



National
Qualifications
2017

2017 History

National 5

Finalised Marking Instructions

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General marking principles for National 5 History

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions unless the candidate has not carried out the correct process.
- (c) If a specific 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.
- (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.
eg 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 . . . (KU1)
 - B. Explain the reasons why . . . (KU2)
 - C. To what extent or How important or How successful. . . (KU3)
 - D. Evaluate the usefulness of Source X as evidence of . . . (SH1)
 - E. Compare the views of Sources X and Y . . . (SH2)
 - F. How fully does Source X describe/explain . . . (SH3)
 - 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 . . .** (5 marks)

Candidates must make a number of relevant, factual points. These should be key 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 for this question of 5 marks:

- 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 . . .* (5 or 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 for this question of 5 or 6 marks:

- 1 mark should be given for each accurate relevant reason
- 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 . . .* (8 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.

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

Up to 3 further marks should be given for presenting the answer in a structured way and coming to a reasoned conclusion, as follows:

- 1 mark for the answer being presented in a structured way, with knowledge being organised in support of different factors (at least two factors must be assessed)
- 1 mark for a valid judgement or overall conclusion
- 1 mark for a reason being provided in support of the conclusion

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

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 or 6 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 for this question of 5 or 6 marks:

- 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:

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 for this question of 4 marks:

- 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 responses:

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 . . .* (5 or 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 for this question of 5 or 6 marks:

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

Example response:

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)*

Marking codes to be used for Question Paper

✓ indicates a relevant piece of evidence/knowledge has been credited (MI number should also be used)

DP indicates a developed point has been credited

R indicates that recalled knowledge has been credited (useful in SH3)

S indicates that evidence from the source has been correctly selected/credited (useful in SH3)

X indicates irrelevance (this section of the answer should be underlined as well)

SE indicates a serious error (this section of the answer should be underlined as well)

NR indicates no relevant recalled knowledge has been presented (particularly useful in SH3)

P indicates that the required process is apparent (useful in KU2)

WP indicates that the required process is suspect or weak (useful in KU2 and SH1)

NP indicates that the required process is non-existent (useful in KU2 and SH1)

B indicates that balance has been provided/different factors have been presented (useful in KU3)

NB indicates that no balance has been provided/only one factor has been presented (useful in KU3)

- AUT indicates an evaluative comment has been made on the authorship of the source
(useful in SH1)
- TYP indicates an evaluative comment has been made on the type of source
(useful in SH1)
- PUR indicates an evaluative comment has been made on the purpose of the source
(useful in SH1)
- TIM indicates an evaluative comment has been made on the origin/timing of the source
(useful in SH1)
- CON indicates an evaluative comment has been made on the content of the source
(useful in SH1)
- SOM indicates a point of significant omission has been made in evaluating the source
(useful in SH1)
- SC indicates a simple comparison has been made (useful in SH2)
- DC indicates a developed comparison has been made (useful in SH2)
- OC indicates an overall comparison has been made (useful in SH2)
- NC indicates that an attempted comparison is not valid (useful in SH2)
- J indicates that the required judgement has been made (useful in KU3 and SH3)
- SR1 indicates that a reason has been provided in support of the required judgement
(useful in KU3)
- WJ indicates that the judgement is suspect or weak (useful in KU3 and SH3)
- NJ indicates that the required judgement has not been made (useful in KU3 and SH3)
- OS indicates that the candidate has just provided an overall summary as a conclusion
(useful in KU3)
- REP indicates that the candidate has repeated a point already made previously in their answer
(useful in every question type)

Marking instructions for each question

Section 1, Context 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>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.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point • a second mark should be given for any reason that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. she was a girl - people did not believe females were suitable to be monarchs so were not happy to accept her as queen 2. as a female she would not be able to lead an army in battle so would not fulfil her role as monarch/defend her realm which worried people 3. she was a small child so would need someone else to rule on her behalf - people knew this could cause rivalries among the nobles for this role so they were worried 4. she could be kidnapped by an unscrupulous noble in order to gain control over the country so her safety caused concern 5. she would not be able to control powerful nobles so a danger of civil war would remain which made many very unhappy 6. she would have to marry and a Scottish husband would lead to rivalry among the nobles 7. choosing a foreign husband would lead to Scotland being ruled by a foreigner 8. she herself was foreign and she was living far away in Norway, which some found unacceptable

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>9. there would have to be negotiations with her father before she could come to Scotland/about her future marriage - this would involve foreign interest which worried many Scots</p> <p>10. nobles such as Bruce felt that they had a better claim so did not want her to be queen.</p> <p>11. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
2.		<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 and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p>1 mark should be given for each relevant comment made, up to a maximum of 5 marks in total.</p> <ul style="list-style-type: none"> • A maximum of 4 marks can be given for evaluative comments relating to the author, type of source, purpose and timing. • A maximum of 2 marks may be given for comments relating to the content of the source. • A maximum of 2 marks may be given for comments relating to points of significant omission. <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>Author: Modern historian</td><td>Useful because he has expert knowledge/has studied a range of relevant sources</td></tr> <tr> <td>Type of Source: Textbook</td><td>Useful because it contains straightforward factual information without bias/well researched</td></tr> <tr> <td>Purpose: To inform</td><td>Useful because it provides detailed information</td></tr> <tr> <td>Timing: 2009</td><td>Useful because it has the benefit of hindsight</td></tr> </tbody> </table>	Aspect of the source	Possible comment	Author: Modern historian	Useful because he has expert knowledge/has studied a range of relevant sources	Type of Source: Textbook	Useful because it contains straightforward factual information without bias/well researched	Purpose: To inform	Useful because it provides detailed information	Timing: 2009	Useful because it has the benefit of hindsight
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3.		<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge • a second mark should be given for any point that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>1 mark should be given for each accurate relevant key point of knowledge. A second mark should be given for each point that is developed, up to a maximum of 5 marks. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. sacked Berwick 2. slaughtered the townspeople as a warning against resistance 3. defeated Scots noble-led army at Dunbar 4. marched his army throughout Scotland from Dunbar as far as Elgin and back 5. took control of Scottish castles eg Stirling, Edinburgh, Perth 6. dethroned Balliol/stripped Balliol of his king's insignia 7. took Balliol to London as his prisoner/took other hostages to ensure loyalty 8. made important Scots sign allegiance to him/Ragman Rolls 9. took away the Stone of Scone to England to stop another king being crowned 10. took away important Scottish legal documents/Black Rood of St Margaret 11. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.		<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given up to 3 marks for their identification of points from the source that supports 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.</p> <p>A maximum of 2 marks may be given for answers in which no judgement has been made.</p>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. 1 mark may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p>A maximum of 2 marks may be given for answers which refer only to the source.</p> <p>Possible points which may be identified in the source include:</p> <ol style="list-style-type: none"> 1. Wallace left Scotland 2. he travelled to France as part of his campaign to free John Balliol 3. Wallace planned to visit the Pope to get him on Balliol's side 4. Wallace was back in Scotland well before 1305 where he continued to fight against Edward's rule <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 5. resigned as Guardian of Scotland in 1298 6. declared an outlaw by Scottish parliament (in March 1305 at Edward's behest) 7. handed over to English by John Menteith in August 1305 8. taken to London and tried for treason 9. executed by being hanged, drawn and quartered <p>10. any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Section 1, Context B, Mary Queen of Scots, and the Scottish Reformation, 1542-1587

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5.		<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 and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point • a second mark should be given for any reason that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. Scotland broke the Treaty of Greenwich with England (promise for Mary to marry Henry VIII's son) so Mary would have been in danger from the English ('Rough Wooing') 2. Mary had to be moved around the country many times so it was becoming difficult to keep her safe from the attacking English 3. a plan was developed to smuggle Mary out of Scotland to France because the English continued to try and enforce the treaty even after Henry VIII had died (1547) 4. the French wanted Mary to marry the heir to the French throne so Mary had to leave Scotland to live in France 5. in August 1548 Mary set sail for France because Scotland and France had signed the Treaty of Haddington which promised Mary in marriage to the French heir to the throne 6. moving Mary to France was a precondition for French military aid against the English 7. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).

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6.		<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge • a second mark should be given for any point that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>1 mark should be given for each accurate relevant key point of knowledge. A second mark should be given for each point that is developed, up to a maximum of 5 marks. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. some Scots began to question the teachings of the Catholic Church 2. criticism of the wealth of the Catholic Church in Scotland 3. English translations of the Bible were distributed 4. religious pamphlets were brought over from abroad 5. Protestant preachers like John Knox started preaching/returned to Scotland in 1559 6. resentment of French/Catholic influence over Scotland 7. criticism of how some Protestant preachers were treated eg Wishart 8. death of Catholic Queen Mary of Guise in 1560 9. Parliament in August abolished the mass, ended the authority of the Pope and adopted the Protestant Confession of Faith 10. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).

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		<p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 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 points of significant omission. 		<table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>Deafening noise shook the entire area</td> <td>Useful because it is accurate (the explosion was heard by many)</td> </tr> <tr> <td>Mary thought they were under attack</td> <td>Useful because it is accurate (Mary appeared not to know about the plot to kill Darnley)</td> </tr> <tr> <td>Darnley's house reduced to a pile of rubble</td> <td>Useful because it is accurate (Darnley's house did suffer extensive damage)</td> </tr> </tbody> </table> <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 1. Darnley's naked body was found in another area away from the explosion along with a servant/without any marks that would indicate that he was in an explosion 2. beside Darnley's body were found a cloak, a dagger, a chair and a coat 3. witnesses say they saw men running from the scene before the explosion 4. Mary's political enemies accused her of being involved in a plot to kill Darnley 5. any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left). 	Content	Possible comment	Deafening noise shook the entire area	Useful because it is accurate (the explosion was heard by many)	Mary thought they were under attack	Useful because it is accurate (Mary appeared not to know about the plot to kill Darnley)	Darnley's house reduced to a pile of rubble	Useful because it is accurate (Darnley's house did suffer extensive damage)	
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Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.		<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given up to 3 marks for their identification of points from the source that supports 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.</p> <p>A maximum of 2 marks may be given for answers in which no judgement has been made.</p>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. 1 mark may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p>A maximum of 2 marks may be given for answers which refer only to the source.</p> <p>Possible points which may be identified in the source include:</p> <ol style="list-style-type: none"> 1. Scottish nobles, outraged at Mary's marriage to Bothwell, decided to rebel against Mary and Bothwell 2. the Protestant nobles raised an army and so did Mary and her new husband 3. the nobles said they would withdraw if Mary gave up Bothwell but she refused 4. Bothwell escaped and Mary surrendered to the Scottish nobles <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 5. the nobles then imprisoned Mary in Loch Leven Castle 6. the nobles forced Mary to abdicate (July 1567) 7. in July Mary miscarried twins 8. Mary's son James was to be King 9. Earl of Moray ruled as King Regent <p>10. any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Section 1, Context C, The Treaty of Union, 1689-1715

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
9.		<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given up to 3 marks for their identification of points from the source that supports 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.</p> <p>A maximum of 2 marks may be given for answers in which no judgement has been made.</p>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. 1 mark may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p>A maximum of 2 marks may be given for answers which refer only to the source.</p> <p>Possible points which may be identified in the source include:</p> <ol style="list-style-type: none"> 1. in England there was a lot of resentment at the level of support for the Jacobites in Scotland 2. the Scots were angry at not being consulted by the English over the Act of Settlement of 1701 3. as the smaller partner in the union of crowns the Scots felt their interests were ignored 4. the Scots were also annoyed that they had not been consulted over entry into the war of Spanish Succession <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 5. Scots were angry at the role of England in the failure of the Darien scheme 6. England's wars with France had worsened Scotland's economic problems, especially hitting towns such as Ayr which imported French goods 7. the English were annoyed when Scots passed the Act Anent Peace and War 8. the Scottish parliament angered Westminster by appointing a Protestant successor to Queen Anne without consulting them 9. the Scots regarded the Aliens Act as an attempt to bully them 10. The Worcester Affair (execution of English captain for piracy) angered the English 11. any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
10.		<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge • a second mark should be given for any point that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>1 mark should be given for each accurate relevant key point of knowledge. A second mark should be given for each point that is developed, up to a maximum of 5 marks. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. Union would lead to a rise in taxes in Scotland 2. the Scottish MPs would be outnumbered in a new British parliament 3. Union would end Scotland's identity as an independent nation (eg currency and laws) 4. Union would threaten the independence of the Scottish church 5. Scotland would be unable to compete with the more developed English industry (at home or abroad) 6. fears that English trading interests would be prioritised 7. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
11.		<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 and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point • a second mark should be given for any reason that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. Protestants were happy that Union would guarantee the Protestant Succession 2. if Scotland failed to agree to Union, England might invade and enforce a worse settlement 3. Union would give the Scots access to England and her colonies and so enrich the country 4. Scotland would be more secure as they would gain English military protection 5. Many Scots were swayed by promises of temporary tax exemptions 6. the Union would give Scots greater standing in Europe 7. Scotland and England shared a similar language, religion and trade traditions 8. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
12.		<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 and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p>1 mark should be given for each relevant comment made, up to a maximum of 5 marks in total.</p> <ul style="list-style-type: none"> • A maximum of 4 marks can be given for evaluative comments relating to the author, type of source, purpose and timing. • A maximum of 2 marks may be given for comments relating to the content of the source. • A maximum of 2 marks may be given for comments relating to points of significant omission. <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>Author: Modern historian</td><td>Useful because he has expert knowledge/has studied a range of relevant sources</td></tr> <tr> <td>Type of Source: Textbook</td><td>Useful because it contains straightforward factual information without bias/well researched</td></tr> <tr> <td>Purpose: To inform on views towards the Union</td><td>Useful because it provides detailed information</td></tr> <tr> <td>Timing: 1996</td><td>Useful because it has the benefit of hindsight</td></tr> </tbody> </table>	Aspect of the source	Possible comment	Author: Modern historian	Useful because he has expert knowledge/has studied a range of relevant sources	Type of Source: Textbook	Useful because it contains straightforward factual information without bias/well researched	Purpose: To inform on views towards the Union	Useful because it provides detailed information	Timing: 1996	Useful because it has 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									
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Section 1, Context D, Migration and Empire, 1830-1939

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
13.		<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge • a second mark should be given for any point that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>1 mark should be given for each accurate relevant key point of knowledge. A second mark should be given for each point that is developed, up to a maximum of 5 marks. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. wealth of cities such as Glasgow increased and cities grew/population 1 million by 1911 2. built environment benefited from investment of profits made from Empire investment - fine public buildings, mansions for successful entrepreneurs 3. many jobs were created in Scotland in manufacturing goods for export to the Empire (eg railway locomotives, ships) 4. raw materials from the Empire (eg jute, sugar) were processed in Scotland 5. Empire cultures introduced into Scotland (eg food, music) 6. some investment capital went overseas instead of into developing new Scottish industries 7. immigrant workers provided a cheap labour force and kept wages down 8. large available cheap labour force discouraged investment in new mechanisation (eg in mining, shipbuilding) 9. created many opportunities for Scots within the Empire (eg armed forces, civil service) 10. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
14.		<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given up to 3 marks for their identification of points from the source that supports 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.</p> <p>A maximum of 2 marks may be given for answers in which no judgement has been made.</p>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. 1 mark may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p>A maximum of 2 marks may be given for answers which refer only to the source.</p> <p>Possible points which may be identified in the source include:</p> <ol style="list-style-type: none"> 1. the church enabled them to keep their religious identity in Scotland through worshipping in their traditional way 2. it was the centre of social life for many Irish immigrants/offered a friendly environment where people could meet and be made welcome 3. the church also established youth groups 4. the church also attempted to tackle some of the issues Scottish society faced, such as the problem of poverty <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 5. parish priests helped with writing letters, finding work and accommodation etc 6. church ran charities to help poor immigrants (eg St Vincent de Paul Society) 7. church set up and supervised schools for Catholic children 8. church set up sports organisations such as Celtic FC and Hibernian FC 9. immigrants from the north of Ireland were often Protestants so the Catholic Church did not play a part in their lives 10. any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
15.		<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 and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p>1 mark should be given for each relevant comment made, up to a maximum of 5 marks in total.</p> <ul style="list-style-type: none"> • A maximum of 4 marks can be given for evaluative comments relating to the author, type of source, purpose and timing. • A maximum of 2 marks may be given for comments relating to the content of the source. • A maximum of 2 marks may be given for comments relating to points of significant omission. <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>Author: Modern Historian</td><td>Useful because he has expert knowledge/has studied a range of relevant sources</td></tr> <tr> <td>Type of Source: Textbook</td><td>Useful because it contains straightforward factual information without bias/well researched</td></tr> <tr> <td>Purpose: To inform</td><td>Useful because it provides detailed information</td></tr> <tr> <td>Timing: 2007</td><td>Useful because it has the benefit of hindsight</td></tr> </tbody> </table>	Aspect of the source	Possible comment	Author: Modern Historian	Useful because he has expert knowledge/has studied a range of relevant sources	Type of Source: Textbook	Useful because it contains straightforward factual information without bias/well researched	Purpose: To inform	Useful because it provides detailed information	Timing: 2007	Useful because it has 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>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 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 points of significant omission. 		<table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>They supplied goods and services/ brought their skills with them from their native lands</td> <td>Useful as it is accurate (Jews did not tend to work in Scotland's traditional industries)</td> </tr> <tr> <td>Many worked in the clothing industry</td> <td>Useful as it is accurate (the clothing industry did employ many Jewish immigrants)</td> </tr> <tr> <td>Many made a living selling door-to-door or running small shops</td> <td>Useful as it is accurate (Jewish immigrants did often set up their own businesses)</td> </tr> </tbody> </table> <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 1. worked in the tobacco trade/making cigarettes 2. worked in the jewellery trade 3. many other immigrants worked in agriculture 4. many other immigrants did work in heavy industries (eg coalmining) 5. any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left). 	Content	Possible comment	They supplied goods and services/ brought their skills with them from their native lands	Useful as it is accurate (Jews did not tend to work in Scotland's traditional industries)	Many worked in the clothing industry	Useful as it is accurate (the clothing industry did employ many Jewish immigrants)	Many made a living selling door-to-door or running small shops	Useful as it is accurate (Jewish immigrants did often set up their own businesses)	
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Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
16.		<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 and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point • a second mark should be given for any reason that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. improved transport - steam ships and railways - encouraged Scots to move because they would not be without earnings for long/could return if necessary 2. some felt compelled to do missionary work/spread Christianity in the Empire 3. established Scots communities abroad were attractive to new emigrants who would feel more comfortable with their familiar culture 4. some countries offered free or cheap land (eg Canada) which attracted Scots farmers and crofters 5. land in New Zealand and the USA was known to be fertile and better than the land in Scotland so farmers were attracted there 6. agents for Empire countries held information meetings to encourage Scots to emigrate by showing the positive side of emigration 7. family and friends who had emigrated wrote letters home encouraging others to join them as they were doing well/helped with the cost of fares 8. higher wages for skilled Scots encouraged both permanent and temporary emigration 9. wide range of work available in trades that Scots were experienced in (eg farming, mining, engineering) so they could find work easily 10. administrative empire jobs with high status were attractive to well-educated Scots 11. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).

Section 1, Context 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
17.		<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge • a second mark should be given for any point that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>1 mark should be given for each accurate relevant key point of knowledge. A second mark should be given for each point that is developed, up to a maximum of 5 marks. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. the trenches were often flooded/muddy 2. the soldiers had little protection from the weather/cold in winter 3. constant strain of gunfire/explosions (eg threat of snipers, shellshock) 4. terrible smell in the trenches (eg rotting corpses, open latrines) 5. discomfort caused by lice/flies 6. problems caused by conditions such as: trench foot; trench mouth 7. danger of gas; blisters; blindness; suffocation 8. problem of rats searching for food/spreading diseases 9. difficulty of coping with seeing friends wounded or killed 10. food was monotonous/supply of food varied <p>11. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
18.		<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 and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point • a second mark should be given for any reason that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. health was being affected by lack of food/malnutrition 2. some people were starving 3. soldiers took priority therefore there was less food on the Home Front 4. vital war workers needed fed adequately to produce weapons etc 5. U-boats sank many supply ships which reduced the amount of food available 6. there was a limit to what civilians could grow (especially in cities) 7. food became expensive/prices of goods rose faster than peoples' wages 8. farm production affected by recruitment of labourers/requisitioning of horses 9. failure of propaganda campaigns to limit food waste 10. rationing introduced to maintain a fair supply of food/necessary to maintain high morale on the Home Front 11. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
19.		<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given up to 3 marks for their identification of points from the source that supports 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.</p> <p>A maximum of 2 marks may be given for answers in which no judgement has been made.</p>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. 1 mark may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p>A maximum of 2 marks may be given for answers which refer only to the source.</p> <p>Possible points which may be identified in the source include:</p> <ol style="list-style-type: none"> 1. it gave women an opportunity to prove themselves in a male-dominated society (doing more than cleaning the house and tending to the children) 2. (with so many men going to war there was a large gap in employment and) women responded by replacing men in the workplace 3. Women's Royal Air Force was created/women worked on planes as mechanics 4. less well known roles of women in the war included selling war bonds <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 5. they worked in heavy industry 6. they worked in public transport (eg railways, trams, buses) 7. in farming and forestry/Land Army 8. they joined the newly formed women's police force 9. they joined the women's WRENS, WAACS/further details about the WRAF 10. many women worked in munitions 11. greater responsibility/promotion (eg supervisors) <p>12. any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
20.		<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 and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p>1 mark should be given for each relevant comment made, up to a maximum of 5 marks in total.</p> <ul style="list-style-type: none"> • A maximum of 4 marks can be given for evaluative comments relating to the author, type of source, purpose and timing. • A maximum of 2 marks may be given for comments relating to the content of the source. • A maximum of 2 marks may be given for comments relating to points of significant omission. <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>Author: Modern Historian</td><td>Useful because he has expert knowledge/has studied a range of relevant sources</td></tr> <tr> <td>Type of Source: A text book/history book</td><td>Useful because it contains straightforward factual information without bias/well researched</td></tr> <tr> <td>Purpose: To inform</td><td>Useful because it provides detailed information</td></tr> <tr> <td>Timing: 1989</td><td>Useful because it has the benefit of hindsight</td></tr> </tbody> </table>	Aspect of the source	Possible comment	Author: Modern Historian	Useful because he has expert knowledge/has studied a range of relevant sources	Type of Source: A text book/history book	Useful because it contains straightforward factual information without bias/well researched	Purpose: To inform	Useful because it provides detailed information	Timing: 1989	Useful because it has the benefit of hindsight
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Section 2, Context 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
21.		<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 and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point • a second mark should be given for any reason that is developed. 	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 6 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. David's mother Margaret was English/from a Saxon family which experienced Norman rule 2. David's sister was married to the King of England, Henry I 3. David spent part of his childhood in the royal court in England 4. David was married to an Anglo-Norman heiress (Matilda of Huntingdon) 5. David took part in Anglo-Norman ceremonies (eg was made a knight by Henry I) 6. David had many friends who were Anglo-Norman barons 7. David had land in England (eg Northampton/Huntingdon/Bedford) 8. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
22.		<p>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.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • up to 5 marks can be given for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge • a further 3 marks can be given for providing the answer in a structured way and coming to a reasoned conclusion. 	8	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion. Up to 5 marks are allocated for relevant points of knowledge used to support factors (but one mark should be deducted if the process is not clear in at least two factors). 1 mark should be given for each relevant, factual key point of knowledge used to support a factor. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.</p> <table border="1"> <thead> <tr> <th>Possible factors may include:</th> <th>Relevant, factual, key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td>Illegal castles</td> <td> 1. Barons had built illegal castles without royal permission during the civil war 2. some Barons refused to hand the castles over to Henry (eg The Earl of York/Scarborough castle) </td> </tr> <tr> <td>Illegal armies</td> <td> 3. Barons had hired mercenaries to fight for them/protect their land 4. illegal armies threatened Henry's control </td> </tr> <tr> <td>Corrupt sheriffs</td> <td> 5. some sheriffs had been keeping fines paid by criminals instead of paying them to the king 6. some sheriffs had been accepting bribes from criminals </td> </tr> <tr> <td>No common law</td> <td> 7. the law was different in every area across Henry's kingdom 8. Barons decided the law in their own area and as a result were very powerful </td> </tr> </tbody> </table>	Possible factors may include:	Relevant, factual, key points of knowledge to support this factor may include:	Illegal castles	1. Barons had built illegal castles without royal permission during the civil war 2. some Barons refused to hand the castles over to Henry (eg The Earl of York/Scarborough castle)	Illegal armies	3. Barons had hired mercenaries to fight for them/protect their land 4. illegal armies threatened Henry's control	Corrupt sheriffs	5. some sheriffs had been keeping fines paid by criminals instead of paying them to the king 6. some sheriffs had been accepting bribes from criminals	No common law	7. the law was different in every area across Henry's kingdom 8. Barons decided the law in their own area and as a result were very powerful
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Section 2, Context 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								
24.		<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 and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p>	6	<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 usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p>1 mark should be given for each relevant comment made, up to a maximum of 6 marks in total.</p> <ul style="list-style-type: none"> • A maximum of 4 marks can be given for evaluative comments relating to the author, type of source, purpose and timing. • A maximum of 2 marks may be given for comments relating to the content of the source. • A maximum of 2 marks may be given for comments relating to points of significant omission. <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>Author: House of Commons</td> <td>Useful because it is from eyewitnesses who were in dispute with the king</td> </tr> <tr> <td>Type of Source: Official statement</td> <td>Useful because it is an official government statement which outlines the concerns of parliament and will therefore be truthful/perhaps less useful as it may be biased</td> </tr> <tr> <td>Purpose: To persuade</td> <td>Useful because it attempts to justify the position of Parliament/perhaps less useful as it is not balanced</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	Author: House of Commons	Useful because it is from eyewitnesses who were in dispute with the king	Type of Source: Official statement	Useful because it is an official government statement which outlines the concerns of parliament and will therefore be truthful/perhaps less useful as it may be biased	Purpose: To persuade	Useful because it attempts to justify the position of Parliament/perhaps less useful as it is not balanced
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25.		<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 and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point • a second mark should be given for any reason that is developed. 	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 6 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. there was resentment towards the Anglican High Church ceremony that was part of Charles' coronation 2. Resentment of Charles as an absentee monarch 3. Scots suspicion that Charles wanted to be an absolute monarch 4. Charles demanded that Ministers accept and use the new Prayer Book, which was unpopular amongst the Ministers 5. there was public opposition to the introduction of the new Prayer Book (eg 1637 St Giles riots) 6. the Scottish clergy opposed the requirement to wear gowns and surplices as dictated by Laud's Canons 7. resentment at the abolition of Presbyteries and the threat of dissolution 8. Charles introduced Bishops into the Scottish Church which was opposed 9. Charles ruled that the General Assembly was not allowed to meet which caused opposition 10. Charles imposed the Act of Revocation which took back church or royal property that had been alienated since 1540, this angered the Church 11. resentment towards the money raising methods of Charles (eg Ship Money) 12. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
26.		<p>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.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • up to 5 marks can be given for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge • a further 3 marks can be given for providing the answer in a structured way and coming to a reasoned conclusion. 	8	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion. Up to 5 marks are allocated for relevant points of knowledge used to support factors (but one mark should be deducted if the process is not clear in at least two factors). 1 mark should be given for each relevant, factual key point of knowledge used to support a factor. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
				Possible factors may include:	Relevant, factual, key points of knowledge to support this factor may include:
				Financial disputes	<ol style="list-style-type: none"> 1. arguments over the buying of titles, rich men were persuaded to buy titles and if they refused they were fined the same sum of money it would have cost for a title 2. in 1635 Charles ordered that everyone in the country should pay Ship Money. This tax was only meant to be paid by coastal towns but Charles insisted inland areas were also to pay, which caused resentment/led to arrests of some MPs eg Hampden 3. April 1640 Charles called for a Parliament to grant the money needed to fight a war in Scotland. Parliament refused and cited Laud and Strafford as men who were abusing the authority that had been given to them.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Religious disputes</p> <p>4. King Charles was married to Roman Catholic Henrietta Maria of France who was given free rein to practise her religion, this led to distrust over the religious loyalty of Charles</p> <p>5. Charles preferred a High Anglican form of worship with ceremonies and rituals that made some believe he was leaning towards Catholicism, this upset the Protestants and Puritans/Charles also clashed with the Scots over the issue of the new Prayer Book this angered the Scots so much that they invaded England in 1639</p> <p>6. the Appointment of Laud (who also preferred High Anglican worship) as Archbishop of Canterbury, brought about much opposition/Laud attempted to impose High Anglican forms of worship which were opposed by the Protestants eg the new Prayer Book and the wearing of vestments</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Political disputes</p> <p>7. in 1629 Charles refused to let Parliament meet. Members of Parliament arrived at Westminster to find that the doors had been locked with large chains and padlocks. They were locked out for eleven years</p> <p>8. Parliament also demanded that Charles get rid of the Court of Star Chamber, which Charles used to rule without Parliament</p> <p>9. in 1642, Charles went to Parliament with 300 soldiers to arrest his five biggest critics. Parliament had been tipped off and the five men had already fled to the safety of the city of London - this angered Parliament that the King was trying to deny them the right to speak out against him</p>
			<p>King's character</p> <p>10. Parliament considered Charles to be arrogant and conceited so they had a particularly bad relationship/Charles considered the poor relationships between his father and Parliament to be the fault of Parliament so did not trust them</p> <p>11. Parliament and the King clashed over Charles' strong belief in the Divine Rights of Kings.</p>
			<p>Any other relevant factor</p> <p>12.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Up to 3 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</p> <p>1 mark for the answer being presented in a structured way, with knowledge being organised in support of different factors.</p> <p>1 mark given for a conclusion with a valid judgement or overall summary.</p> <p>1 mark given for a reason being provided in support of the judgement.</p>

Section 2, Context C, The Atlantic Slave Trade, 1770-1807

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question						
27.		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.	8	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion. Up to 5 marks are allocated for relevant points of knowledge used to support factors (but one mark should be deducted if the process is not clear in at least two factors). 1 mark should be given for each relevant, factual key point of knowledge used to support a factor. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.</p> <table border="1"> <thead> <tr> <th>Possible factors may include:</th><th>Relevant, factual, key points of knowledge to support this factor may include:</th></tr> </thead> <tbody> <tr> <td>Employment (marks should be awarded for any valid job related to the slave trade)</td><td> <ol style="list-style-type: none"> jobs in construction (eg factories, homes) many people relied on the slave trade for employment, (eg shipbuilding, sailors, rope-makers, sail-makers) other jobs (eg banking, insurance, industrial) </td></tr> <tr> <td>Industrial benefits</td><td> <ol style="list-style-type: none"> Glasgow - tobacco trade contributed to growth of industry growth of industries such as copper-smelting, sugar-refining, glass-making and textiles profits from the slave trade provided the capital for the Industrial Revolution </td></tr> </tbody> </table>	Possible factors may include:	Relevant, factual, key points of knowledge to support this factor may include:	Employment (marks should be awarded for any valid job related to the slave trade)	<ol style="list-style-type: none"> jobs in construction (eg factories, homes) many people relied on the slave trade for employment, (eg shipbuilding, sailors, rope-makers, sail-makers) other jobs (eg banking, insurance, industrial) 	Industrial benefits	<ol style="list-style-type: none"> Glasgow - tobacco trade contributed to growth of industry growth of industries such as copper-smelting, sugar-refining, glass-making and textiles profits from the slave trade provided the capital for the Industrial Revolution
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Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
29.		<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 and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • a maximum of 4 marks can be given for evaluative comments relating to author, type of source, purpose and timing 	6	<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 usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p>1 mark should be given for each relevant comment made, up to a maximum of 6 marks in total.</p> <ul style="list-style-type: none"> • A maximum of 4 marks can be given for evaluative comments relating to the author, type of source, purpose and timing. • A maximum of 2 marks may be given for comments relating to the content of the source. • A maximum of 2 marks may be given for comments relating to points of significant omission. <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>Author: William Wilberforce</td><td>Useful as it was from a well-known abolitionist who campaigned against slave trade</td></tr> <tr> <td>Type of Source: Speech</td><td>Useful as it was part of an official Parliamentary speech</td></tr> <tr> <td>Purpose: To persuade</td><td>Useful as it gives typical evidence/arguments used by abolitionists against slavery</td></tr> <tr> <td>Timing: 1789</td><td>Useful as it was delivered during the abolitionist campaign</td></tr> </tbody> </table>	Aspect of the source	Possible comment	Author: William Wilberforce	Useful as it was from a well-known abolitionist who campaigned against slave trade	Type of Source: Speech	Useful as it was part of an official Parliamentary speech	Purpose: To persuade	Useful as it gives typical evidence/arguments used by abolitionists against slavery	Timing: 1789	Useful as it was delivered during the abolitionist campaign
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Section 2, Context D, Changing Britain, 1760-1900

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
30.		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.	8	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion. Up to 5 marks are allocated for relevant points of knowledge used to support factors (but one mark should be deducted if the process is not clear in at least two factors). 1 mark should be given for each relevant, factual key point of knowledge used to support a factor. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.</p> <table border="1"> <thead> <tr> <th>Possible factors may include:</th><th>Relevant, factual, key points of knowledge to support this factor may include:</th></tr> </thead> <tbody> <tr> <td>Lack of clean water</td><td> 1. contaminated/unclean drinking water led to diseases such as cholera 2. typhoid was also caused by contaminated drinking water </td></tr> <tr> <td>Lack of sanitation</td><td> 3. open sewers allowed bacteria to multiply/contaminated water supplies and led to the spread of disease </td></tr> <tr> <td>Lack of rubbish disposal</td><td> 4. rubbish built up in the streets which attracted vermin/rats which caused disease (eg typhus) </td></tr> </tbody> </table>	Possible factors may include:	Relevant, factual, key points of knowledge to support this factor may include:	Lack of clean water	1. contaminated/unclean drinking water led to diseases such as cholera 2. typhoid was also caused by contaminated drinking water	Lack of sanitation	3. open sewers allowed bacteria to multiply/contaminated water supplies and led to the spread of disease	Lack of rubbish disposal	4. rubbish built up in the streets which attracted vermin/rats which caused disease (eg typhus)
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Section 2, Context 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
33.		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.	8	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion. Up to 5 marks are allocated for relevant points of knowledge used to support factors (but one mark should be deducted if the process is not clear in at least two factors). 1 mark should be given for each relevant, factual key point of knowledge used to support a factor. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question					
		<p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • up to 5 marks can be given for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge • a further 3 marks can be given for providing the answer in a structured way and coming to a reasoned conclusion. 		<table border="1"> <thead> <tr> <th>Possible factors may include:</th><th>Relevant, factual, key points of knowledge to support this factor may include:</th></tr> </thead> <tbody> <tr> <td>Booth and Rowntree</td><td> <ol style="list-style-type: none"> 1. Booth's report showed that 30.7% of the population of London were living in poverty. This shocked the public and government/provided evidence of poverty that could not be ignored 2. Booth's report showed that poverty was not always the poor person's own fault and helped to change laissez-faire/self-help attitudes 3. Rowntree's report showed that 27.8% of the population of York were living in poverty. This shocked the public and government/provided evidence of poverty that could not be ignored 4. Rowntree's report showed that poverty wasn't just in London/something had to be done to tackle poverty across Britain 5. Rowntree's report showed that there was a cycle of poverty, so helped convince people that the poor needed help at certain times of their lives </td></tr> </tbody> </table>	Possible factors may include:	Relevant, factual, key points of knowledge to support this factor may include:	Booth and Rowntree	<ol style="list-style-type: none"> 1. Booth's report showed that 30.7% of the population of London were living in poverty. This shocked the public and government/provided evidence of poverty that could not be ignored 2. Booth's report showed that poverty was not always the poor person's own fault and helped to change laissez-faire/self-help attitudes 3. Rowntree's report showed that 27.8% of the population of York were living in poverty. This shocked the public and government/provided evidence of poverty that could not be ignored 4. Rowntree's report showed that poverty wasn't just in London/something had to be done to tackle poverty across Britain 5. Rowntree's report showed that there was a cycle of poverty, so helped convince people that the poor needed help at certain times of their lives 	
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			<p>The Boer War/National Efficiency</p> <p>6. during the Boer War 1/3 (as high as 2/3 in some areas) of recruits were unfit for service. This was often due to poor health caused by poverty - people were worried that if poverty was not tackled then Britain would not be able to defend herself in a war</p> <p>7. people were concerned that Britain would not have a healthy productive workforce if poverty was not tackled</p>

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			<table border="1" data-bbox="2528 629 4986 2645"> <tr> <td data-bbox="2528 629 3484 996">New Liberalism</td><td data-bbox="3484 629 4986 996">8. new Liberals such as David Lloyd George and Winston Churchill wanted to pass reforms to help the poor and helped to change attitudes in the Liberal Party</td></tr> <tr> <td data-bbox="2528 996 3484 1363">The German example</td><td data-bbox="3484 996 4986 1363">9. the Germans had introduced welfare reforms already (pensions and national insurance) so the British wanted to keep up with Germany</td></tr> <tr> <td data-bbox="2528 1363 3484 2425">Democracy/Trade Unions/The Threat of Labour</td><td data-bbox="3484 1363 4986 2425">10. more men/the working classes could now vote so political parties had to change their policies on poverty to avoid losing votes 11. Trade unions were becoming bigger/more influential/had helped to form the Labour Party and were pushing for reforms to help the poor 12. the Labour Party was formed in 1900 and supported reforms to help the poor/The other parties had to respond, or they would lose votes to the new Labour Party</td></tr> <tr> <td data-bbox="2528 2425 3484 2645">Any other relevant factor</td><td data-bbox="3484 2425 4986 2645">13.</td></tr> </table> <p data-bbox="2528 2703 4986 2877">Up to 3 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</p> <p data-bbox="2528 2954 4986 3089">1 mark for the answer being presented in a structured way, with knowledge being organised in support of different factors.</p> <p data-bbox="2528 3108 4986 3186">1 mark given for a conclusion with a valid judgement or overall summary.</p> <p data-bbox="2528 3197 4986 3274">1 mark given for a reason being provided in support of the judgement.</p>	New Liberalism	8. new Liberals such as David Lloyd George and Winston Churchill wanted to pass reforms to help the poor and helped to change attitudes in the Liberal Party	The German example	9. the Germans had introduced welfare reforms already (pensions and national insurance) so the British wanted to keep up with Germany	Democracy/Trade Unions/The Threat of Labour	10. more men/the working classes could now vote so political parties had to change their policies on poverty to avoid losing votes 11. Trade unions were becoming bigger/more influential/had helped to form the Labour Party and were pushing for reforms to help the poor 12. the Labour Party was formed in 1900 and supported reforms to help the poor/The other parties had to respond, or they would lose votes to the new Labour Party	Any other relevant factor	13.
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34.		<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 and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point • a second mark should be given for any reason that is developed. 	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 6 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. free school meals made children healthier because this was the only meal that many children got in a day/parents could not afford to feed children at home 2. medical inspections at school made children healthier because they identified medical problems/later treatment was introduced 3. The Children Act/Children's Charter improved the lives of the young because they would no longer be sent to adult prisons/treated as adult criminals 4. The Children Act/Children's Charter improved the lives of the young because children could no longer be sentenced to death for committing a crime 5. Pensions improved the lives of the elderly because they helped many of the elderly poor to stay out of the workhouse/gave the elderly poor enough extra money to get by 6. National Insurance helped to make workers healthier because free medical treatment was provided for insured workers 7. National Insurance improved the lives of families because maternity grants were given after the birth of children 8. National Insurance improved the lives of workers because they could now receive free specialist medical treatment for TB 9. National Insurance improved the lives of the unemployed because some workers received unemployment benefit, helping them to stay out of poverty

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>10. The Workmen's Compensation Act improved the lives of workers because now they could get compensation for illness or injury caused by work</p> <p>11. Labour exchanges improved the lives of the unemployed because they helped them to find a job and earn money</p> <p>12. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
35.		<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 and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p>	6	<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 usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p>1 mark should be given for each relevant comment made, up to a maximum of 6 marks in total.</p> <ul style="list-style-type: none"> • A maximum of 4 marks can be given for evaluative comments relating to the author, type of source, purpose and timing. • A maximum of 2 marks may be given for comments relating to the content of the source. • A maximum of 2 marks may be given for comments relating to points of significant omission. <p>Examples of aspects of the source and relevant comments:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Aspect of the source</th> <th style="text-align: left; padding: 5px;">Possible comment</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Author: Government</td> <td style="padding: 5px;">Useful as the government will have knowledge of the health service they are introducing</td> </tr> <tr> <td style="padding: 5px;">Type of Source: Advertisement</td> <td style="padding: 5px;">Useful as it will be informative/easy to understand</td> </tr> <tr> <td style="padding: 5px;">Purpose: To inform</td> <td style="padding: 5px;">Useful as it is intended to give a summary of how the NHS will work</td> </tr> <tr> <td style="padding: 5px;">Timing: May 1948</td> <td style="padding: 5px;">Useful as it is a primary source from the time that the NHS was introduced</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	Author: Government	Useful as the government will have knowledge of the health service they are introducing	Type of Source: Advertisement	Useful as it will be informative/easy to understand	Purpose: To inform	Useful as it is intended to give a summary of how the NHS will work	Timing: May 1948	Useful as it is a primary source from the time that the NHS was introduced
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Section 3, Context 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										
36.		<p>Candidates must interpret 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>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each simple point of comparison • a second mark should be given to each developed point of comparison. <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given 1 mark. A developed comparison of the points of detail or overall viewpoint should be given 2 marks. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p>Possible points of comparison may include:</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>Overall: Sources A and B agree that the Pope called the First Crusade in 1095</td> <td></td> </tr> <tr> <td>The Pope said that Jerusalem must be recaptured.</td> <td>The Pope said Jerusalem was the most important city in the world and it must be taken back from the Muslims.</td> </tr> <tr> <td>The Pope warned that every Christian in the west must fight or the Muslims could advance into Europe.</td> <td>The Pope said a Christian army must be called to stop the Muslims before they captured every city they attacked.</td> </tr> <tr> <td>He appealed to the knights to stop their violent behaviour towards each other and instead use their military skills against God's enemy in the east.</td> <td>Pope Urban told the knights of Europe to stop fighting amongst each other and unite against the infidel.</td> </tr> </tbody> </table>	Source A	Source B	Overall: Sources A and B agree that the Pope called the First Crusade in 1095		The Pope said that Jerusalem must be recaptured.	The Pope said Jerusalem was the most important city in the world and it must be taken back from the Muslims.	The Pope warned that every Christian in the west must fight or the Muslims could advance into Europe.	The Pope said a Christian army must be called to stop the Muslims before they captured every city they attacked.	He appealed to the knights to stop their violent behaviour towards each other and instead use their military skills against God's enemy in the east.	Pope Urban told the knights of Europe to stop fighting amongst each other and unite against the infidel.
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37.		<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given up to 3 marks for their identification of points from the source which 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.</p> <p>A maximum of 2 marks may be given for answers in which no judgement has been made.</p>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. 1 mark may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p>A maximum of 2 marks may be given for answers which refer only to the source.</p> <p>Possible points which may be identified in the source include:</p> <ol style="list-style-type: none"> 1. the Muslims were well prepared/had strengthened the wall around the city 2. the Muslims had collected the harvest early and had enough food to last for several months/expected a long siege 3. the Muslims fought back and forced the Crusaders to retreat 4. the Crusaders did not have scaling ladders or siege machines/required supplies from Europe <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 5. the Muslims had poisoned/drained the local water wells and so the Crusaders had no water 6. Christians had been expelled from the city so the Crusaders did not have any allies inside Jerusalem 7. the city was built on slopes so could not be attacked from all angles 8. the city wall was strengthened by a large citadel/David's Tower which made an attack difficult 9. any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).

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38.		<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 and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point • a second mark should be given for any reason that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. the Crusader army was small (many Crusaders had returned to Europe) and so it was difficult to defend the Crusader states/Latin states 2. the Crusaders were constantly attacked by Muslims and so lost more soldiers/supplies 3. the Crusader states/Latin States were far apart and so were difficult to defend 4. the land was infertile so it was difficult to grow crops 5. there was a lack of peasants so there was no one to farm the land 6. the Crusaders did not have key supplies eg timber and so could not build siege machines 7. the Crusaders did not have enough boats needed to capture the coastal towns 8. the Crusaders fought among themselves and so were not united against the Muslims 9. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
39.		<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge • a second mark should be given for any point that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>1 mark should be given for each accurate relevant key point of knowledge. A second mark should be given for each point that is developed, up to a maximum of 5 marks. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. the Muslims attacked the Crusaders with darts and arrows 2. the Muslims attempted to draw the Crusaders from their defensive position 3. the Crusaders held their defensive line 4. the Muslim army grew tired 5. the Crusaders charged at the Muslims 6. many Muslims were killed/high number of casualties in the Muslim army 7. the Muslim army fled 8. the Crusaders won the battle 9. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).

Section 3, Context B, “Tea and Freedom,”: the American Revolution, 1774-83

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40.		<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 and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point • a second mark should be given for any reason that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. Thomas Paine’s pamphlet “Common Sense” sold 150,000 copies and persuaded many British people the American cause was just 2. radicals in Britain opposed war and supported American demands for reform (eg no taxation without representation) 3. Edmund Burke thought that using force against the colonists would be counter-productive 4. Edmund Burke argued against taxation in America to raise funds for Britain 5. radicals in Britain supported the colonists demands for reform as they wanted political reform at home 6. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).

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41.		<p>Candidates must interpret 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>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each simple point of comparison • a second mark should be given to each developed point of comparison. <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given 1 mark. A developed comparison of the points of detail or overall viewpoint should be given 2 marks. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p>Possible points of comparison may include:</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>Overall: The sources agree about the capabilities of the Continental Army</td> <td></td> </tr> <tr> <td>The troops themselves were usually inexperienced in battle</td> <td>Many of the soldiers needed practice with their weapons</td> </tr> <tr> <td>Many soldiers left to return home, leaving the army without enough men</td> <td>The army needed troops even more than fortifications</td> </tr> <tr> <td>Washington was always short of money to buy much needed supplies or to pay his soldiers</td> <td>The Continental Army was always short of ammunition/Gunpowder was always in short supply but houses were stripped of lead for bullets.</td> </tr> </tbody> </table>	Source A	Source B	Overall: The sources agree about the capabilities of the Continental Army		The troops themselves were usually inexperienced in battle	Many of the soldiers needed practice with their weapons	Many soldiers left to return home, leaving the army without enough men	The army needed troops even more than fortifications	Washington was always short of money to buy much needed supplies or to pay his soldiers	The Continental Army was always short of ammunition/Gunpowder was always in short supply but houses were stripped of lead for bullets.
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42.		<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge • a second mark should be given for any point that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>1 mark should be given for each accurate relevant key point of knowledge. A second mark should be given for each point that is developed, up to a maximum of 5 marks. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. British plan was to link their two armies to defeat the colonists 2. Burgoyne's army invaded from Canada 3. General Howe had taken the main British army to Philadelphia leaving General Clinton with a small army in New York 4. Americans cut down trees and blocked the British army's progress 5. colonists had destroyed crops and burned potential food supplies 6. some Indian troops deserted the British 7. St Leger's army was defeated/he retreated 8. British eventually outnumbered by colonists 9. Burgoyne's army surrounded and unable to break out, so surrendered 10. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
43.		<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given up to 3 marks for their identification of points from the source which 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.</p> <p>A maximum of 2 marks may be given for answers in which no judgement has been made.</p>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. 1 mark may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p>A maximum of 2 marks may be given for answers which refer only to the source.</p> <p>Possible points which may be identified in the source include:</p> <ol style="list-style-type: none"> 1. after the British defeat at Saratoga, many in Europe were keen to take advantage of British weakness 2. France wanted revenge for loss of colonies so offered financial support 3. France also gave military assistance in the form of soldiers and gunpowder to put more pressure on Britain 4. Spain saw an opportunity to try to retake Gibraltar to distract Britain <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 5. foreign intervention challenged Britain's control of the seas 6. foreign intervention made it more difficult for Britain to reinforce and supply forces in America 7. the French attacked British colonies in the Caribbean which distracted them/Britain had to divert vital troops to Europe and the West Indies 8. foreign intervention affected British morale as they had no major allies 9. formal Franco-American alliance increased pressure on Britain <p>10. any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Section 3, Context C, USA 1850-1880

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
44.		<p>Candidates must interpret 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>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each simple point of comparison • a second mark should be given to each developed point of comparison. <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given 1 mark. A developed comparison of the points of detail or overall viewpoint should be given 2 marks. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p>Possible points of comparison may include:</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>Overall: Both sources agree about the treatment of slaves on Southern Plantations.</td> <td></td> </tr> <tr> <td>Gave me meat and bread with the other slaves, which was not half enough for me to live upon</td> <td>Slaves were given the absolute minimum amount of food to survive</td> </tr> <tr> <td>He flogged me nearly every day/I got a severe flogging of one hundred lashes</td> <td>The usual method of punishing slaves was using a system of floggings</td> </tr> <tr> <td>He set me to work without any shirt in the cotton field, in a very hot sun</td> <td>Some slaves were punished by being tied to trees on the plantation, often in the burning heat of the sun</td> </tr> </tbody> </table>	Source A	Source B	Overall: Both sources agree about the treatment of slaves on Southern Plantations.		Gave me meat and bread with the other slaves, which was not half enough for me to live upon	Slaves were given the absolute minimum amount of food to survive	He flogged me nearly every day/I got a severe flogging of one hundred lashes	The usual method of punishing slaves was using a system of floggings	He set me to work without any shirt in the cotton field, in a very hot sun	Some slaves were punished by being tied to trees on the plantation, often in the burning heat of the sun
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Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
45.		<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given up to 3 marks for their identification of points from the source which 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.</p> <p>A maximum of 2 marks may be given for answers in which no judgement has been made.</p>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. 1 mark may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p>A maximum of 2 marks may be given for answers which refer only to the source.</p> <p>Possible points which may be identified in the source include:</p> <ol style="list-style-type: none"> 1. Southern States seceded in order to escape high taxes 2. Southern States thought of themselves as a separate community 3. Southern States disliked/despised/hated/feared their northern neighbours 4. there was also a feeling in the South that there would be more advantages to secession than staying in the union <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 5. Lincoln's election alarmed pro-slavery Southerners/saw him as an abolitionist 6. Southerners wanted to protect slavery for economic reasons/Southerners viewed slavery as essential to protecting their way of life 7. economic differences between the industrial North and agricultural South 8. secession down to a fear of losing states' rights 9. any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
46.		<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge • a second mark should be given for any point that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>1 mark should be given for each accurate relevant key point of knowledge. A second mark should be given for each point that is developed, up to a maximum of 5 marks. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. the Bureau was set up to help newly freed black slaves 2. it helped to provide food for former slaves 3. helped former slaves to purchase land for farming 4. paid for the education of former slaves 5. set up hospitals for former slaves 6. helped former slaves find jobs 7. some Bureau agents were corrupt and incompetent 8. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
47.		<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 and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point • a second mark should be given for any reason that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. clash of cultures - many white Americans saw Native Americans as savages/inferior (they thought westward expansion was their right) 2. Native Americans wanted freedom to roam/hunt; white Americans wanted to farm 3. treaties with the Native Americans broken - felt betrayed due to regularly broken promises 4. White settlers had a ‘property attitude’ towards land/Native Americans did not/believed that Great Spirit had created land for their care 5. Government grants to encourage gold prospecting alarmed Native Americans (Colorado & Montana in 1858/& the Black Hills in 1874) 6. many white Americans favoured setting up reservations/Native Americans objected to reservation life - not enough government support 7. White/Native American tension led to atrocities/massacres/wars (eg Fetterman massacre in 1866 Battle of Little Big Horn 1876) 8. hunting/sacred grounds disturbed by settlers/miners/railroads crossing Native American territory on the way to California and Oregon 9. destruction of buffalo herds brought further conflict - took away Native American means of supporting life on the Plains 10. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).

Section 3, Context D, Hitler and Nazi Germany, 1919-1939

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
48.		<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge • a second mark should be given for any point that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>1 mark should be given for each accurate relevant key point of knowledge. A second mark should be given for each point that is developed, up to a maximum of 5 marks. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. Hitler's oratory skills (his ability to put into words the frustrations of millions of Germans) 2. Hitler gave people somebody to blame for their problems: Communists, Jews, etc 3. Hitler promised something for everyone/claimed he was the only person who could create jobs and end Depression 4. to a worried middle-class Hitler looked like the only person willing to take on the Communists 5. the SA Brownshirts seemed well organised and disciplined/made Hitler look like a strong leader 6. Hitler's uncompromising stance against the Treaty of Versailles/the Weimar Republic 7. Hitler's genius at propaganda (eg uniforms, Swastika etc) made him and Nazis stand out from other political parties/clear simple message that appealed to many 8. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
49.		<p>Candidates must interpret 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>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each simple point of comparison • a second mark should be given to each developed point of comparison. <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given 1 mark. A developed comparison of the points of detail or overall viewpoint should be given 2 marks. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p>Possible points of comparison may include:</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>Overall: Sources A and B agree about the events of the Night of the Long Knives.</td> <td></td> </tr> <tr> <td>units of the SS arrested the leaders of the SA</td> <td>Members of the SS stormed a hotel where the SA had gathered, pulled Röhm and his henchmen from their beds and had them arrested</td> </tr> <tr> <td>77 men were executed on charges of treason</td> <td>Some were promptly executed</td> </tr> <tr> <td>Röhm was shot</td> <td>An SS officer shot Röhm at point blank range</td> </tr> </tbody> </table>	Source A	Source B	Overall: Sources A and B agree about the events of the Night of the Long Knives.		units of the SS arrested the leaders of the SA	Members of the SS stormed a hotel where the SA had gathered, pulled Röhm and his henchmen from their beds and had them arrested	77 men were executed on charges of treason	Some were promptly executed	Röhm was shot	An SS officer shot Röhm at point blank range
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Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
50.		<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 and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point • a second mark should be given for any reason that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. widespread fear of Nazi regime (eg Gestapo/informers/concentration camps) 2. opposition leaders were arrested or killed/many leaders fled Germany 3. many Germans supported Hitler/many people who did not actively support the Nazis just kept their views quiet 4. opposition groups were often infiltrated by the Nazis/the groups had to meet in secret 5. opposition faced difficulty in publicising their views/strict censorship of anything critical of the regime 6. little co-operation between opposition groups/left wing opposition/ Communists and Socialists refused to cooperate 7. opposition groups such as the Edelweiss Pirates, Texas Band and Navaho were disorganised 8. most church groups agreed to co-operate with the Nazis 9. outspoken individuals (Bonhoeffer, Neimoller) were rounded up/no protection from the courts, if arrested would be severely punished 10. overseas assistance was lacking 11. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
51.		Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. 1 mark may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p>A maximum of 2 marks may be given for answers which refer only to the source.</p> <p>Possible points which may be identified in the source include:</p> <ol style="list-style-type: none"> 1. schools tried to develop a loyal following for Hitler 2. geography taught pupils about the land Germany had taken away from her in 1919 and the need for Germany to have living space 3. the science curriculum was changed so shooting had to be studied as well as bridge building and the impact of poisonous gases 4. girls had a different curriculum as they studied domestic science and racial studies (both of these were to prepare young girls to be the perfect wife and mother)

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p>Candidates should be given up to 3 marks for their identification of points from the source which 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.</p> <p>A maximum of 2 marks may be given for answers in which no judgement has been made.</p>		<p>Possible points of significant omission may include:</p> <ul style="list-style-type: none"> 5. in racial studies girls were taught about the characteristics to look out for in a perfect husband 6. all teachers had to be vetted by local Nazi officials (any teacher considered disloyal was sacked) 7. history was based on the glory of Germany - a nationalistic approach was compulsory 8. biology became a study of the different races to 'prove' the Nazi belief in racial superiority 9. teachers were expected to attack the life style of the Jews (Anti-Semitic textbooks even for young children to increase bad feeling towards Jews) 10. PE became a very important part of the curriculum to increase fitness/ RE was removed as Nazis disliked Christianity 11. maths had a military slant (eg sums about the amount of bombs an aircraft could carry) 12. Hitler's photo/Swastika flag in classroom as a constant reminder of Nazism 13. any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).

Section 3, Context 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
52.		<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge • a second mark should be given for any point that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>1 mark should be given for each accurate relevant key point of knowledge. A second mark should be given for each point that is developed, up to a maximum of 5 marks. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. striking factory workers in St Petersburg marched to the Winter Palace 2. the Tsar was not there but the palace and the streets around it were guarded by troops 3. the march was led by Father Gapon 4. the police had asked the marchers to go home/not to march 5. the workers wanted to petition the Tsar about their working conditions/long hours and low pay 6. the crowd was large (200,000) but peaceful 7. the crowd included women and children 8. marchers wore their Sunday clothes, sang hymns and carried icons and pictures of the Tsar 9. mounted Cossacks at the front charged at the marchers 10. soldiers opened fire, killing and injuring many <p>11. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
53.		<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given up to 3 marks for their identification of points from the source which 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.</p> <p>A maximum of 2 marks may be given for answers in which no judgement has been made.</p>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. 1 mark may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p>A maximum of 2 marks may be given for answers which refer only to the source.</p> <p>Possible points which may be identified in the source include:</p> <ol style="list-style-type: none"> 1. expansion of health services 2. system of health insurance for workers introduced 3. 50,000 additional primary schools established 4. expansion of secondary and higher educational institutions <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 5. increased land available for peasants to purchase 6. creation of Kulaks 7. land organisation commissions set up to supervise these reforms 8. abolition of the Mir's communal land ownership 9. gave peasants full civil equality 10. improvement of working conditions in factories 11. trade unions legalised 12. some regulation of the justice system introduced <p>13. any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
54.		<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 and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point • a second mark should be given for any reason that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. Tsar decided to take personal control of the army during the First World War so was seen as responsible for defeats 2. Tsar went to the Front and left the Tsarina in charge - she was not competent to take charge/Tsarina allowed Rasputin to influence her decision making 3. Tsarina was German and many people thought she was not fully loyal/ rumours she was a German spy which lost the Tsar further support 4. heavy losses demoralised the army and soldiers became reluctant to fight for the Tsar/rising numbers of deserters 5. shortage of weapons and ammunition during First World War further demoralised troops 6. generals lost faith in the Tsar and encouraged him to abdicate 7. peasants resented the loss of their sons in the fighting/loss of their animals to the army 8. war effort devastated the economy and the Tsar was blamed for this 9. workers demonstrated about shortages and working conditions/protest strikes began/shortages of food and fuel in cities led to great discontent 10. Tsar tried to return to Petrograd but the train was stopped and he had no choice but to abdicate 11. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
55.		<p>Candidates must interpret 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>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each simple point of comparison • a second mark should be given to each developed point of comparison. <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given 1 mark. A developed comparison of the points of detail or overall viewpoint should be given 2 marks. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p>Possible points of comparison may include:</p> <table border="1"> <thead> <tr> <th>Source B</th> <th>Source C</th> </tr> </thead> <tbody> <tr> <td>Overall: Both sources agree about the reasons for the Bolshevik victory in the Civil War.</td> <td></td> </tr> <tr> <td>The territory held by the Bolsheviks was a great advantage to them/their control of central areas meant shorter lines of supply and communication</td> <td>The Bolsheviks held better territory/had access to railways for their communication and supply lines</td> </tr> <tr> <td>The Bolsheviks were better prepared to mobilise their troops and acquire resources</td> <td>The Bolsheviks won the Civil War largely because they were well prepared and disciplined</td> </tr> <tr> <td>The Whites were disorganised in battle</td> <td>The Whites were disorganised, lacking in the ability to properly mobilise and lead their troops</td> </tr> </tbody> </table>	Source B	Source C	Overall: Both sources agree about the reasons for the Bolshevik victory in the Civil War.		The territory held by the Bolsheviks was a great advantage to them/their control of central areas meant shorter lines of supply and communication	The Bolsheviks held better territory/had access to railways for their communication and supply lines	The Bolsheviks were better prepared to mobilise their troops and acquire resources	The Bolsheviks won the Civil War largely because they were well prepared and disciplined	The Whites were disorganised in battle	The Whites were disorganised, lacking in the ability to properly mobilise and lead their troops
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Section 3, Context F, Mussolini and Fascist Italy, 1919-1939

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
56.		<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge • a second mark should be given for any point that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>1 mark should be given for each accurate relevant key point of knowledge. A second mark should be given for each point that is developed, up to a maximum of 5 marks. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. Trade Unions were outlawed 2. the currency was revalued in the “Battle for the Lira.” 3. high tariffs were placed on foreign imports 4. The Battle for Grain was established 5. Battle for Land to make marshland useable for farming eg the Pontine Marshes 6. The Ministry of Corporations was established, headed by Giuseppe Bottai 7. Government investment to create employment and modernise industry eg electrification of railways, growth of car industry 8. paid national holidays were introduced in 1938 9. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).

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57.		<p>Candidates must interpret 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>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each simple point of comparison • a second mark should be given to each developed point of comparison. <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given 1 mark. A developed comparison of the points of detail or overall viewpoint should be given 2 marks. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p>Possible points of comparison may include:</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>Overall: The sources disagree about the effectiveness of Fascist propaganda</td> <td>Mussolini was portrayed as athletic, strong and courageous and most Italians believed this</td> </tr> <tr> <td>The Fascist regime was very successful in controlling the output of radio and cinema</td> <td>While the Fascist regime did its best to control the media, in reality Italians watched American films which certainly did not support Fascist ideas</td> </tr> <tr> <td>One admirer of him was the British Foreign Secretary, Austen Chamberlain, who was widely reported as saying that Mussolini was “a wonderful man working for the greatness of his country”</td> <td>Foreigners could see through the Fascists’ crude propaganda attempts and in the European press Mussolini was often presented as a figure of fun</td> </tr> </tbody> </table>	Source A	Source B	Overall: The sources disagree about the effectiveness of Fascist propaganda	Mussolini was portrayed as athletic, strong and courageous and most Italians believed this	The Fascist regime was very successful in controlling the output of radio and cinema	While the Fascist regime did its best to control the media, in reality Italians watched American films which certainly did not support Fascist ideas	One admirer of him was the British Foreign Secretary, Austen Chamberlain, who was widely reported as saying that Mussolini was “a wonderful man working for the greatness of his country”	Foreigners could see through the Fascists’ crude propaganda attempts and in the European press Mussolini was often presented as a figure of fun
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58.		<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given up to 3 marks for their identification of points from the source which 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.</p> <p>A maximum of 2 marks may be given for answers in which no judgement has been made.</p>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. 1 mark may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p>A maximum of 2 marks may be given for answers which refer only to the source.</p> <p>Possible points which may be identified in the source include:</p> <ol style="list-style-type: none"> 1. his main aim was to make Italy respected as a world power 2. to achieve this he wanted to build up the Italian armed forces to make Italy feared 3. Mussolini was determined that one day Italy would be the dominant power in the Mediterranean 4. he was particularly keen to extend Italian influence in the countries of the Balkans <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 5. to increase Italian influence in Albania 6. to encourage the break-up of Yugoslavia 7. to encourage Fascism in Germany 8. to take over Ethiopia/to build an Italian Empire in Africa 9. to contain Hitler's influence in Austria <p>10. any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

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59.		<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 and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point • a second mark should be given for any reason that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. opposition groups were weakened by their inability to unite on a common platform 2. opposition parties banned after 1926 3. opponents were afraid of imprisonment in concentration camps 4. Mussolini was popular amongst many people 5. opposition received relatively little publicity as loyal journalists received extra pay in the form of government grants 6. the regime was able to portray opposition as unpatriotic 7. people were afraid of the Blackshirts/secret police and this ensured Italians obeyed Mussolini 8. Lateran Treaty neutralised opposition from RC Church and its members 9. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).

Section 3, Context 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										
60.		<p>Candidates must interpret 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>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each simple point of comparison • a second mark should be given to each developed point of comparison. <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given 1 mark. A developed comparison of the points of detail or overall viewpoint should be given 2 marks. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p>Possible points of comparison may include:</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>Overall: The sources agree about the activities of the Ku Klux Klan.</td> <td></td> </tr> <tr> <td>Dressed in their white hoods the Klan were very frightening - they looked like ghosts!</td> <td>As far as I could see they were all disguised, with whites sheets pulled over their heads</td> </tr> <tr> <td>They sneaked around at night when us blacks were in our beds</td> <td>The Klan came to my house about ten o'clock. I was in bed at that time fast asleep</td> </tr> <tr> <td>The Klansmen tied up the blacks that they caught and beat them/They left their victims with their hands tied in the air and the blood streaming out of their wounds</td> <td>They took me out into the yard they struck me three times over the head with a pistol</td> </tr> </tbody> </table>	Source A	Source B	Overall: The sources agree about the activities of the Ku Klux Klan.		Dressed in their white hoods the Klan were very frightening - they looked like ghosts!	As far as I could see they were all disguised, with whites sheets pulled over their heads	They sneaked around at night when us blacks were in our beds	The Klan came to my house about ten o'clock. I was in bed at that time fast asleep	The Klansmen tied up the blacks that they caught and beat them/They left their victims with their hands tied in the air and the blood streaming out of their wounds	They took me out into the yard they struck me three times over the head with a pistol
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61.	Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. 1 mark may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p>A maximum of 2 marks may be given for answers which refer only to the source.</p> <p>Possible points which may be identified in the source include:</p> <ol style="list-style-type: none"> 1. soldiers in World War II experienced life in a more equal society when abroad and were determined to fight against discrimination when they returned 2. black Americans were better educated than previous generations and therefore better equipped to challenge discrimination 3. the success of the Montgomery Bus Boycott encouraged others to become involved in the fight for civil rights 4. the leadership of civil rights campaigner Martin Luther King inspired others to join the civil rights campaign

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p>Candidates should be given up to 3 marks for their identification of points from the source which 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.</p> <p>A maximum of 2 marks may be given for answers in which no judgement has been made.</p>		<p>Possible points of significant omission may include:</p> <ul style="list-style-type: none"> 5. World War II had been fought against the racism of Nazi Germany for the supposed freedom of all Americans, leading to a growth in support for civil rights for black Americans 6. influence of 'Double V' campaign encouraged greater demands for civil rights 7. organisations such as the NAACP were effective in highlighting the discrimination faced by black Americans and in attracting the support of black and white Americans in the movement for black civil rights 8. the support of federal government in ending segregation, such as at Central High School in Little Rock, encouraged black Americans to believe that their demands would not be ignored 9. civil rights campaigns, such as at the Marches on Birmingham and Washington, attracted great media publicity/further fuelled demands for change 10. any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
62.		<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge • a second mark should be given for any point that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>1 mark should be given for each accurate relevant key point of knowledge. A second mark should be given for each point that is developed, up to a maximum of 5 marks. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. nine black students were encouraged to enrol at Central High School by the NAACP 2. The Governor of Arkansas, Orval Faubus, was strongly opposed to desegregation and sent State troopers to the school to prevent the black students from entering 3. a mob of white people also gathered outside awaiting the arrival of the black students 4. the first black student to attempt to enter the building was Elizabeth Eckford/she was faced with verbal abuse from white protestors outside the school 5. President Eisenhower ordered Governor Faubus to remove the State troopers 6. President Eisenhower sent in federal troops to protect the black students and ensure their safe entry to the school 7. the federal troops stayed for a year and even patrolled the corridors of Central High School 8. despite the presence of the troops the black students faced verbal and physical abuse from white students at Central High School 9. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).

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63.		<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 and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point • a second mark should be given for any reason that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. predominantly white police forces led to resentment/riots were sparked by police actions which were perceived by many black Americans to be unfair 2. discontent resulting from high levels of poverty/unemployment in ghettos/those that did have work were frustrated that they earned so little 3. housing in the ghetto was overcrowded and of poor quality which further fuelled resentment amongst black Americans 4. black Americans were angry at the lack of health services in the ghetto 5. frustration at the lack of investment in ghetto schools/ low educational standards which meant that black Americans saw no way out of the ghetto 6. high crime rates in the ghetto led to even greater feelings of despair 7. citizens of the ghettos were angry at a government which they believed to have ignored their needs for far too long 8. radical groups (eg the Black Panthers) encouraged direct action 9. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).

Section 3, Context 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
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Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. the Austrian Nazi Party led by Seyss-Inquart had embarked on a series of activities which included mass demonstrations and bomb attacks 2. Chancellor Schuschnigg of Austria asked to meet Hitler to discuss the activities of the Austrian Nazis/Schuschnigg travelled to Berchtesgaden to meet Hitler 3. Schuschnigg expected to receive answers to his complaints about the Austrian Nazis but instead faced a display of temper, verbal aggression and threats from Hitler/Hitler demanded that Austrian Nazis be given important posts in the Austrian government and threatened to invade Austria if Schuschnigg did not agree 4. on his return to Austria, Schuschnigg decided to hold a plebiscite to ask the Austrian people if they wanted Austria to remain independent from Germany/Hitler was furious and plans were put in place for the invasion of Austria by Germany 5. Hitler demanded Schuschnigg's resignation and the cancellation of the plebiscite 6. Schuschnigg resigned and was replaced by Seyss-Inquart 7. Seyss-Inquart promptly invited the German Army in to Austria on the premise that they were required to help maintain law and order 8. on 12th March 1938, German soldiers crossed the border into Austria unopposed 9. German soldiers were greeted by crowds who cheered and threw flowers/Hitler himself received a rousing reception as he entered Linz in an open-topped Mercedes 10. The following day a new law was announced which incorporated Austria into the German Reich 11. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).

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66.		<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given up to 3 marks for their identification of points from the source which 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.</p> <p>A maximum of 2 marks may be given for answers in which no judgement has been made.</p>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. 1 mark may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p>A maximum of 2 marks may be given for answers which refer only to the source.</p> <p>Possible points which may be identified in the source include:</p> <ol style="list-style-type: none"> 1. the main reason was the invasion of Czechoslovakia which proved that Hitler was a liar and that he did not just want land where Germans lived 2. many were influenced by Churchill's speeches which meant appeasement was losing the support of the British people 3. Kristallnacht proved that the Nazi regime was evil and ought to be resisted 4. Rearmament had strengthened Britain's armed forces too and gave Chamberlain the confidence to tackle Nazi aggression <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 5. the Pact of Steel showed that appeasement had failed to satisfy Hitler and that he was planning for war 6. the Oxford by-election showed that there were many British people who did not agree with appeasing Hitler and who would support military action against Nazi aggression 7. Fascists were growing in power across Europe - Franco came to power in Spain in February 1939 - and many felt that they had to be stopped 8. by March 1939, Britain was better prepared to protect its civilians against German attacks (eg a quarter of a million free air raid shelters are given to Londoners) 9. any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).

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Section 3, Context I, World War II, 1939-1945

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68.		<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given up to 3 marks for their identification of points from the source which 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.</p> <p>A maximum of 2 marks may be given for answers in which no judgement has been made.</p>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. 1 mark may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p>A maximum of 2 marks may be given for answers which refer only to the source.</p> <p>Possible points which may be identified in the source include:</p> <ol style="list-style-type: none"> 1. Japan became increasingly angry with America for cutting off its oil supplies. 2. Japan was also determined to push American influence out of the Pacific 3. the attack was also intended to damage US military strength 4. Japan was confident of winning because the Japanese had rehearsed the attack for a year until they achieved an 80% hit rate <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 1. Japan hoped to seize control in Asia and the Pacific and extend its Empire 2. the entire US Pacific fleet could be destroyed at Pearl Harbour giving Japan the upper hand 3. Japan hoped to crush US morale by destroying its prestigious naval fleet 4. Japan was angered after the First World War when the US placed immigration restrictions on it 5. any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
69.	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge • a second mark should be given for any point that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i> <i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>1 mark should be given for each accurate relevant key point of knowledge. A second mark should be given for each point that is developed, up to a maximum of 5 marks. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. confiscation of Jewish property and businesses 2. Jews made to wear the Star of David 3. ghettos created for Jews in Poland and Eastern Europe 4. work camps, detention camps, transfer camps and concentration camps set up around Europe for the internment of Jews, gypsies, homosexuals, other religious minorities, asocials 5. in Eastern Europe mobile killing units were dispatched to eliminate Jews eg Lithuania, Latvia, Ukraine, Romania, 6. mobile gas chambers in vans appeared in Eastern occupied territories from late 1941 onwards 7. mass deportation of Jews and other prisoners from Western Europe to Eastern camps took place from 1942 onwards 8. liquidation of the ghettos 9. euthanasia of some minorities (eg the disabled) 10. used as slave labour 11. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
70.		<p>Candidates must interpret 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>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each simple point of comparison • a second mark should be given to each developed point of comparison. <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given 1 mark. A developed comparison of the points of detail or overall viewpoint should be given 2 marks. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p>Possible points of comparison may include:</p> <table border="1"> <thead> <tr> <th>Source B</th> <th>Source C</th> </tr> </thead> <tbody> <tr> <td colspan="2">Overall: The sources agree about collaboration in Nazi occupied Europe</td></tr> <tr> <td>In many cases it was simply a way to survive such as doing the laundry of German soldiers to earn extra food for your family.</td><td>Other examples of collaboration involved civilians working for the Germans in order to earn extra money or gain extra food rations.</td></tr> <tr> <td>Others were more actively involved by informing the Germans of ‘enemies’ within the community.</td><td>Collaboration on a large scale occurred in Vichy France where the authorities supplied information to help the Nazis round up ‘undesirables’.</td></tr> <tr> <td>Then there were those who supported the Nazi regime such as the local civilians and police who were recruited into the SS death squads.</td><td>Over 33,000 Jews were slaughtered there in September 1941 by Nazi SS forces, assisted by the Ukrainian police.</td></tr> </tbody> </table>	Source B	Source C	Overall: The sources agree about collaboration in Nazi occupied Europe		In many cases it was simply a way to survive such as doing the laundry of German soldiers to earn extra food for your family.	Other examples of collaboration involved civilians working for the Germans in order to earn extra money or gain extra food rations.	Others were more actively involved by informing the Germans of ‘enemies’ within the community.	Collaboration on a large scale occurred in Vichy France where the authorities supplied information to help the Nazis round up ‘undesirables’.	Then there were those who supported the Nazi regime such as the local civilians and police who were recruited into the SS death squads.	Over 33,000 Jews were slaughtered there in September 1941 by Nazi SS forces, assisted by the Ukrainian police.
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Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
71.		<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 and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point • a second mark should be given for any reason that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. the Allies had complete naval and air superiority of the area prior to the landings which allowed them to deliver supplies 2. Allied deception plans were successful because the German High command believed the attack would happen at Pas-de-Calais 3. strategic bombing of the area behind the lines prevented German Panzer forces being deployed to Normandy 4. the use of floating harbours (Mulberries) which were brought over from England by the Allies allowed more troops and supplies to be transported to the beach heads 5. Pluto, the undersea pipe line was able to deliver fuel to allow for the sustained attack on the beach heads and further into German occupied territory 6. the landing of airborne forces hindered a German counter-attack 7. the German Atlantic Wall was incomplete 8. assistance of French resistance (eg destroying German communications) 9. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).

Section 3, Context J, The Cold War, 1945-1989

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
72.		<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge • a second mark should be given for any point that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>1 mark should be given for each accurate relevant key point of knowledge. A second mark should be given for each point that is developed, up to a maximum of 5 marks. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. the Soviets were disliked because they denied democratic freedoms 2. many hated Soviet control (eg the activities of the secret police) 3. many disliked Soviet control of education 4. many were angry at the suppression of religion (eg the Catholic Church) 5. many resented the Red Army as foreign occupiers 6. people were disappointed that Soviet central control had stifled economic growth/lowered living standards 7. some Hungarians supported the Soviets as they were committed Communists 8. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).

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73.		<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 and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point • a second mark should be given for any reason that is developed. 	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. to prevent East Germans moving to the West 2. to reduce the possibility of flashpoints in Berlin which could cause war 3. to limit Western spying 4. to stop the embarrassment of people appearing to choose Capitalism over Communism 5. to shore up support for Communism elsewhere in Eastern Europe 6. to close the only gap in the Iron Curtain 7. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).

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[END OF MARKING INSTRUCTIONS]