the Cuban government in the Bay of Pigs invasion, which led to Cuba seeking Soviet military protection</li> <li>7. the USA was angered by the USSR and Cuba developing a new economic relationship, for example, buying Cuban sugar</li> <li>8. the Soviet Union secretly placed nuclear missiles in Cuba, directly threatening the USA</li> <li>9. America imposed a naval quarantine on Cuba, which angered the Cubans and also Soviets</li> <li>10. the USSR shot down an American spy plane, increasing tensions in the area</li> <li>11. America's navy dropped depth charges on Soviet submarines, leading to the possibility of war</li> <li>12. <b>any other valid reason.</b></li> </ol>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
93.		<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>.</p> <p>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 building of the Berlin Wall.</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>The initial barrier in Berlin was constructed overnight by the army.</td> <td>Berliners woke one morning to find a barricade had been built during the night.</td> </tr> <tr> <td>Despite the construction of the barricade, people from East Berlin were still able to escape to the West.</td> <td>Some people from East Berlin found ways around the barrier to move to West Berlin.</td> </tr> <tr> <td>Before this, families in the city had been split and prevented from seeing their loved ones.</td> <td>The Berlin Wall caused parents to be divided from their children and grandchildren.</td> </tr> </tbody> </table>	Source A	Source B	The initial barrier in Berlin was constructed overnight by the army.	Berliners woke one morning to find a barricade had been built during the night.	Despite the construction of the barricade, people from East Berlin were still able to escape to the West.	Some people from East Berlin found ways around the barrier to move to West Berlin.	Before this, families in the city had been split and prevented from seeing their loved ones.	The Berlin Wall caused parents to be divided from their children and grandchildren.
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94.	<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> <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:
			Military problems	<ol style="list-style-type: none"> <li>1. large numbers of US soldiers were killed, reducing support for fighting</li> <li>2. many American soldiers argued that it was impossible to beat a guerrilla force</li> <li>3. the Tet Offensive hurt US morale and made people doubt their prospects of victory</li> </ol>
			Impact on Vietnamese civilians	<ol style="list-style-type: none"> <li>4. many Americans were angry that civilians were killed and injured by US bombing</li> <li>5. the massacre of civilians at My Lai outraged American public opinion</li> <li>6. environmental damage caused by chemical weapons led to some Americans opposing the war, for example, Agent Orange</li> </ol>
			American domestic issues	<ol style="list-style-type: none"> <li>7. many Americans were annoyed at paying higher taxes to fund the war</li> <li>8. the prospect of being 'drafted' turned other Americans against the conflict</li> </ol>

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95.		<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 interpretation 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><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	<table border="1"> <thead> <tr> <th>Point identified in the source</th> <th>Possible comment which shows the candidate has interpreted the key point(s)</th> </tr> </thead> <tbody> <tr> <td>1. In 1969, the USA and USSR started Strategic Arms Limitation Talks (SALT) to end the arms race.</td> <td>The formal SALT process started in 1969.</td> </tr> <tr> <td>2. This led to both sides limiting the number of missile defence sites they could have.</td> <td>Each side agreed to a fixed number of missile defence sites.</td> </tr> <tr> <td>3. The USA also agreed to restrict the number of nuclear weapons submarines that it operated.</td> <td>The USA agreed to have a certain number of nuclear submarines.</td> </tr> <tr> <td>4. A second series of SALT talks took place but a deal was never finalised.</td> <td>SALT 2's conditions were not finalised.</td> </tr> </tbody> </table>	Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)	1. In 1969, the USA and USSR started Strategic Arms Limitation Talks (SALT) to end the arms race.	The formal SALT process started in 1969.	2. This led to both sides limiting the number of missile defence sites they could have.	Each side agreed to a fixed number of missile defence sites.	3. The USA also agreed to restrict the number of nuclear weapons submarines that it operated.	The USA agreed to have a certain number of nuclear submarines.	4. A second series of SALT talks took place but a deal was never finalised.	SALT 2's conditions were not finalised.	<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>both sides formally agreed to try to avoid military confrontation</li> <li>as part of SALT, the USA and USSR agreed to respect each other's national borders</li> <li>both sides agreed to increase trade between them</li> <li>limits were agreed on numbers of intercontinental ballistic missiles</li> </ol>
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					9. Helsinki Accords (in 1975) agreed standards on human rights 10. the Anti-Ballistic Missile Treaty let each country have one defence system for their capital city and another for a missile site 11. <b>any other valid point of significant omission.</b>

[END OF MARKING INSTRUCTIONS]