



National  
Qualifications  
2019

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## **2019 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 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.  
*For example, **Some soldiers on the Western Front suffered from trench foot as they were unable to keep their feet dry.** (1 mark for knowledge, even though this does not specify that it relates to the Scottish soldiers)*
  - (ii) There are six types of question used in this question paper. Each assesses a particular skill, namely
    - A. Describe . . . (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** . . . (4 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 of 4 marks for this question

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

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

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

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

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

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

- 1 mark should be given for each accurate relevant 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* . . . or *How important* . . . or *How successful* . . . (9 marks)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Question:** Evaluate the usefulness of Source A as evidence of the effectiveness of Liberal Welfare Reforms.

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

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

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

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

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

**Question:** Compare the views of Sources A and B about the effectiveness of King Charles I as a ruler.

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

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

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

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

- F** Questions that ask *How fully does a given source explain/describe . . .* (6 marks)  
Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.

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

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

**Question:** How fully does Source B explain the reasons why the Liberals introduced their reforms?

*Source B explains the reasons why the Liberals introduced their reforms fairly well (some 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) In conclusion, Source B only explains the reasons why the Liberals introduced their reforms quite fully. (clear evidence of a judgement)*

## 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 – Scottish Contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
1.			<p>Candidates can be credited in a number of ways up to a <b>maximum of 9 marks</b>. Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p><b>Up to 5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. If <b>only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. A <b>further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>	9	Possible factors	Key points of knowledge to support this factor may include
					Death of the Maid of Norway	<ol style="list-style-type: none"> <li>1. Margaret died soon after reaching Orkney in 1290 (removed Scotland's direct heir)</li> <li>2. Treaty of Birgham (1290) agreed marriage between Margaret and Edward's son/Scotland would remain separate from England (treaty useless after Margaret's death)</li> </ol>
					Death of King Alexander III	<ol style="list-style-type: none"> <li>3. Alexander III died without any sons/there was no direct male heirs to the throne</li> <li>4. Alexander's closest relation was Margaret Maid of Norway. There were worries about her being too young to rule</li> </ol>
					Role of Edward I	<ol style="list-style-type: none"> <li>5. Edward asked for help by the Scottish Guardians after Margaret's death</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
					Possible factors	Key points of knowledge to support this factor may include
						6. Edward convinces Guardians to resign so he could replace them 7. Edward brought an army with him to Norham to intimidate the Scots
					The Great Cause	8. 13 competitors for the throne – Robert Bruce and John Balliol chief claimants 9. the Award of Norham 1291 – Edward demanded Scotland accept him as their overlord and he would choose the next king 10. Edward chose John Balliol as the next king 11. fear of civil war breaking out
					Other factors	12. any other valid point.



Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. Edward insulted him by treating him like one of his barons and not as his equal</li> <li>2. Edward annoyed the Scots by ordering Balliol to attend ceremonies at his court in England, which emphasised that Edward was superior/Edward had made the competitors to the Scottish throne agree that he was the overlord of Scotland</li> <li>3. the Scots were furious that Edward interfered in Scottish legal judgements</li> <li>4. the Treaty of Birgham had agreed that Scotland would keep its own laws and Edward was not respecting Scotland's concerns</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. Edward sent orders directly to Scottish nobles without consulting Balliol which was insulting to the Scottish crown</li> <li>6. the Pope agreed that because the Scots had been bullied into making agreements with Edward they could break them</li> <li>7. Edward ordered the Scots to send soldiers to join his army to fight in France but the Scots refused because they had no quarrel with the French/made a treaty with France instead</li> <li>8. the Council of Twelve encouraged Balliol to rebel instead of obeying Edward</li> <li>9. <b>any other valid point of significant omission.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.			<p>Candidates can be credited in a number of ways up to a <b>maximum of 6 marks</b>. Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. many nobles were always reluctant to accept Wallace as leader because he was not of noble birth</li> <li>2. many nobles were jealous of Wallace's success at Stirling Bridge after their own capitulation at Irvine</li> <li>3. many nobles blamed Wallace for the defeat at Falkirk because he chose the site for the battle/led the Scots in the battle</li> <li>4. Wallace had only been made Guardian because he was successful; defeat meant there was no reason for many nobles to continue to support him</li> <li>5. Wallace continued to support Balliol as king which lost him some support from Bruce's followers</li> <li>6. Edward had won round the nobles with an amnesty if they promised their loyalty to him; Wallace was excluded from</li> <li>7. at Edward's behest the Scots parliament agreed Wallace was an outlaw ending any support</li> <li>8. Wallace's continued opposition to Edward became an embarrassment to the nobles because they had agreed to end rebellion</li> <li>9. the Scots were exhausted by years of war so no longer wanted an antagonistic leader</li> <li>10. <b>any other valid reason.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
4.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p><b>Possible points of comparison may include</b></p> <p>Overall – the sources agree that Bruce had help and support from Scottish churchmen.</p> <table><tr><th>Source B</th><th>Source C</th></tr><tr><td>Bruce murdered Comyn in church but Bishop Wishart did not punish him for this act of sacrilege.</td><td>Bishop Wishart pardoned him after the murder of Comyn.</td></tr><tr><td>Wishart helped Bruce to become king, giving him robes for his coronation.</td><td>Three bishops attended his coronation at Scone where he was dressed in royal robes supplied by Wishart.</td></tr><tr><td>Wishart took timber and used it to make weapons to attack castles held by the English.</td><td>Wishart was active for Bruce against Edward, even seizing the castle at Cupar like a man of war.</td></tr></table>	Source B	Source C	Bruce murdered Comyn in church but Bishop Wishart did not punish him for this act of sacrilege.	Bishop Wishart pardoned him after the murder of Comyn.	Wishart helped Bruce to become king, giving him robes for his coronation.	Three bishops attended his coronation at Scone where he was dressed in royal robes supplied by Wishart.	Wishart took timber and used it to make weapons to attack castles held by the English.	Wishart was active for Bruce against Edward, even seizing the castle at Cupar like a man of war.
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5.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. They may take different perspectives on the events and may describe a variety of different aspects of the events. Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. A <b>second mark</b> should be awarded for each point that is developed, <b>up to a maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include</b></p> <ol style="list-style-type: none"> <li>1. the temporary truces agreed between the Scots and English were repeatedly broken</li> <li>2. the Scots recaptured Berwick, the last part of Scotland in English hands</li> <li>3. Bruce put pressure on Edward's authority by continuing to raid the north of England</li> <li>4. some English nobles paid the Scots not to raid their lands which infuriated Edward</li> <li>5. Edward was deposed and replaced as ruler by his wife and young son</li> <li>6. Isabella and Mortimer were becoming unpopular in England so wanted peace</li> <li>7. Bruce began granting land in northern England to his own Scottish supporters</li> <li>8. Scotland's relationship with the Pope improved which weakened the English case</li> <li>9. <b>any other valid point of knowledge.</b></li> </ol>

## Section 1 – Scottish Contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
6.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 9 marks</b>. Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p><b>Up to 5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. If <b>only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. A <b>further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>	9	Possible factors	Key points of knowledge to support this factor may include
					The Rough Wooing	<ol style="list-style-type: none"> <li>1. Henry VIII ordered the invasion of Scotland in 1544 because of the rejection of the Treaty of Greenwich</li> <li>2. English armies burned down Edinburgh and Berwick and destroyed abbeys</li> <li>3. Battle of Pinkie 1547 saw the Scottish army defeated by the English and most of southern Scotland came under English occupation</li> <li>4. 1548 French troops arrived in Leith, Edinburgh and drove the English out of Scotland</li> </ol>
					Mary's move to France	<ol style="list-style-type: none"> <li>5. 1548 the Treaty of Haddington was signed and Mary was moved to France</li> <li>6. Mary was pledged to marry the French Dauphin Francis</li> <li>7. Mary married the French Dauphin in 1558 and became Queen of France as well as Scotland in 1559</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question				
					<table><tr><th>Possible factors</th><th>Key points of knowledge to support this factor may include</th></tr><tr><td>Accession of Elizabeth I</td><td><p>8. 1559 Protestant Elizabeth I crowned Queen of England, many people in England questioned Elizabeth's right to become Queen and it was believed by many in Europe that Mary Stuart was the rightful heir to the throne of England</p><p>9. the English Parliament allowed Elizabeth to become heir to the throne of England in 1543, despite this Henry II of France announced that Mary and the Dauphin Francis were the true Queen and King of England</p></td></tr></table>	Possible factors	Key points of knowledge to support this factor may include	Accession of Elizabeth I	<p>8. 1559 Protestant Elizabeth I crowned Queen of England, many people in England questioned Elizabeth's right to become Queen and it was believed by many in Europe that Mary Stuart was the rightful heir to the throne of England</p> <p>9. the English Parliament allowed Elizabeth to become heir to the throne of England in 1543, despite this Henry II of France announced that Mary and the Dauphin Francis were the true Queen and King of England</p>
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					<table><tr><th>Possible factors</th><th>Key points of knowledge to support this factor may include</th></tr><tr><td>Religion</td><td><p><b>10.</b> during the reign of Henry VIII Scottish nobles were bribed by Henry to encourage Protestantism in Scotland, despite Mary and her mother being Catholic rulers</p><p><b>11.</b> Mary was brought up Catholic in France which caused tension between Scotland and England when she became Queen of France as well as Scotland</p></td></tr><tr><td>Other factors</td><td><p><b>12.</b> any other valid point.</p></td></tr></table>	Possible factors	Key points of knowledge to support this factor may include	Religion	<p><b>10.</b> during the reign of Henry VIII Scottish nobles were bribed by Henry to encourage Protestantism in Scotland, despite Mary and her mother being Catholic rulers</p> <p><b>11.</b> Mary was brought up Catholic in France which caused tension between Scotland and England when she became Queen of France as well as Scotland</p>	Other factors	<p><b>12.</b> any other valid point.</p>
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7.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. They may take different perspectives on the events and may describe a variety of different aspects of the events. Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. A <b>second mark</b> should be awarded for each point that is developed, <b>up to a maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include</b></p> <ol style="list-style-type: none"> <li>1. Protestantism was spreading in Scotland with help from England</li> <li>2. Mary of Guise began to stamp down on Protestants (for example executions) Lords of the Congregation (a group of Scottish Lords who united to promote the Protestant Faith) began to protest about Mary's treatment of Protestants</li> <li>3. Mary of Guise used French soldiers to help crush the rebellion</li> <li>4. English military help was sent to support the Protestants</li> <li>5. Mary of Guise died in June 1560 whilst the two armies faced each other</li> <li>6. both sides agreed to withdraw soldiers and leave the Scots to settle their own affairs</li> <li>7. Mary never agreed to the Treaty (for example renounce claim to the English throne)</li> <li>8. <b>any other valid point of knowledge.</b></li> </ol>



Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.			<p>Candidates can be credited in a number of ways up to a <b>maximum of 6 marks</b>. Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	<b>6</b>	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. Scotland had become a Protestant country and Mary was regarded with suspicion because she was Catholic</li> <li>2. many nobles were suspicious of Mary as they thought she would replace them with Frenchmen</li> <li>3. Mary was female and many people were suspicious of a female monarch</li> <li>4. Mary was young so some believed she would be too inexperienced to rule a country</li> <li>5. Mary returned to find the nobles in competition with each other (for example Huntly, Moray)</li> <li>6. tensions were still high due to the fact that there had recently been a revolt against her mother, Mary of Guise</li> <li>7. Mary was considered to be French and the French were still unpopular in Scotland</li> <li>8. Elizabeth I was hostile to Mary because she claimed to be the Queen of England</li> <li>9. <b>any other valid reason.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
9.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. the marriage caused divisions amongst the Scottish lords resulting in the Chaseabout Raid</li> <li>2. Mary lost the support of important nobles because of the marriage, such as Moray and Argyll</li> <li>3. Darnley demanded to be given the Crown Matrimonial which Mary refused</li> <li>4. the tension created because of the demands for the Crown Matrimonial led to more Scottish nobles disliking Darnley as Mary's choice of husband</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. Queen Elizabeth did not approve of the marriage, which led to further tension between England and Scotland</li> <li>6. Darnley humiliated Mary with his bad behaviour (for example drinking and womanising)</li> <li>7. Darnley was involved in the murder of Riccio, which caused further humiliation for Mary</li> <li>8. Darnley refused to attend his son's baptism, which was embarrassing for Mary</li> <li>9. when Darnley was murdered, Mary was thought to be involved</li> <li>10. Mary married Bothwell, who was assumed to be Darnley's murderer, which made Mary seem to be a co-conspirator</li> <li>11. any other valid point of significant omission.</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
10.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p><b>Possible points of comparison may include</b></p> <p>Overall – the sources agree about the reasons why Elizabeth kept Mary in prison.</p> <table><tr><th>Source B</th><th>Source C</th></tr><tr><td>During this time she (Mary) was implicated in plots to overthrow Elizabeth and put herself on the throne.</td><td>Whilst Mary, Queen of Scots was imprisoned by Elizabeth I she was thought to be involved in secret plans to replace her.</td></tr><tr><td>One possible solution would be to kill Mary, but this would cause international outcry.</td><td>If Mary was to be executed there would be strong opposition from France and Spain.</td></tr><tr><td>It could cause further problems for Elizabeth if she were to give the idea that queens could be executed.</td><td>Mary could not be executed because it would not look good for Elizabeth (if she was to allow another queen to be killed).</td></tr></table>	Source B	Source C	During this time she (Mary) was implicated in plots to overthrow Elizabeth and put herself on the throne.	Whilst Mary, Queen of Scots was imprisoned by Elizabeth I she was thought to be involved in secret plans to replace her.	One possible solution would be to kill Mary, but this would cause international outcry.	If Mary was to be executed there would be strong opposition from France and Spain.	It could cause further problems for Elizabeth if she were to give the idea that queens could be executed.	Mary could not be executed because it would not look good for Elizabeth (if she was to allow another queen to be killed).
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## Section 1 – Scottish Contexts

### PART C – The Treaty of Union, 1689–1715

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
11.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 9 marks</b>. Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p><b>Up to 5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. If <b>only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. A <b>further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>	9	Possible factors	Key points of knowledge to support this factor may include
					The failure of the Darien Scheme	<ol style="list-style-type: none"> <li>1. feeling that William had acted against Scottish interests to discourage investment in the Company of Scotland and therefore ensure the failure of the Darien Scheme</li> <li>2. belief among Scots that William wanted to see Darien fail as he wanted to avoid upsetting the Spanish</li> <li>3. the anger at failure of English in West Indies to supply relief expedition to Darien</li> </ol>
					The Glencoe Massacre	<ol style="list-style-type: none"> <li>4. there was anger at the nature of the massacre – women and children killed/slaughter under trust</li> <li>5. there was a belief in Scotland that the massacre had been approved in London</li> <li>6. some Scots saw the massacre as an attempt to ethnically cleanse the Gaels</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question									
					<table><tr><th>Possible factors</th><th>Key points of knowledge to support this factor may include</th></tr><tr><td>The Worcester incident</td><td>7. the execution of Captain Green by the Scots caused anger in England 8. Green and his crew had been denied a fair trial 9. the baying crowd at the execution on Leith Sands was a reflection of Scots hostility towards the English</td></tr><tr><td>The Legislative Wars</td><td>10. the Scots were annoyed that the English had passed the Act of Settlement without consulting them 11. the English were upset that the Act Anent Peace and War meant there was no guarantee of Scots military support 12. the Scots were unhappy at the proposed economic sanctions contained in the Aliens Act</td></tr><tr><td>Other factors</td><td>13. any other valid point.</td></tr></table>	Possible factors	Key points of knowledge to support this factor may include	The Worcester incident	7. the execution of Captain Green by the Scots caused anger in England 8. Green and his crew had been denied a fair trial 9. the baying crowd at the execution on Leith Sands was a reflection of Scots hostility towards the English	The Legislative Wars	10. the Scots were annoyed that the English had passed the Act of Settlement without consulting them 11. the English were upset that the Act Anent Peace and War meant there was no guarantee of Scots military support 12. the Scots were unhappy at the proposed economic sanctions contained in the Aliens Act	Other factors	13. any other valid point.	
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
12.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. They may take different perspectives on the events and may describe a variety of different aspects of the events. Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. A <b>second mark</b> should be awarded for each point that is developed, <b>up to a maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include</b></p> <ol style="list-style-type: none"> <li>1. Union would protect Scottish Protestantism/Presbyterianism</li> <li>2. Union would ensure the Hanoverian Succession</li> <li>3. Union would ensure access to England's colonies/boost the Scottish economy</li> <li>4. Scots trade/traders would gain protection from the English fleet</li> <li>5. Union would prevent the damaging Alien Act from coming into effect</li> <li>6. Union would protect Scotland's distinct legal system</li> <li>7. Union would end years of dispute/uncertainty between Scotland and England</li> <li>8. if Scots failed to agree to the Union the English might invade and enforce a worse settlement</li> <li>9. <b>any other valid point of knowledge.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
13.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>opponents claimed that Union would lead to a rise in Scottish taxes</li> <li>it was argued that in the aftermath of Union Scottish businesses would not be able to compete with stronger English businesses</li> <li>others expressed fears that Union would create a United British Parliament which would not reflect Scottish views as it would be dominated by English MPs</li> <li>some feared that Union would lead to the end of Scotland's identity as an independent nation</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>Episcopalians in Scotland opposed Union as it would secure the Hanoverian succession (only a return to the Stuart dynasty could restore episcopacy to the Scottish church)</li> <li>there were already fears that English foreign policy was operating against Scottish interests (for example anger in Scotland over failure of English to consult before entry into the War of the Spanish Succession)</li> <li>some Presbyterians had fears over the position of the Church of Scotland (as the English Parliament was dominated by the Episcopalian Anglican church with Bishops' seats in the House of Lords)</li> <li>many Scots would have preferred a Federal Union as this would have allowed Scotland to keep its own Parliament</li> <li>Union would be wrong as a majority of the Scottish people opposed it</li> <li>Many Scots were still loyal to the Jacobite cause</li> <li><b>any other valid point of significant omission.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
14.			<p>Candidates can be credited in a number of ways up to a <b>maximum of 6 marks</b>. Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	<b>6</b>	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. the offer of almost £400,000 in the Equivalent persuaded many to vote in favour of Union</li> <li>2. the Squadrone Volante were persuaded to vote in favour by the prospect of gaining control of the Equivalent</li> <li>3. bribery of Scottish Ministers/politicians through £20,000 issued to the Earl of Glasgow by English government to issue as 'arrears of salary'</li> <li>4. promise of favours, pensions, military patronage, high-ranking positions and cash ensured government majorities</li> <li>5. Presbyterians were reassured by promises to protect the Church of Scotland</li> <li>6. many were attracted by the prospect of trade with America and the riches this could bring</li> <li>7. the political management of the Court Party was better than that of the Country Party</li> <li>8. Hamilton was an erratic and divisive leader of Country Party/opposition to Union</li> <li>9. <b>any other valid reason.</b></li> </ol>



Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
15.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p><b>Possible points of comparison may include</b></p> <p>Overall – the sources agree about the economic effects of Union in Scotland.</p> <table><tr><th>Source B</th><th>Source C</th></tr><tr><td>The Union damaged the Scottish linen industry as it found it was unable to compete with the English linen industry.</td><td>Scots’ linen manufacturers suffered from increased English competition and simply could not match them for quality.</td></tr><tr><td>East coast fishing suffered because of the introduction of a tax on salt.</td><td>The introduction of the salt tax in 1711 caused great anger and did great damage to the fishing industry.</td></tr><tr><td>Brewing, paper-making and Dundee candle-making all did badly in the aftermath of the Union.</td><td>Paper manufacturers also lost money after 1707.</td></tr></table>	Source B	Source C	The Union damaged the Scottish linen industry as it found it was unable to compete with the English linen industry.	Scots’ linen manufacturers suffered from increased English competition and simply could not match them for quality.	East coast fishing suffered because of the introduction of a tax on salt.	The introduction of the salt tax in 1711 caused great anger and did great damage to the fishing industry.	Brewing, paper-making and Dundee candle-making all did badly in the aftermath of the Union.	Paper manufacturers also lost money after 1707.
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## Section 1 – Scottish Contexts

### PART D – Migration and Empire, 1830–1939

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
16.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 9 marks</b>. Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p><b>Up to 5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. <b>If only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. A <b>further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors).</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors).</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary).</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>	9	Possible factors	Key points of knowledge to support this factor may include
					International trade	<ol style="list-style-type: none"> <li>1. jute from India enabled the industry to develop in Dundee</li> <li>2. locomotives built in Scotland exported to Empire helped the industry boom.</li> <li>3. ships built on Clyde used for international trade/1851-1870 – 70% of iron ships produced on Clydeside (for example Companies like Fairfields/Beard mores/Dennys thrived)</li> <li>4. coal and iron production benefited from booming shipyards and demand for locomotives</li> </ol>
					Wealth from the Empire	<ol style="list-style-type: none"> <li>5. some families made huge fortunes from exports (for example Tenants – chemicals, Coats – cotton thread and Weirs – iron and coal)</li> <li>6. middle classes made money investing abroad</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
					Possible factors	Key points of knowledge to support this factor may include
						<p>7. wealth used to build elegant mansions in suburbs (for example Broughty Ferry)</p> <p>8. some wealth invested back in Scotland (public buildings for example hospitals)</p>
					Job opportunities	<p>9. many job opportunities (for example civil servants in India)/many Scottish soldiers served throughout the Empire</p>
					Competition from the Empire	<p>10. areas in the Empire developed their own agriculture and industry and Scotland struggled to be competitive (for example chilled meat imported from Australia)</p> <p>11. immigrant workers were used as a cheap labour force in Scotland</p>
					Other factors	<p>12. any other valid point.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
17.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. They may take different perspectives on the events and may describe a variety of different aspects of the events. Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. A <b>second mark</b> should be awarded for each point that is developed, <b>up to a maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include</b></p> <ol style="list-style-type: none"> <li>1. Irish labourers built much of the infrastructure/built roads, bridges, canals</li> <li>2. Irish immigrants supplied seasonal labour in agriculture/harvesting, lifting potatoes</li> <li>3. Irish immigrants made up large part of workforce in textile industry/jute mills in Dundee, cotton mills elsewhere</li> <li>4. Irish immigrants worked extensively in coalmines</li> <li>5. Irish immigrants worked in ironworking and steelmaking</li> <li>6. Irish immigrants were employed in docks and in shipyards</li> <li>7. Irish immigrants help to develop football (including teams such as Celtic, Hibernian)</li> <li>8. Irish immigrants heavily involved in trade union movement/made up 75% of Lanarkshire miners' union/involved in the Labour Party.</li> <li>9. Irish immigrants brought their traditional culture/music, Irish dance</li> <li>10. any other valid point of knowledge.</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
18.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. there has been a total failure of the potato crop/there is not any oatmeal to be had</li> <li>2. most of the tenants have only small plots of land so cannot produce more than they do now</li> <li>3. many families have no land at all to support themselves</li> <li>4. between forty and fifty tenants who are behind with their rents/evictions will surely follow</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. many Highland landlords cleared their tenants to make way for sheep farms/paid fares for tenants to go</li> <li>6. the kelp industry had failed leaving a large population without work or income so many left/were cleared</li> <li>7. Scottish fishing industry was in decline and many fishermen asked for help to emigrate</li> <li>8. letters from people who had already emigrated encouraged others to join them</li> <li>9. agents encouraged people to emigrate/newspaper adverts, meetings etc</li> <li>10. availability of cheap land overseas/higher living standards</li> <li>11. any other valid point of significant omission.</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
19.			<p>Candidates can be credited in a number of ways up to a <b>maximum of 6 marks</b>. Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. many had little or no money when they arrived so had to rely on charities to help them with food, clothing and shelter</li> <li>2. settlers had to clear forests for farm land and many had no experience of felling trees/did not manage to plant their crops in time leading to hardship</li> <li>3. there was no housing so settlers had to construct homes/shelters for themselves as quickly as possible to protect themselves from the weather, wild animals etc</li> <li>4. Scots were unused to the extremes of climate (for example very cold winters in Canada, heat and drought in Australia and found it difficult to cope)</li> <li>5. there were few, sometimes no, roads and this made communication difficult in vast countries such as Canada and Australia/settlers could feel very isolated</li> <li>6. early settlers had taken most of the good land near the coasts so later arrivals had to travel further, often to more difficult land</li> <li>7. native peoples were being displaced by the settlers and many became hostile to them, leading to fighting and bloodshed, for example in the USA and New Zealand</li> <li>8. Scots – especially Highland Scots – were often extremely homesick so did not settle happily</li> <li>9. Highland Scots who did not speak English sometimes had difficulty being accepted in English speaking areas such as Western Australia</li> <li>10. Scots had difficulties finding work if they didn't have a trade</li> <li>11. <b>any other valid reason.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
20.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p><b>Possible points of comparison may include</b></p> <p>Overall – the sources agree that Scots were involved in a wide range of activities in India.</p> <table><tr><th>Source B</th><th>Source C</th></tr><tr><td>Andrew Yule ... set up a tea trading company and later expanded successfully into the jute business.</td><td>Scots continued to play their part in the tea trade and the jute industry.</td></tr><tr><td>Other Scots felt called to missionary work, either through giving medical care or offering education, even to girls.</td><td>Scots were important in ‘westernising’ India through setting up schools and colleges.</td></tr><tr><td>Scots were also prominent as senior officers in the British army in India.</td><td>General Colin Campbell from Glasgow was one of the most famous army officers to help defeat the ‘Indian Mutiny’.</td></tr></table>	Source B	Source C	Andrew Yule ... set up a tea trading company and later expanded successfully into the jute business.	Scots continued to play their part in the tea trade and the jute industry.	Other Scots felt called to missionary work, either through giving medical care or offering education, even to girls.	Scots were important in ‘westernising’ India through setting up schools and colleges.	Scots were also prominent as senior officers in the British army in India.	General Colin Campbell from Glasgow was one of the most famous army officers to help defeat the ‘Indian Mutiny’.
Source B	Source C												
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## Section 1 – Scottish Contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
21.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 9 marks</b>. Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p><b>Up to 5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. <b>If only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. A <b>further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>	9	Possible factors	Key points of knowledge to support this factor may include
					Propaganda	<ol style="list-style-type: none"> <li>1. posters were printed that made the army look exciting</li> <li>2. other posters told men it was their duty to join and they would feel proud if they did</li> <li>3. some posters even tried to make them feel guilty, saying their children would be embarrassed if their father had done nothing in the war</li> <li>4. stories about German atrocities were encouraged (the Government knew people would be angry and even frightened)</li> </ol>
					Patriotism	<ol style="list-style-type: none"> <li>5. people were carried away by a wave of patriotism</li> <li>6. Scotland had a proud military/martial tradition</li> </ol>



Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question											
					<table><tr><th>Possible factors</th><th>Key points of knowledge to support this factor may include</th></tr><tr><td>Pals Battalions</td><td>7. after 13 Hearts players signed up, 600 Hearts supporters in six days also joined the 16th Royal Scots which became known as McCrae's Battalion/other Pals Battalions</td></tr><tr><td>Opportunities</td><td>8. adventure/opportunity to see new places and countries and perform heroic deeds 9. leave behind a boring or difficult job 10.unemployment was a factor in joining up/recruitment in high unemployment areas more successful than in low</td></tr><tr><td>Peer Pressure</td><td>11.peer pressure from family or friends and wider society 12.women encouraged men into service (for example white feather campaign)</td></tr><tr><td>Other factors</td><td>13.any other valid point.</td></tr></table>	Possible factors	Key points of knowledge to support this factor may include	Pals Battalions	7. after 13 Hearts players signed up, 600 Hearts supporters in six days also joined the 16th Royal Scots which became known as McCrae's Battalion/other Pals Battalions	Opportunities	8. adventure/opportunity to see new places and countries and perform heroic deeds 9. leave behind a boring or difficult job 10.unemployment was a factor in joining up/recruitment in high unemployment areas more successful than in low	Peer Pressure	11.peer pressure from family or friends and wider society 12.women encouraged men into service (for example white feather campaign)	Other factors	13.any other valid point.	
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
22.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. They may take different perspectives on the events and may describe a variety of different aspects of the events. Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. A <b>second mark</b> should be awarded for each point that is developed, <b>up to a maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p>Possible points of knowledge may include</p> <ol style="list-style-type: none"> <li>1. paintings slashed/Mary Slasher Richardson</li> <li>2. smashing windows</li> <li>3. chalk/paint on roads/acid on golf courses/tar/set fire to post boxes</li> <li>4. cutting telegraph/telephone wires</li> <li>5. MPs heckled in Parliament/political meetings interrupted</li> <li>6. high-profile politicians attacked Prime Minister Asquith 'assaulted' on golf course/stones thrown at Lloyd George's car/Winston Churchill attacked with a whip</li> <li>7. suffragettes chained themselves to railings (of Parliament/Buckingham Palace/Downing Street)</li> <li>8. death of Emily Davison at the Derby</li> <li>9. once arrested refused to pay fines/imprisonment/hunger strikes</li> <li>10. any other valid point of knowledge.</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
23.			<p>Candidates can be credited in a number of ways up to a <b>maximum of 6 marks</b>. Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	<b>6</b>	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. food shortages due to German U-Boat campaign</li> <li>2. concern that food shortages would lead to malnutrition/starvation</li> <li>3. need to slow down rising prices/fear that only the rich could afford food and the poorest in society would go without</li> <li>4. priority was to provide food to soldiers at the front meant food shortages at home</li> <li>5. lack of food produced at home as farm horses/mules had been requisitioned by the military</li> <li>6. lack of skilled workers on farms so food production suffered</li> <li>7. adding to concerns about British food stocks, the wheat harvest of 1916 was lower than usual and the potato crop in Scotland failed</li> <li>8. campaigns for voluntary rationing and growing your own food although initially successful were limited and more was needed</li> <li>9. fear of food riots/effects of food shortages on public morale</li> <li>10. <b>any other valid reason.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
24.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. the war brought employment opportunities which otherwise would not have been available to women</li> <li>2. Glasgow was the first city in Britain to employ women tram drivers and conductresses</li> <li>3. women also took over a variety of new jobs such as postwomen</li> <li>4. one particular factory in Bridgeton employed only war widows</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. the war gave women the chance of a better paid job/in some cases double the wages they had been on before the war/however their pay was still not equal to a man doing the same job</li> <li>6. huge expansion of munition industries created a great deal of employment opportunities for women</li> <li>7. The Great War made it more acceptable for women to work/changing attitudes to female workforce/improved working conditions for women canteens, toilets, nurseries</li> <li>8. women began to be employed in a range of traditional male jobs (for example engineering/offices/white collar/women were employed in a range of wartime industries such as land army/shipbuilding)</li> <li>9. a great deal of employment opportunities were created in nursing/medical care (for example VAD FANY)</li> <li>10. women gained new skills which helped some keep some jobs after the war</li> <li>11. any other valid point of significant omission.</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
25.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p><b>Possible points of comparison may include</b></p> <p>Overall – the sources agree that Scotland’s heavy industries all suffered after the Great War due to foreign competition and lack of demand.</p> <table><tr><th>Source B</th><th>Source C</th></tr><tr><td>During the 1920s, employment in Scottish shipbuilding and its associated industries fell.</td><td>Jobs were also lost in all of the industries that provided materials for the shipyards – iron, steel and coal.</td></tr><tr><td>In the face of foreign competition, some of Scotland's ship yards had to close.</td><td>Many shipyards had to close because of foreign competition.</td></tr><tr><td>The coal industry employed one-third fewer people in the 1920s than before the war as other countries could produce coal more cheaply.</td><td>Coalmining declined because other countries could produce coal more efficiently.</td></tr></table>	Source B	Source C	During the 1920s, employment in Scottish shipbuilding and its associated industries fell.	Jobs were also lost in all of the industries that provided materials for the shipyards – iron, steel and coal.	In the face of foreign competition, some of Scotland's ship yards had to close.	Many shipyards had to close because of foreign competition.	The coal industry employed one-third fewer people in the 1920s than before the war as other countries could produce coal more cheaply.	Coalmining declined because other countries could produce coal more efficiently.
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The coal industry employed one-third fewer people in the 1920s than before the war as other countries could produce coal more cheaply.	Coalmining declined because other countries could produce coal more efficiently.												

## Section 2 – British Contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
26.			<p>Candidates can be credited in a number of ways up to a <b>maximum of 6 marks</b>. Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. William's army were well trained professional soldiers and so were more experienced than the Anglo-Saxons</li> <li>2. William had archers and cavalry and so were better equipped than the Anglo-Saxons</li> <li>3. William's cavalry rode with saddles which helped them in the battle as it kept them on their horses</li> <li>4. William had brought supplies with him from Normandy and so his army were well fed and rested before the battle</li> <li>5. William had previously fought many battles in France and so was an experienced leader</li> <li>6. Harold's army had only just fought the Battle of Stamford Bridge/had been forced to march a long distance and so were tired</li> <li>7. Harold had lost many good soldiers at Stamford Bridge and was forced to replace them with farmers/peasants</li> <li>8. William's army feigned retreat drawing the Anglo-Saxons from their defensive position, allowing the Normans to charge at them</li> <li>9. death of Harold and his brothers meant there was no one to lead the Anglo-Saxons on the battlefield</li> <li>10. any other valid reason.</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question																		
27.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks</b>. Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p>A <b>maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p><b>Examples of aspects of the source and relevant comments</b></p> <table><tr><th>Aspect of the source</th><th>Possible comment(s)</th></tr><tr><td><b>Author</b> modern historian.</td><td>Useful because he is a well-informed expert.</td></tr><tr><td><b>Type of Source</b> textbook.</td><td>Useful as it is likely to have been thoroughly researched.</td></tr><tr><td><b>Purpose</b> to inform.</td><td>Useful as it is intended to give a balanced account.</td></tr><tr><td><b>Timing</b> 1965</td><td>Useful because it was written with the benefit of hindsight.</td></tr></table> <table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>First William attacked Canterbury and burnt the church there, forcing the priest to flee.</td><td>Useful because it is accurate (William did attack Canterbury and destroy the church there).</td></tr><tr><td>Then William sent his men to Exeter where he captured the town and killed many men.</td><td>Useful because it is accurate (William's men did wreak havoc in Exeter).</td></tr><tr><td>Everywhere he went William forced the Anglo-Saxons to hand over their possessions.</td><td>Useful because it is accurate (William did take many possessions from the Anglo-Saxons).</td></tr></table>	Aspect of the source	Possible comment(s)	<b>Author</b> modern historian.	Useful because he is a well-informed expert.	<b>Type of Source</b> textbook.	Useful as it is likely to have been thoroughly researched.	<b>Purpose</b> to inform.	Useful as it is intended to give a balanced account.	<b>Timing</b> 1965	Useful because it was written with the benefit of hindsight.	Content	Possible comment	First William attacked Canterbury and burnt the church there, forcing the priest to flee.	Useful because it is accurate (William did attack Canterbury and destroy the church there).	Then William sent his men to Exeter where he captured the town and killed many men.	Useful because it is accurate (William's men did wreak havoc in Exeter).	Everywhere he went William forced the Anglo-Saxons to hand over their possessions.	Useful because it is accurate (William did take many possessions from the Anglo-Saxons).
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>1. William carried out the harrying of the North in 1069-1070</li> <li>2. William built Motte and Bailey castles all over England to control vast areas of land</li> <li>3. William seized land from Anglo-Saxon landowners/parcelled out land to his followers to control the country</li> <li>4. <b>any other valid point of omission.</b></li> </ol>



Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
28.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. Henry II's sons led a rebellion against him by attacking their father's lands in France</li> <li>2. they seized a number of key towns and castles in England</li> <li>3. the King of Scotland, William the Lion had attacked Northumbria and claimed it for himself</li> <li>4. elsewhere in Henry's kingdom, many of his supporters had either been captured or killed</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. Henry attacked the rebels at Leicester/recaptured the city</li> <li>6. Henry captured a number of barons and imprisoned them (for example Earls of Chester/Leicester)</li> <li>7. Henry's army won the Battle of Fornham</li> <li>8. Henry forced the King of Scotland to sign the Treaty of Falaise</li> <li>9. Henry forgave his sons/released his prisoners</li> <li>10. rebels had the support of the King of France Philip II</li> <li>11. any other valid point of significant omission.</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
29.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. They may take different perspectives on the events and may describe a variety of different aspects of the events. Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. A <b>second mark</b> should be awarded for each point that is developed, <b>up to a maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include</b></p> <ol style="list-style-type: none"> <li>1. church provided spiritual support and comfort in difficult times</li> <li>2. taught people how to be good Christians by hearing confessions/issued penance</li> <li>3. carried out key ceremonies (for example baptism/marriage/funerals)</li> <li>4. educated boys/trained them for a career in the Church</li> <li>5. was part of the feudal system (for example owed service to the King/gave land to Peasants/Knights)</li> <li>6. was active politically (for example Clergy often acted as advisors to the King)</li> <li>7. made a contribution to the economy (for example wool trade)</li> <li>8. provided services which were unavailable elsewhere (for example monastic infirmaries/alms for the poor)</li> <li>9. <b>any other valid point of knowledge.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
30.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p><b>Possible points of comparison may include</b></p> <p>Overall – the sources disagree about what happened during the Peasants’ Revolt in 1381.</p> <table><tr><th>Source C</th><th>Source D</th></tr><tr><td>Wat Tyler approached the king and dismounted from his horse.</td><td>Wat Tyler spoke threateningly to the king from his horse.</td></tr><tr><td>The Guard drew his dagger and stabbed Tyler several times.</td><td>The Mayor quickly got to his feet and clubbed Tyler on the head.</td></tr><tr><td>Tyler was killed instantly.</td><td>Tyler attempted to flee on his horse but collapsed and died soon after.</td></tr></table>	Source C	Source D	Wat Tyler approached the king and dismounted from his horse.	Wat Tyler spoke threateningly to the king from his horse.	The Guard drew his dagger and stabbed Tyler several times.	The Mayor quickly got to his feet and clubbed Tyler on the head.	Tyler was killed instantly.	Tyler attempted to flee on his horse but collapsed and died soon after.
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The Guard drew his dagger and stabbed Tyler several times.	The Mayor quickly got to his feet and clubbed Tyler on the head.												
Tyler was killed instantly.	Tyler attempted to flee on his horse but collapsed and died soon after.												

## Section 2 – British Contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
31.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks</b>. Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p>A <b>maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	Examples of aspects of the source and relevant comments										
					<table><tr><th>Aspect of the source</th><th>Possible comment(s)</th></tr><tr><td><b>Author</b> modern historian.</td><td>Useful because he is a well-informed expert.</td></tr><tr><td><b>Type of Source</b> textbook.</td><td>Useful as it is likely to have been thoroughly researched.</td></tr><tr><td><b>Purpose</b> to inform.</td><td>Useful because it contains balanced information.</td></tr><tr><td><b>Timing</b> 2000</td><td>Useful because it was written with the benefit of hindsight.</td></tr></table>	Aspect of the source	Possible comment(s)	<b>Author</b> modern historian.	Useful because he is a well-informed expert.	<b>Type of Source</b> textbook.	Useful as it is likely to have been thoroughly researched.	<b>Purpose</b> to inform.	Useful because it contains balanced information.	<b>Timing</b> 2000	Useful because it was written with the benefit of hindsight.
					Aspect of the source	Possible comment(s)									
					<b>Author</b> modern historian.	Useful because he is a well-informed expert.									
					<b>Type of Source</b> textbook.	Useful as it is likely to have been thoroughly researched.									
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					<b>Timing</b> 2000	Useful because it was written with the benefit of hindsight.									
					<table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>His tendency to spend extravagantly on himself and his favourites.</td><td>Useful because it is accurate (James was an extravagant ruler).</td></tr><tr><td>After the Gunpowder Plot he became very fearful of being assassinated.</td><td>Useful because it is accurate (James did fear assassination attempts).</td></tr><tr><td>Prone to taking considerable risks whilst out hunting.</td><td>Useful because it is accurate (James did often take risks while hunting).</td></tr></table>	Content	Possible comment	His tendency to spend extravagantly on himself and his favourites.	Useful because it is accurate (James was an extravagant ruler).	After the Gunpowder Plot he became very fearful of being assassinated.	Useful because it is accurate (James did fear assassination attempts).	Prone to taking considerable risks whilst out hunting.	Useful because it is accurate (James did often take risks while hunting).		
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Prone to taking considerable risks whilst out hunting.	Useful because it is accurate (James did often take risks while hunting).														

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>1. James firmly believed and promoted the Divine Right of Kings which made him seem arrogant</li> <li>2. James was well educated (for example in languages and science)</li> <li>3. some refer to James as 'the wisest fool in Christendom' because he was well educated but lacked common sense</li> <li>4. James was known for his considerable political skills/able politician</li> <li>5. any other valid point of omission.</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
32.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. They may take different perspectives on the events and may describe a variety of different aspects of the events. Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. A <b>second mark</b> should be awarded for each point that is developed, <b>up to a maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p>Possible points of knowledge may include</p> <ol style="list-style-type: none"> <li>1. Charles imposed the New Prayer Book in Scotland</li> <li>2. the Act of Revocation saw church or Royal property which had been taken since 1540 returned to the Crown</li> <li>3. Charles made the Scottish clergy wear gowns and other surplices (Laud's Canons)</li> <li>4. Charles abolished the Presbyteries</li> <li>5. Bishops were to be allowed into the Scottish Church</li> <li>6. the General Assembly was not allowed to meet</li> <li>7. angered Scots by imposing religious reforms without consulting the Scots Kirk or Scots parliament</li> <li>8. <b>any other valid point of knowledge.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
33.			<p>Candidates can be credited in a number of ways up to a <b>maximum of 6 marks</b>. Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. Scots started to raise an army in 1638 in response to Charles raising an army</li> <li>2. the Act of Revocation affected many Scottish landowners who were not sure if they could keep former church lands that they thought were legally theirs</li> <li>3. the Act of Revocation annoyed those who feared returning lands to the Church would create a rich Church again (like the Catholic model)</li> <li>4. Charles' coronation was conducted with high church ceremonies which offended the views of the Scots</li> <li>5. there was resentment to the introduction of Lauds canons</li> <li>6. there was resentment and violent reaction to the introduction of the New Prayer Book</li> <li>7. resentment towards Charles as an absolute monarch</li> <li>8. suspicion that Charles wanted to be an absolute monarch</li> <li>9. <b>any other valid reason.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
34.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. Charles forced those who had already built outside the city walls of London to buy a licence for 'committing a nuisance'</li> <li>2. reintroduction of monopolies (for example soap monopoly)</li> <li>3. the City of London was fined for failing to push forward the plantation of Ulster</li> <li>4. customs farmers had to pay the King for the right to collect customs</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. the boundaries of the Royal Forests reverted back to the time of Edward III (fines were imposed for people living on areas of land that were declared to now belong to the Crown)</li> <li>6. Ship Money was imposed on inland counties where formerly only coastal counties had to pay</li> <li>7. Ship Money became a permanent tax rather than an emergency one and became a regular part of royal income</li> <li>8. seized and sold off the goods of the East India Company (for example pepper)</li> <li>9. seized foreign currency at Royal Mint</li> <li>10. fined knights for not attending his coronation</li> <li>11. <b>any other valid point of significant omission.</b></li> </ol>



Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
35.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p><b>Possible points of comparison may include</b></p> <p>Overall – the sources disagree on the role of Cromwell in the English Civil War.</p> <table><tr><th>Source C</th><th>Source D</th></tr><tr><td>Cromwell was a schemer, who was corrupted by power to overthrow the monarchy and became a traitor.</td><td>He was a man with great political vision whose aim was to reform a corrupt monarchy.</td></tr><tr><td>Success in these battles was linked to ‘God’s will’ rather than his own abilities.</td><td>He was well known for military planning which was due to his own knowledge and skill when organising and equipping the New Model Army.</td></tr><tr><td>His actions in Ireland demonstrate his ruthlessness where he massacred thousands of civilians which left a bloody stain on his reputation.</td><td>He was considered a sincere man who always looked for compromise rather than using violence.</td></tr></table>	Source C	Source D	Cromwell was a schemer, who was corrupted by power to overthrow the monarchy and became a traitor.	He was a man with great political vision whose aim was to reform a corrupt monarchy.	Success in these battles was linked to ‘God’s will’ rather than his own abilities.	He was well known for military planning which was due to his own knowledge and skill when organising and equipping the New Model Army.	His actions in Ireland demonstrate his ruthlessness where he massacred thousands of civilians which left a bloody stain on his reputation.	He was considered a sincere man who always looked for compromise rather than using violence.
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## Section 2 – British Contexts

### PART C – The Atlantic Slave Trade, 1770–1807

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
36.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. the men were put in irons and linked two and two together by their hands and feet</li> <li>2. the slaves were so crowded below deck that it was impossible to walk through them without treading on them/they had not so much room as a man in a coffin</li> <li>3. overcrowding meant that any diseases or illnesses spread through the slaves quickly</li> <li>4. some slaves who refused food were force fed</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. slaves were held on board using tight pack/loose pack system</li> <li>6. crew were often cruel towards slaves (for example floggings/forced to dance)</li> <li>7. female slaves often suffered mistreatment by the crew</li> <li>8. slaves would witness deaths of fellow slaves/evidence from the case of the Zong</li> <li>9. lack of proper toilet facilities</li> <li>10. lack of fresh air – slaves held for long periods below deck</li> <li>11. any other valid point of significant omission.</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question																
37.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks</b>. Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p>A <b>maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p>Examples of aspects of the source and relevant comments</p> <table><tr><th>Aspect of the source</th><th>Possible comment(s)</th></tr><tr><td><b>Author</b> modern historian.</td><td>Useful because he is a well-informed expert.</td></tr><tr><td><b>Type of Source</b> textbook.</td><td>Useful as it is likely to have been thoroughly researched.</td></tr><tr><td><b>Purpose</b> to inform.</td><td>Useful as it is intended to provide a balanced account.</td></tr><tr><td><b>Timing</b> 2014</td><td>Useful as it is a written with the benefit of hindsight.</td></tr></table> <table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>A number of Londoners developed their businesses/Ambrose Crowley, an iron merchant, produced manacles and irons for shackling slaves on ships.</td><td>Useful as it is accurate (Iron merchants did profit from slave trade).</td></tr><tr><td>John Angerstein, the merchant who founded Lloyd's of London, made a fortune from his estates in Grenada.</td><td>Useful as it is accurate (economic benefits to Britain included banking and estates).</td></tr></table>	Aspect of the source	Possible comment(s)	<b>Author</b> modern historian.	Useful because he is a well-informed expert.	<b>Type of Source</b> textbook.	Useful as it is likely to have been thoroughly researched.	<b>Purpose</b> to inform.	Useful as it is intended to provide a balanced account.	<b>Timing</b> 2014	Useful as it is a written with the benefit of hindsight.	Content	Possible comment	A number of Londoners developed their businesses/Ambrose Crowley, an iron merchant, produced manacles and irons for shackling slaves on ships.	Useful as it is accurate (Iron merchants did profit from slave trade).	John Angerstein, the merchant who founded Lloyd's of London, made a fortune from his estates in Grenada.	Useful as it is accurate (economic benefits to Britain included banking and estates).
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question					
					<table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>The Pett family built many of the ships that were involved in the Atlantic trade/trees from their estates provided timber for their shipbuilding business.</td><td>Useful as it is accurate (shipbuilders benefitted as more ships were needed).</td></tr></table>	Content	Possible comment	The Pett family built many of the ships that were involved in the Atlantic trade/trees from their estates provided timber for their shipbuilding business.	Useful as it is accurate (shipbuilders benefitted as more ships were needed).	<p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"><li>1. employment created (for example sailors)</li><li>2. merchants built extravagant homes with profits/widespread growth of banking</li><li>3. profits from the slave trade provided the capital for the Industrial Revolution</li><li>4. cities such as Glasgow benefitted from increased trade, such as tobacco trade</li><li>5. any other valid point of omission.</li></ol>
Content	Possible comment									
The Pett family built many of the ships that were involved in the Atlantic trade/trees from their estates provided timber for their shipbuilding business.	Useful as it is accurate (shipbuilders benefitted as more ships were needed).									

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
38.			<p>Candidates can be credited in a number of ways up to a <b>maximum of 6 marks</b>. Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	<b>6</b>	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. destruction of native peoples who were used as slave labour and driven to extinction</li> <li>2. Caribbean became more violent/creating fear of rebellion</li> <li>3. natural beauty of island landscape damaged by growth of plantations</li> <li>4. slave codes replaced existing laws to maintain order by supporting slavery</li> <li>5. the Caribbean's over reliance on sugar production meant that any fall in the price internationally would damage its economy (for example Barbados 93% exports was sugar)</li> <li>6. island economies stifled by the slave trade</li> <li>7. the slave trade brought more racist attitudes</li> <li>8. new diseases were brought to the islands</li> <li>9. <b>any other valid reason.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
39.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. They may take different perspectives on the events and may describe a variety of different aspects of the events. Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. A <b>second mark</b> should be awarded for each point that is developed, <b>up to a maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p>Possible points of knowledge may include</p> <ol style="list-style-type: none"> <li>1. forced to work long hours – 12 hours and more at harvest time</li> <li>2. work was backbreaking (for example cotton picking/dangerous – sugar)</li> <li>3. watched closely by overseers and whipped if not working hard or fast enough</li> <li>4. all slaves were expected to work regardless of age</li> <li>5. slaves could work as field hands or as domestic help</li> <li>6. housing was very basic/slaves often had to build their own shelters</li> <li>7. families were split up on plantation when they were bought and sold on</li> <li>8. food was poor quality/fed the cheapest food and were rarely given meat</li> <li>9. slaves could be beaten if they disobeyed owners/warning to others</li> <li>10. any other valid point of knowledge.</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
40.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p><b>Possible points of comparison may include</b></p> <p>Overall – the sources disagree about the effect of the French Revolution on the abolition of the slave trade.</p> <table><tr><th>Source C</th><th>Source D</th></tr><tr><td>The French Revolution had a damaging effect on the abolition of the slave trade.</td><td>Events in France had a positive effect on the abolition of the slave trade.</td></tr><tr><td>Britain needed money to pay for the war with France and as a result could not risk the abolition of this wealthy trade.</td><td>Some argued that slavery did not contribute as much to paying for the war as other more profitable trades did.</td></tr><tr><td>Tactics such as presenting abolition bills to Parliament were now seen to be too unpatriotic, so many abolitionists adopted other tactics.</td><td>Abolitionists such as William Wilberforce continued to introduce bills against the trade in the House of Commons.</td></tr></table>	Source C	Source D	The French Revolution had a damaging effect on the abolition of the slave trade.	Events in France had a positive effect on the abolition of the slave trade.	Britain needed money to pay for the war with France and as a result could not risk the abolition of this wealthy trade.	Some argued that slavery did not contribute as much to paying for the war as other more profitable trades did.	Tactics such as presenting abolition bills to Parliament were now seen to be too unpatriotic, so many abolitionists adopted other tactics.	Abolitionists such as William Wilberforce continued to introduce bills against the trade in the House of Commons.
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## Section 2 – British Contexts

### PART D – Changing Britain, 1760–1914

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
41.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks</b>. Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p>A <b>maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	Examples of aspects of the source and relevant comments										
					<table><tr><th>Aspect of the source</th><th>Possible comment(s)</th></tr><tr><td><b>Author</b> historians.</td><td>Useful as they are well-informed experts.</td></tr><tr><td><b>Type of Source</b> textbook.</td><td>Useful because it will have researched the issue thoroughly.</td></tr><tr><td><b>Purpose</b> to inform.</td><td>Useful as it is intended to give a balanced account.</td></tr><tr><td><b>Timing</b> 1985</td><td>Useful as it is a written with the benefit of hindsight.</td></tr></table>	Aspect of the source	Possible comment(s)	<b>Author</b> historians.	Useful as they are well-informed experts.	<b>Type of Source</b> textbook.	Useful because it will have researched the issue thoroughly.	<b>Purpose</b> to inform.	Useful as it is intended to give a balanced account.	<b>Timing</b> 1985	Useful as it is a written with the benefit of hindsight.
					Aspect of the source	Possible comment(s)									
					<b>Author</b> historians.	Useful as they are well-informed experts.									
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					<b>Timing</b> 1985	Useful as it is a written with the benefit of hindsight.									
					<table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>A cholera attack is violent and kills suddenly usually in a day or two.</td><td>Useful as this is accurate (cholera did kill quickly).</td></tr><tr><td>Over half of the people who caught cholera died.</td><td>Useful as this is accurate (the death-rate from cholera was high).</td></tr><tr><td>Unlike many other diseases, it was not only the poor who caught cholera the rich did as well.</td><td>Useful as this is accurate (cholera did affect all classes/rich and poor).</td></tr></table>	Content	Possible comment	A cholera attack is violent and kills suddenly usually in a day or two.	Useful as this is accurate (cholera did kill quickly).	Over half of the people who caught cholera died.	Useful as this is accurate (the death-rate from cholera was high).	Unlike many other diseases, it was not only the poor who caught cholera the rich did as well.	Useful as this is accurate (cholera did affect all classes/rich and poor).		
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>1. other effects of cholera (for example discolouration of the skin/dehydration)</li> <li>2. epidemics of cholera (1831-2, 1848-9, 1854, 1867)</li> <li>3. spread of cholera/other diseases by contaminated water</li> <li>4. other diseases (for example Smallpox, Typhus, Typhoid, TB)</li> <li>5. disease also spread by poor living conditions (for example overcrowding, poor ventilation)</li> <li>6. <b>any other valid point of omission.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
42.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. a law gave councils the power to demolish slum housing</li> <li>2. fresh drinking water was piped to towns and cities and some homes</li> <li>3. sewers were also built to dispose of human waste safely</li> <li>4. many cities also had their own fire and police services, making them safer places to live</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. regular refuse collection</li> <li>6. paved streets</li> <li>7. street lighting</li> <li>8. gas/electricity brought to homes</li> <li>9. public baths were introduced</li> <li>10. any other valid point of significant omission.</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
43.			<p>Candidates can be credited in a number of ways up to a <b>maximum of 6 marks</b>. Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	<b>6</b>	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. Davy Lamp reduced the risk of explosions</li> <li>2. pit ponies replaced putters/women and children so reduced the physical strain of moving the coal</li> <li>3. mines inspectors made sure that pit owners were not breaking safety laws</li> <li>4. wooden and later metal pit props reduced the risk of cave-ins</li> <li>5. more than one shaft improved ventilation/provided another escape route</li> <li>6. steam pumps pumped water out of the mines and reduced the risk of flooding</li> <li>7. steam winding engines made getting in and out of the mine safer</li> <li>8. wire rope/cages made getting in and out of the mine safer</li> <li>9. extractor fans improved ventilation and reduced the risk of the build-up of dangerous gasses</li> <li>10. coal cutting machinery replaced picks and shovels so reduced the physical strain of cutting the coal</li> <li>11. legislation also improved working conditions</li> <li>12. <b>any other valid reason.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
44.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. They may take different perspectives on the events and may describe a variety of different aspects of the events. Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. A <b>second mark</b> should be awarded for each point that is developed, <b>up to a maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include</b></p> <ol style="list-style-type: none"> <li>1. at first, railways were built to move coal from mines to towns and cities</li> <li>2. wagons first pulled by horses</li> <li>3. later, steam engines pulled carriages/wagons</li> <li>4. the Stockton to Darlington Line was Britain's first railway line (opened 1825)</li> <li>5. the Liverpool to Manchester Line was another early railway line (opened 1830)</li> <li>6. (Stephenson's) 'Rocket' won the trials/competition to be the locomotive on the Liverpool to Manchester line</li> <li>7. there was a period of 'Railway Mania' /building of many new railway lines in the 1830s and 1840s</li> <li>8. Navvies built the railways (by hand/using picks and shovels)</li> <li>9. bridges/cuttings/viaducts/embankments had to be built</li> <li>10. <b>any other valid point of knowledge.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
45.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p><b>Possible points of comparison may include</b></p> <p>Overall – the sources disagree about the impact of the Chartists.</p> <table><tr><th>Source C</th><th>Source D</th></tr><tr><td>The demands of the People’s Charter were far too radical to be widely accepted at the time.</td><td>Millions of people signed petitions in support of the Chartists, clearly demonstrating how reasonable their six points were.</td></tr><tr><td>The splits and squabbles amongst the Chartists gained them negative publicity and discredited their cause.</td><td>The positive publicity that the Chartists gained helped win widespread support for their cause.</td></tr><tr><td>The government and courts took strong action to control Chartism and 79 of the leaders were transported in 1842 which weakened the Chartists.</td><td>Although many Chartist leaders were transported, the movement remained popular until 1848.</td></tr></table>	Source C	Source D	The demands of the People’s Charter were far too radical to be widely accepted at the time.	Millions of people signed petitions in support of the Chartists, clearly demonstrating how reasonable their six points were.	The splits and squabbles amongst the Chartists gained them negative publicity and discredited their cause.	The positive publicity that the Chartists gained helped win widespread support for their cause.	The government and courts took strong action to control Chartism and 79 of the leaders were transported in 1842 which weakened the Chartists.	Although many Chartist leaders were transported, the movement remained popular until 1848.
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## Section 2 – British Contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
46.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their identification of points from the source which support their judgement.</p> <p>Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. the death of a wage earner could plunge a family into poverty</li> <li>2. sickness or injury caused by poor working conditions could also prevent people from earning</li> <li>3. those who earned low wages usually lived below the poverty line</li> <li>4. no-one could blame children born into poor families for their own poverty</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. lack of state benefits (for example sickness/ unemployment)</li> <li>6. money spent on gambling/alcohol</li> <li>7. family size could cause poverty/large families</li> <li>8. old age and being unable to work</li> <li>9. seasonal employment meant irregular wages</li> <li>10. any other valid point of significant omission.</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
47.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. They may take different perspectives on the events and may describe a variety of different aspects of the events. Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. A <b>second mark</b> should be awarded for each point that is developed, <b>up to a maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include</b></p> <ol style="list-style-type: none"> <li>1. Booth studied London/Rowntree studied York to map levels of poverty</li> <li>2. report called 'Life and Labour of the People of London'/report called 'Poverty, a Study of Town Life'</li> <li>3. took many years (1899-1903)/published in several volumes</li> <li>4. the investigations established that some people were poor through no fault of their own</li> <li>5. Booth discovered that one third (30.7%) of the population of London were living in poverty</li> <li>6. Rowntree discovered that about a third (27.8%) of the population of York were living in poverty</li> <li>7. Rowntree came up with the idea of the 'poverty line'/cycle of poverty</li> <li>8. Rowntree studied earnings/price of food/how much money a family needed in order to maintain a minimum standard of living</li> <li>9. <b>any other valid point of knowledge.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
48.			<p>Candidates can be credited in a number of ways up to a <b>maximum of 6 marks</b>. Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	<b>6</b>	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. school meals meant that poor children got at least one meal a day</li> <li>2. medical inspections informed parents of illnesses/medical conditions that their children had</li> <li>3. medical treatment was eventually introduced (in 1912/school clinics) to treat sick children</li> <li>4. the Children's Charter prevented the abuse and neglect of children</li> <li>5. the Children's Charter meant that children who had broken the law were not now treated in the same way as adult criminals</li> <li>6. the Children's Charter abolished the death penalty for children</li> <li>7. old age pensions prevented many elderly from having to end their lives in the workhouse/helped the elderly stay out of poverty</li> <li>8. banning children under 16 from buying tobacco and banning children under 18 from buying alcohol improved the lives of children</li> <li>9. <b>any other valid reason.</b></li> </ol>



Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question																		
49.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks</b>. Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p>A <b>maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p><b>Examples of aspects of the source and relevant comments</b></p> <table><tr><th>Aspect of the source</th><th>Possible comment(s)</th></tr><tr><td><b>Author</b> modern historian.</td><td>Useful as he is a well-informed expert.</td></tr><tr><td><b>Type of Source</b> textbook.</td><td>Useful because it will have researched the issue thoroughly.</td></tr><tr><td><b>Purpose</b> to inform.</td><td>Useful as it is intended to provide a balanced account.</td></tr><tr><td><b>Timing</b> 2000</td><td>Useful as the author has the benefit of hindsight.</td></tr></table> <table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>Sending working-class children from cities to middle-class families in the countryside showed the true poverty that still affected many British families.</td><td>Useful as this is accurate (people in the countryside were shocked by the poverty of working class children from the cities).</td></tr><tr><td>The war created a ‘climate of solidarity’ which was a feeling that ‘everyone was in it together’/the bombing had affected rich and poor alike.</td><td>Useful as this is accurate (the war did bring people together).</td></tr><tr><td>The ration book also became a symbol of fair shares and equal sacrifice for all.</td><td>Useful as this is accurate (rationing did affect everyone).</td></tr></table>	Aspect of the source	Possible comment(s)	<b>Author</b> modern historian.	Useful as he is a well-informed expert.	<b>Type of Source</b> textbook.	Useful because it will have researched the issue thoroughly.	<b>Purpose</b> to inform.	Useful as it is intended to provide a balanced account.	<b>Timing</b> 2000	Useful as the author has the benefit of hindsight.	Content	Possible comment	Sending working-class children from cities to middle-class families in the countryside showed the true poverty that still affected many British families.	Useful as this is accurate (people in the countryside were shocked by the poverty of working class children from the cities).	The war created a ‘climate of solidarity’ which was a feeling that ‘everyone was in it together’/the bombing had affected rich and poor alike.	Useful as this is accurate (the war did bring people together).	The ration book also became a symbol of fair shares and equal sacrifice for all.	Useful as this is accurate (rationing did affect everyone).
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>1. the Beveridge Report made people aware of how to tackle poverty and created an expectation of reform after the war</li> <li>2. during the War the government became more involved in people's lives/welfare (free school milk/vitamins for expectant mothers/Ministry of Food/increase in pensions)</li> <li>3. the War meant that more government involvement in people's lives was accepted/ended laissez-faire attitudes</li> <li>4. <b>any other valid point of omission.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
50.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p><b>Possible points of comparison may include</b></p> <p>Overall – the sources disagree about the success of the Labour Reforms of 1945–1951.</p>								
					<table><tr><th>Source C</th><th>Source D</th></tr><tr><td>NHS the ‘jewel in the crown’ of the welfare state’ and the most successful of the post-war Labour Reforms.</td><td>The success of the NHS was greatly limited as it was a very costly reform.</td></tr><tr><td>Nationalisation kept unemployment very low in the industries which came under government control.</td><td>Government control of nationalised industries only protected some jobs, but these industries were very badly run and several eventually had to close down.</td></tr><tr><td>(Prefabs) provided an effective temporary solution to the post-war housing shortage.</td><td>Prefabs ended up being far more of a long-term housing problem than originally intended.</td></tr></table>	Source C	Source D	NHS the ‘jewel in the crown’ of the welfare state’ and the most successful of the post-war Labour Reforms.	The success of the NHS was greatly limited as it was a very costly reform.	Nationalisation kept unemployment very low in the industries which came under government control.	Government control of nationalised industries only protected some jobs, but these industries were very badly run and several eventually had to close down.	(Prefabs) provided an effective temporary solution to the post-war housing shortage.	Prefabs ended up being far more of a long-term housing problem than originally intended.
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### Section 3 – European and World Contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
51.			<p>Candidates can be credited in a number of ways up to a <b>maximum of 6 marks</b>. Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. knights were an essential part of the King's army</li> <li>2. knights carried out key military duties (for example castle guard)</li> <li>3. knights protected the Church/clergy (for example Crusade)</li> <li>4. Orders of Knights protected pilgrims (for example the Knights Templars)</li> <li>5. knights protected the weak and vulnerable in society (for example elderly/children/women)</li> <li>6. knights provided land for peasants in the feudal system</li> <li>7. some Knights were members of a jury and so enforced law and order</li> <li>8. knights were role models and were required to set an example on how to behave</li> <li>9. <b>any other valid reason.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
52.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 9 marks</b>. Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p><b>Up to 5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. If <b>only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. A <b>further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p><b>Up to 4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>	9	Possible factors	Key points of knowledge to support this factor may include
					Muslim Disunity	<ol style="list-style-type: none"> <li>1. the Crusaders captured Nicaea because Kilij Arslan was away fighting other Muslims (for example The Danishmends)</li> <li>2. at Antioch the Crusaders bribed a Muslim who let them into the city (Firouz)</li> <li>3. Muslim forces refused to attack together at Antioch (for example Ridwan of Aleppo/Duqaq of Damascus)</li> <li>4. Kerbogha's men deserted him and fled the battlefield at Antioch</li> <li>5. the Seljuk Turks did not attempt to recapture Jerusalem because they had land disputes to settle with other Muslim groups elsewhere</li> </ol>
					Crusading Ideal	<ol style="list-style-type: none"> <li>6. the Crusaders were inspired to victory by the discovery of the Holy Lance at Antioch</li> <li>7. the Crusaders were inspired by a Crusader's vision at Jerusalem and recaptured the city</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
					<table><tr><th>Possible factors</th><th>Key points of knowledge to support this factor may include</th></tr><tr><td>Aid from Emperor Alexius</td><td>8. Emperor Alexius gave the Crusaders essential supplies at Constantinople for their journey 9. Emperor Alexius provided the Crusaders with boats at Nicaea which allowed them to capture the city</td></tr><tr><td>Military Skills</td><td>10. the Crusaders demonstrated their successful military skills throughout the Crusade (for example Bohemond held off Muslims at Dorylaeum/ Crusaders charged at the Muslims at Antioch)</td></tr><tr><td>Aid from Italian cities</td><td>11. Italian cities provided timber for the siege towers used at Jerusalem (for example Genoa) 12. Italian cities opened trade routes which supported the Crusaders in the east</td></tr><tr><td>Other factors</td><td>13. any other valid point.</td></tr></table>	Possible factors	Key points of knowledge to support this factor may include	Aid from Emperor Alexius	8. Emperor Alexius gave the Crusaders essential supplies at Constantinople for their journey 9. Emperor Alexius provided the Crusaders with boats at Nicaea which allowed them to capture the city	Military Skills	10. the Crusaders demonstrated their successful military skills throughout the Crusade (for example Bohemond held off Muslims at Dorylaeum/ Crusaders charged at the Muslims at Antioch)	Aid from Italian cities	11. Italian cities provided timber for the siege towers used at Jerusalem (for example Genoa) 12. Italian cities opened trade routes which supported the Crusaders in the east	Other factors	13. any other valid point.
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
53.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. after the victory at the Battle of Hattin the Muslim Army under Saladin was free to target Jerusalem</li> <li>2. due to the significant lesson at Hattin there were few knights left to defend the city</li> <li>3. the Muslim Army completely surrounded the city</li> <li>4. faced with overwhelming odds the crusading army was forced to surrender</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. the Muslims had captured key ports and castles</li> <li>6. the Muslims used mangonels, crossbows and arrows to attack Jerusalem</li> <li>7. the Muslims undermined part of the city wall</li> <li>8. Saladin allowed Jerusalem to surrender peacefully</li> <li>9. Crusaders who could pay a ransom were allowed to go free</li> <li>10. any other valid point of significant omission.</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
54.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks</b>. Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p>A <b>maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	Examples of aspects of the source and relevant comments										
					<table><tr><th>Aspect of the source</th><th>Possible comment(s)</th></tr><tr><td><b>Author</b> a Muslim.</td><td>Useful because he had first-hand knowledge/would have been well placed to receive information.</td></tr><tr><td><b>Type of Source</b> chronicle.</td><td>Useful as they tend to be detailed.</td></tr><tr><td><b>Purpose</b> to inform/ record.</td><td>Useful because it gives a full description of Saladin's character/less useful as it may be biased.</td></tr><tr><td><b>Timing</b> 1192</td><td>Useful as it was written at the time of the Crusades.</td></tr></table>	Aspect of the source	Possible comment(s)	<b>Author</b> a Muslim.	Useful because he had first-hand knowledge/would have been well placed to receive information.	<b>Type of Source</b> chronicle.	Useful as they tend to be detailed.	<b>Purpose</b> to inform/ record.	Useful because it gives a full description of Saladin's character/less useful as it may be biased.	<b>Timing</b> 1192	Useful as it was written at the time of the Crusades.
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					<table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>Saladin often promised to be merciful.</td><td>Useful because it is accurate (Saladin did treat his enemies with mercy).</td></tr><tr><td>Saladin said he would not break his promise.</td><td>Useful because it is accurate (Saladin was an honourable character).</td></tr><tr><td>The Crusaders were amazed at Saladin's generosity especially when he provided them with food and water for their journey.</td><td>Useful because it is accurate (Saladin did give supplies to the Crusaders).</td></tr></table>	Content	Possible comment	Saladin often promised to be merciful.	Useful because it is accurate (Saladin did treat his enemies with mercy).	Saladin said he would not break his promise.	Useful because it is accurate (Saladin was an honourable character).	The Crusaders were amazed at Saladin's generosity especially when he provided them with food and water for their journey.	Useful because it is accurate (Saladin did give supplies to the Crusaders).		
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>1. Saladin was a good negotiator (for example forced Richard I to dismantle Ascalon before a truce could be signed)</li> <li>2. Saladin could be ruthless (for example killed Muslim rivals)</li> <li>3. Saladin respected some of the Crusaders (for example Richard I)</li> <li>4. <b>any other valid point of omission.</b></li> </ol>

## Section 3 – European and World Contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
55.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 9 marks</b>. Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p><b>Up to 5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. <b>If only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. A <b>further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>	9	Possible factors	Key points of knowledge to support this factor may include
					British Parliament's policies	<ol style="list-style-type: none"> <li>1. taxes put in place to raise money from colonists to pay for their own protection/for Britain to continue to control the colonies</li> <li>2. Quartering Act – disliked as troops were housed at expense of colonists</li> <li>3. Revenue/Sugar Act 1764 – reduced trade with other countries/impact on economy</li> <li>4. Stamp Act 1765 – many colonists argued that only their own elected assemblies should be able to tax them/Act was unconstitutional</li> <li>5. colonists angered by George III's desire to exert greater control over colonies</li> <li>6. frustration over Britain's refusal to allow colonists to expand westward</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
					Possible factors	Key points of knowledge to support this factor may include
						7. growing anger over continued taxation of colonies without direct representation in British parliament
					Troops in colonies	8. many colonists felt that troops were no longer needed as the war with France had ended by 1763 9. Britain felt a British standing army was still needed due to their professionalism and training in comparison with colonial troops
					British financial troubles	10. Britain had a debt of £133 million, wartime tax was unpopular in Britain 11. Britain felt that the colonists should pay for their own defence 12. boycott of British goods (for example tea increased tension).
					Other factors	13. any other valid point.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question																		
56.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks</b>. Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p>A <b>maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p><b>Examples of aspects of the source and relevant comments</b></p> <table><tr><th>Aspect of the source</th><th>Possible comment(s)</th></tr><tr><td><b>Author</b> Thomas Paine.</td><td>Useful because he witnessed events/was an influential British sympathiser with the American cause.</td></tr><tr><td><b>Type of Source</b> Pamphlet.</td><td>Useful as it shows the concerns of the time.</td></tr><tr><td><b>Purpose</b> to persuade.</td><td>Less useful as it is likely to be one-sided.</td></tr><tr><td><b>Timing</b> 1776</td><td>Useful as it was written at the time of growing British support for American cause.</td></tr><tr><th>Content</th><th>Possible comment</th></tr><tr><td>American corn will fetch its price in any market, and their imported goods will be purchased.</td><td>Useful as it is accurate (trade was a reason for sympathy with the colonists' cause).</td></tr><tr><td>Dependence on Britain directly involves them in European wars.</td><td>Useful as it is accurate (British dominance did involve the colonies in European wars).</td></tr><tr><td>Why do they have to depend on a far-away British Government to tell them what to do when an answer takes 4 to 5 months.</td><td>Useful as it is accurate (governance was a major issue for colonists as they felt unrepresented by Westminster).</td></tr></table>	Aspect of the source	Possible comment(s)	<b>Author</b> Thomas Paine.	Useful because he witnessed events/was an influential British sympathiser with the American cause.	<b>Type of Source</b> Pamphlet.	Useful as it shows the concerns of the time.	<b>Purpose</b> to persuade.	Less useful as it is likely to be one-sided.	<b>Timing</b> 1776	Useful as it was written at the time of growing British support for American cause.	Content	Possible comment	American corn will fetch its price in any market, and their imported goods will be purchased.	Useful as it is accurate (trade was a reason for sympathy with the colonists' cause).	Dependence on Britain directly involves them in European wars.	Useful as it is accurate (British dominance did involve the colonies in European wars).	Why do they have to depend on a far-away British Government to tell them what to do when an answer takes 4 to 5 months.	Useful as it is accurate (governance was a major issue for colonists as they felt unrepresented by Westminster).
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>1. other sympathisers such as Edmund Burke who opposed using force against colonies</li> <li>2. support in Britain from Radicals who wanted reform in Britain and friendship with America</li> <li>3. loyalists unsympathetic (for example Flora MacDonald) persuaded other Scots settlers to fight against colonists</li> <li>4. Paine was attacked/ridiculed by British loyalists</li> <li>5. any other valid point of omission.</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
57.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. when the British secured land, the revolutionaries were able to regain the territory as they had the advantage of knowing the land well</li> <li>2. the revolutionaries could also use this information to avoid capture</li> <li>3. they could withdraw safely and return to fight the next day, making it difficult for the British to reduce their numbers</li> <li>4. knowledge of the geography of the area was the main reason why the colonists were victorious at Princeton and Yorktown</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. the revolutionaries initially avoided large scale engagements/fought a guerrilla campaign</li> <li>6. British tended to react to Continental Army movements and so they were always on the defensive</li> <li>7. locals reduced potential supplies for the British Army by burning crops</li> <li>8. incompetence of British Generals, regularly misinterpreting orders</li> <li>9. changes at command level hindered fighting as there was inconsistencies and lack of stability</li> <li>10. <b>any other valid point of significant omission.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
58.			<p>Candidates can be credited in a number of ways up to a <b>maximum of 6 marks</b>. Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	<b>6</b>	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. the French in Canada were treated well by the British rulers</li> <li>2. in 1791 the government of Canada was altered to recognise both British and French influences equally</li> <li>3. catholic religion was tolerated so no reason to turn to, or prefer, New England Protestantism</li> <li>4. loyalists (British settlers) flooded to Canada after the conflict was over/British settlers living in Canada remained loyal to Britain</li> <li>5. Governor Carleton defended Canada against American attacks with British troops which was popular</li> <li>6. native people tended to prefer the British due to the protection Britain offered to them during conflict in the colonies</li> <li>7. Canadians did not want to lose strong trade links with Britain</li> <li>8. most Canadians felt British/strong cultural links with Britain</li> <li>9. <b>any other valid reason.</b></li> </ol>

## Section 3 – European and World Contexts

### PART C – USA 1850–1880

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
59.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 9 marks</b>. Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p><b>Up to 5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. <b>If only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. A <b>further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p><b>Up to 4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>	9	Possible factors	Key points of knowledge to support this factor may include
					Discovery of gold	<ol style="list-style-type: none"> <li>1. gold prospectors moved west in the hope of making a fortune</li> <li>2. government grants to encourage gold prospecting (Colorado and Montana in 1858/and the Black Hills in 1874) increased westward expansion</li> <li>3. apparent ease and success of gold panning encouraged thousands to move west in search of gold</li> </ol>
					Railways	<ol style="list-style-type: none"> <li>4. railways made it easier for settlers to move west</li> <li>5. cheap travel encouraged westward expansion</li> </ol>
					Manifest Destiny	<ol style="list-style-type: none"> <li>6. many Americans believed it was their destiny to move across the continent and spread their beliefs/institutions</li> <li>7. Manifest Destiny was encouraged by the government through grants etc</li> </ol>



Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
					<table><tr><th>Possible factors</th><th>Key points of knowledge to support this factor may include</th></tr><tr><td>Homesteaders</td><td><b>8.</b> settlers moved west as the government encouraged/ supported homesteaders to claim land <b>9.</b> many Americans moved west to start a new life as homesteaders</td></tr><tr><td>Religious freedoms</td><td><b>10.</b> Mormons travelled west to escape religious persecution</td></tr><tr><td>Other factors</td><td><b>11.</b> any other valid point.</td></tr></table>	Possible factors	Key points of knowledge to support this factor may include	Homesteaders	<b>8.</b> settlers moved west as the government encouraged/ supported homesteaders to claim land <b>9.</b> many Americans moved west to start a new life as homesteaders	Religious freedoms	<b>10.</b> Mormons travelled west to escape religious persecution	Other factors	<b>11.</b> any other valid point.
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
60.			<p>Candidates can be credited in a number of ways up to a <b>maximum of 6 marks</b>. Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. Southerners supported slavery as their economy was based on the continuation of free labour</li> <li>2. Southerners supported slavery because lack of industrialisation led to over-reliance on slave crops (for example cotton)</li> <li>3. Southerners believed that slavery was the natural order of society and thought it should be maintained/Southerners supported slavery as they believed in the uniqueness of the 'peculiar institution'</li> <li>4. Southerners feared the economic consequences of emancipation (for example having to pay wages) so supported the continuation of slavery</li> <li>5. Southerners feared the political consequences of emancipation (for example free slaves would have to be given the franchise)</li> <li>6. Southerners pointed to the Bible as their justification for slavery</li> <li>7. Southerners saw slavery as 'civilising' the slaves and therefore were supportive of it</li> <li>8. Southerners argued that slaves were being better treated than Northern industrial workers and benefitted from slavery</li> <li>9. <b>any other valid reason.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
61.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. the Black Codes left freedmen not much better off than they had been before the 1863 Emancipation Proclamation</li> <li>2. they were kept from giving evidence against Whites in all court trials</li> <li>3. ex-slaves had to sign agreements with their employers with strict penalties if the terms were breached</li> <li>4. racism was still rife across the South so black Americans still suffered hardship.</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. Northern carpetbaggers exploited many black Americans</li> <li>6. Ku Klux Klan were active in terrorising Black American communities</li> <li>7. examples of Black Codes that were introduced to limit the freedoms of Black Americans</li> <li>8. economic problems due to sharecropping</li> <li>9. extreme poverty due to lack of education</li> <li>10. Jim Crow laws led to segregation in many walks of life</li> <li>11. <b>any other valid point of significant omission.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question																		
62.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks</b>. Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p>A <b>maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p><b>Examples of aspects of the source and relevant comments</b></p> <table><tr><th>Aspect of the source</th><th>Possible comment(s)</th></tr><tr><td><b>Author</b> Big Eagle.</td><td>Useful as he was an eyewitness.</td></tr><tr><td><b>Type of Source</b> interview.</td><td>Useful because it shows the opinions of Native Americans.</td></tr><tr><td><b>Purpose</b> to record.</td><td>Less useful as he may be biased.</td></tr><tr><td><b>Timing</b> 1862</td><td>Useful as it was written during the Sioux Wars.</td></tr></table> <table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>Many white men often abuse us and treat us badly.</td><td>Useful as it is accurate (Native Americans were abused by white settlers and reservation agents).</td></tr><tr><td>The Whites are always trying to make us give up our way of life and live like white men.</td><td>Useful as it is accurate (Native Americans were encouraged to adopt the ways of the whites and go to farming).</td></tr><tr><td>If we attempted to make the Whites live like us, the Whites would resist this.</td><td>Useful as it is accurate (Native Americans were angry that federal policy was hypocritical).</td></tr></table> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"><li>1. Native Americans felt betrayed after broken treaties</li><li>2. Native Americans wanted freedom to hunt/sell furs</li><li>3. tensions over white ‘property aspect’ to land</li></ol>	Aspect of the source	Possible comment(s)	<b>Author</b> Big Eagle.	Useful as he was an eyewitness.	<b>Type of Source</b> interview.	Useful because it shows the opinions of Native Americans.	<b>Purpose</b> to record.	Less useful as he may be biased.	<b>Timing</b> 1862	Useful as it was written during the Sioux Wars.	Content	Possible comment	Many white men often abuse us and treat us badly.	Useful as it is accurate (Native Americans were abused by white settlers and reservation agents).	The Whites are always trying to make us give up our way of life and live like white men.	Useful as it is accurate (Native Americans were encouraged to adopt the ways of the whites and go to farming).	If we attempted to make the Whites live like us, the Whites would resist this.	Useful as it is accurate (Native Americans were angry that federal policy was hypocritical).
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>4. disruption/killing of buffalo herds/hunting grounds disturbed by homesteaders and railway building</p> <p>5. Native Americans felt that sacred lands had been violated (for example Black Hills of Dakota)</p> <p>6. any other valid point of omission.</p>

## Section 3 – European and World Contexts

### PART D – Hitler and Nazi Germany, 1919-1939

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
63.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks</b>. Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p>A <b>maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	Examples of aspects of the source and relevant comments	
					Aspect of the source	Possible comment(s)
					Author a Berliner.	An eyewitness making the source a first-hand account making it more useful.
					Type of Source a diary.	This makes the source more useful as it is an honest personal recollection of events of hyperinflation on Germany.
					Purpose to inform readers.	To record his thoughts and feelings about the terrible conditions in Germany during the hyperinflation, making it useful a private account likely to be useful.
					Timing 1923	Useful as it was written during the hyperinflation in Weimar Germany.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
					<table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>Lingering at the shop window was a luxury because shopping had to be done immediately/ even an additional minute meant an increase in price.</td><td>More useful as it is accurate.</td></tr><tr><td>A rabbit, for example, might cost two million marks more by the time it took to walk into the shop/A few million marks meant nothing, really.</td><td>More useful as it is accurate.</td></tr><tr><td>People had to cart their money around in wagons and knapsacks.</td><td>More useful as it is accurate.</td></tr></table> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"><li>1. some people made fortunes during the crisis/benefitted financially during the crisis</li><li>2. people on wages were safe, because they renegotiated their wages every day</li><li>3. pensioners on fixed incomes and people with savings were the most badly hit</li><li>4. hardships created by hyperinflation led to many uprisings as groups struggled to take power from Weimar</li><li>5. any other valid point of omission.</li></ol>	Content	Possible comment	Lingering at the shop window was a luxury because shopping had to be done immediately/ even an additional minute meant an increase in price.	More useful as it is accurate.	A rabbit, for example, might cost two million marks more by the time it took to walk into the shop/A few million marks meant nothing, really.	More useful as it is accurate.	People had to cart their money around in wagons and knapsacks.	More useful as it is accurate.
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
64.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 9 marks</b>. Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p><b>Up to 5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. If <b>only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. A <b>further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p>	9	Possible factors	Key points of knowledge to support this factor may include
					Appeal of the Nazis/ (Nazi policies)	<ol style="list-style-type: none"> <li>1. promises by the Nazis to restore German pride/give people jobs/destroy Treaty of Versailles</li> <li>2. Nazis skilful use of propaganda meant their message was clear – this struck a chord with many people</li> <li>3. the SA both attracted support due to their appearance and intimidated opposition</li> <li>4. the Nazis gave the German people a scapegoat for all their problems (the Jews and the Communists)</li> </ol>



Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
			<ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>		Discontent with Weimar	<p>5. Weimar was blamed for accepting the hated terms of the Treaty of Versailles/ blamed for defeat in the war 'November Criminals'</p> <p>6. lack of popular support for the new form of government after 1918/ arguably Germany was too democratic</p> <p>7. dissatisfaction with failure to solve Weimar's economic problems (for example Hyperinflation)</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
					<table><tr><th>Possible factors</th><th>Key points of knowledge to support this factor may include</th></tr><tr><td></td><td><p>8. criticised for over-reliance on foreign investment which left the Weimar economy subject to the fluctuations of the international economy</p><p>9. lost support due to the mishandling of the economic problems of the Great Depression of the 1930s – arguably without this the Republic might have survived</p></td></tr><tr><td>Fear of Communism</td><td><p>10. the drift to extremes led to a fear of Communism, which grew alongside the growth of support for the Nazis</p></td></tr><tr><td>Hitler himself</td><td><p>11. Hitler was perceived as a young, dynamic leader, who campaigned using modern methods and was a charismatic speaker</p></td></tr><tr><td>Other factors</td><td><p>12. any other valid point.</p></td></tr></table>	Possible factors	Key points of knowledge to support this factor may include		<p>8. criticised for over-reliance on foreign investment which left the Weimar economy subject to the fluctuations of the international economy</p> <p>9. lost support due to the mishandling of the economic problems of the Great Depression of the 1930s – arguably without this the Republic might have survived</p>	Fear of Communism	<p>10. the drift to extremes led to a fear of Communism, which grew alongside the growth of support for the Nazis</p>	Hitler himself	<p>11. Hitler was perceived as a young, dynamic leader, who campaigned using modern methods and was a charismatic speaker</p>	Other factors	<p>12. any other valid point.</p>
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65.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. Jehovah's Witnesses were given the opportunity to convert to mainstream Christianity</li> <li>2. some were tortured to make them sign a declaration renouncing their faith</li> <li>3. they were sent to concentration camps</li> <li>4. they wore purple triangles and were kept separate from other prisoners</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. Jews were forced out of jobs (for example civil service)/boycotts of Jewish shops</li> <li>6. the Nuremburg Laws were passed in 1935 (discriminating against Jews/Roma/Sinti - Gypsies)</li> <li>7. Jews beaten up on streets/separate park benches for Jews</li> <li>8. Jews banned from state schools/cinemas/public places.</li> <li>9. Sterilisation programme against black people/physically disabled/people with hereditary diseases/deaf people.</li> <li>10. Euthanasia programme; killing disabled and mentally ill</li> <li>11. <b>any other valid point of significant omission.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
66.			<p>Candidates can be credited in a number of ways up to a <b>maximum of 6 marks</b>. Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. children were more susceptible to brainwashing/more likely to believe Nazi propaganda/vulnerable to ideological manipulation</li> <li>2. boys were trained in military techniques to become future soldiers</li> <li>3. boys were taught the importance of following orders/discipline</li> <li>4. girls were trained to be good wives and mothers/had responsibility for nurturing future Nazis</li> <li>5. the young made good informants – on ‘Anti-Nazi’ adults, parents neighbours, teachers etc</li> <li>6. youth movements also proved useful for Party fundraising (uniformed members seemed to be at every corner with cans emblazoned with Swastikas – this was especially true for the annual winter fund drive)</li> <li>7. youth movements designed to promote physical excellence</li> <li>8. popularity/large membership</li> <li>9. <b>any other valid reason.</b></li> </ol>

### Section 3 – European and World Contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
67.			<p>Candidates can be credited in a number of ways up to a <b>maximum of 6 marks</b>. Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	<b>6</b>	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. Peasants were unhappy that most of them did not own their own land</li> <li>2. Peasants suffered from widespread famine which was a common occurrence/crops often failed</li> <li>3. Peasants were living in severe poverty and were angry that they had no legal method to improve their conditions</li> <li>4. Peasants were unhappy that they were forced to live in very poor living conditions</li> <li>5. Peasants were angry that the goods they produced were taxed (for example grain tax)</li> <li>6. Peasants were angry over the requirement to pay 'redemption payments' to the government</li> <li>7. Peasants were unhappy that Kulaks were more prosperous at their expense</li> <li>8. Peasants were unhappy as many felt the Tsar did not care for them</li> <li>9. Peasants were unhappy that they had to make payments to the church</li> <li>10. <b>any other valid reason.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
68.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 9 marks</b>. Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p><b>Up to 5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. If <b>only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. A <b>further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p><b>Up to 4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>	9	Possible factors	Key points of knowledge to support this factor may include
					Defeat in Russo-Japanese War	<ol style="list-style-type: none"> <li>1. the Russo-Japanese War was disastrous for Russia. Defeats by Japan were humiliating for Russia and led to widespread discontent</li> <li>2. defeat in the war led to discontent in Russia over the Tsar's leadership and the incompetence of the Tsar's government</li> <li>3. the government was accused of providing inadequate supplies and equipment to Russia's armed forces (for example Lake Baikal bottleneck on the Trans-Siberian Railway)</li> <li>4. Russian soldiers and sailors were unhappy with their poor pay and conditions/poor leadership and defeats led to low morale (for example Port Arthur, Mukden)</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
					<table><tr><th>Possible factors</th><th>Key points of knowledge to support this factor may include</th></tr><tr><td></td><td>5. naval mutiny in the Black Sea fleet, Potemkin, over poor conditions and incompetent leadership threatened to spread and weakened support for the Tsar</td></tr><tr><td></td><td>6. the disaster at Tsushima Strait. Russian Navy sailed 18,000 miles before being defeated in under an hour – added to the general discontent over the war</td></tr><tr><td>Bloody Sunday</td><td>7. Russian troops fired on an unarmed and peaceful crowd which led to strikes in all major towns and cities 8. outbreak of terrorist attacks targeted towards government officials and landowners 9. Tsar blamed for the massacre and many Russians held him responsible</td></tr></table>	Possible factors	Key points of knowledge to support this factor may include		5. naval mutiny in the Black Sea fleet, Potemkin, over poor conditions and incompetent leadership threatened to spread and weakened support for the Tsar		6. the disaster at Tsushima Strait. Russian Navy sailed 18,000 miles before being defeated in under an hour – added to the general discontent over the war	Bloody Sunday	7. Russian troops fired on an unarmed and peaceful crowd which led to strikes in all major towns and cities 8. outbreak of terrorist attacks targeted towards government officials and landowners 9. Tsar blamed for the massacre and many Russians held him responsible
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
69.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. throughout much of the war, Russian cities suffered from a shortage of food</li> <li>2. the shortages meant that food prices went up</li> <li>3. although workers' wages increased, they did not keep pace with rising inflation</li> <li>4. a wave of strikes also broke out in Russia during the war</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. heavy casualties affected many Russian families</li> <li>6. collapse of the economy/unemployment</li> <li>7. shortages of fuel</li> <li>8. increasing distrust of Tsar and Tsarina due to their inability to control the situation</li> <li>9. political instability led to regular changes Prime Minister / Ministers</li> <li>10. <b>any other valid point of significant omission.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question																		
70.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks</b>. Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p>A <b>maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p><b>Examples of aspects of the source and relevant comments</b></p> <table><tr><th>Aspect of the source</th><th>Possible comment(s)</th></tr><tr><td><b>Author</b> Petrograd resident.</td><td>Useful as she was an eyewitness to how the Civil War affected civilians/lived in Petrograd.</td></tr><tr><td><b>Type of Source</b> diary.</td><td>Useful as it is an honest personal recollection.</td></tr><tr><td><b>Purpose</b> to record.</td><td>Private account likely to be useful.</td></tr><tr><td><b>Timing</b> 1920</td><td>Useful as it is written in Petrograd during the Russian Civil War.</td></tr></table> <table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>The people walk about like living corpses.</td><td>Useful as it is accurate (many Russians were starving and emaciated).</td></tr><tr><td>There is a shortage of food and fuel.</td><td>Useful as it is accurate (there were severe food and fuel shortages during the Civil War).</td></tr><tr><td>Frost bitten men, women and children search for food and fuel.</td><td>Useful as it is accurate (many civilians suffered from the harsh freezing winters during the Civil War).</td></tr></table>	Aspect of the source	Possible comment(s)	<b>Author</b> Petrograd resident.	Useful as she was an eyewitness to how the Civil War affected civilians/lived in Petrograd.	<b>Type of Source</b> diary.	Useful as it is an honest personal recollection.	<b>Purpose</b> to record.	Private account likely to be useful.	<b>Timing</b> 1920	Useful as it is written in Petrograd during the Russian Civil War.	Content	Possible comment	The people walk about like living corpses.	Useful as it is accurate (many Russians were starving and emaciated).	There is a shortage of food and fuel.	Useful as it is accurate (there were severe food and fuel shortages during the Civil War).	Frost bitten men, women and children search for food and fuel.	Useful as it is accurate (many civilians suffered from the harsh freezing winters during the Civil War).
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>1. children were evacuated from Petrograd during the worst of the fighting</li> <li>2. many families lost loved ones in the fighting</li> <li>3. transportation became difficult for civilians (for example the railway network for civilians virtually ground to a halt)</li> <li>4. disease spread throughout the major cities (for example typhus)</li> <li>5. some Russians resorted to using the black market in order to obtain goods</li> <li>6. civilians were subjected to the use of terror from both sides</li> <li>7. <b>any other valid point of omission.</b></li> </ol>

## Section 3 – European and World Contexts

### PART F – Mussolini and Fascist Italy, 1919–1939

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question																		
71.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks</b>. Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p>A <b>maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p>Examples of aspects of the source and relevant comments</p> <table><tr><th>Aspect of the source</th><th>Possible comment(s)</th></tr><tr><td><b>Author</b> Mussolini.</td><td>Useful as he was an eye-witness.</td></tr><tr><td><b>Type of Source</b> Speech.</td><td>Useful as it shows the opinion of an important person.</td></tr><tr><td><b>Purpose</b> to persuade.</td><td>Useful as it truly reflects his views on the Peace Settlement.</td></tr><tr><td><b>Timing</b> 1920</td><td>Useful as it was written soon after the peace settlement was agreed.</td></tr></table> <table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>Italy did not receive the land which we were promised in the Treaty of London and is rightly angry.</td><td>Useful as it is accurate (the allies did not keep their word).</td></tr><tr><td>We were betrayed at the Peace Conference.</td><td>Useful as it is accurate (this was a widespread view among Italians).</td></tr><tr><td>We were insulted by not given colonies which would have awarded us our rightful place in the world.</td><td>Useful as it is accurate (the Italians were denied colonies).</td></tr></table>	Aspect of the source	Possible comment(s)	<b>Author</b> Mussolini.	Useful as he was an eye-witness.	<b>Type of Source</b> Speech.	Useful as it shows the opinion of an important person.	<b>Purpose</b> to persuade.	Useful as it truly reflects his views on the Peace Settlement.	<b>Timing</b> 1920	Useful as it was written soon after the peace settlement was agreed.	Content	Possible comment	Italy did not receive the land which we were promised in the Treaty of London and is rightly angry.	Useful as it is accurate (the allies did not keep their word).	We were betrayed at the Peace Conference.	Useful as it is accurate (this was a widespread view among Italians).	We were insulted by not given colonies which would have awarded us our rightful place in the world.	Useful as it is accurate (the Italians were denied colonies).
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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 significant omission may include</p> <ol style="list-style-type: none"> <li>1. the Italians were angry that they did not get Fiume</li> <li>2. the Italians resented the establishment of Yugoslavia</li> <li>3. the Italians were upset that their wartime sacrifices were not suitably rewarded</li> <li>4. the Italians were particularly angry with Woodrow Wilson for rejecting their claims/at not being treated as an equal in the peace conferences</li> <li>5. any other valid point of omission.</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
72.			<p>Candidates can be credited in a number of ways up to a <b>maximum of 6 marks</b>. Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	<b>6</b>	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. exports doubled between 1922–1925 bringing prosperity to some sectors of the economy</li> <li>2. industrialists were pleased by the banning of trade unions</li> <li>3. many sectors of industry profited from rearmament (for example job creation)</li> <li>4. Italian agriculture and industry benefitted from tariffs on foreign imports</li> <li>5. people were pleased by the introduction of paid national holidays in 1938</li> <li>6. parents were pleased by the extension of family allowances in the 1930s</li> <li>7. consumers were happy with the food prices being controlled</li> <li>8. many supported the establishment of the corporate state which created a new sense of common purpose between worker and bosses</li> <li>9. <b>any other valid reason.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
73.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. Italy invaded the Greek island of Corfu</li> <li>2. in 1924 the Italians put pressure on Yugoslavia and gained control of the port of Fiume</li> <li>3. in 1925 Italy was persuaded to attend the Locarno meeting and join Britain in guaranteeing the Locarno pacts (which saw Germany, France and Belgium accept their existing boundaries)</li> <li>4. in 1926 Mussolini extended Italian influence and declared Albania an Italian protectorate</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. formation of Stresa Front with Britain and France</li> <li>6. invasion of Abyssinia</li> <li>7. intervention in the Spanish civil war</li> <li>8. agreement of Anti-Comintern Pact with Germany and Japan</li> <li>9. invasion of Albania</li> <li>10. Pact of Steel agreed with Germany</li> <li>11. any other valid point of significant omission.</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
74.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 9 marks</b>. Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p><b>Up to 5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. If <b>only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. A <b>further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>	9	Possible factors	Key points of knowledge to support this factor may include
					Propaganda/ Censorship	<ol style="list-style-type: none"> <li>1. destruction of the opposition press severely weakened them</li> <li>2. no criticism of Mussolini appeared in the mainstream press</li> <li>3. fascist propaganda presented Mussolini as an efficient/benevolent leader</li> </ol>
					Fear and Intimidation	<ol style="list-style-type: none"> <li>4. Mussolini's Blackshirts terrorised the cities and provinces</li> <li>5. the murder of Matteotti intimidated potential opponents</li> <li>6. police informers created fear among the population/ successfully penetrated opposition groups</li> </ol>
					Fascist popularity	<ol style="list-style-type: none"> <li>7. many were happy that the Dopolavoro provided leisure facilities</li> <li>8. a strong foreign policy pleased many Italians (for example Locarno/Corfu/Abyssinia)</li> </ol>



Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question						
					<table><tr><th>Possible factors</th><th>Key points of knowledge to support this factor may include</th></tr><tr><td>Neutralisation of Catholic opposition</td><td><p><b>9.</b> the Lateran Treaty ensured good relations with the Church and its adherents</p><p><b>10.</b> Pius XI praised Mussolini and this encouraged many to support him</p></td></tr><tr><td>Other factors</td><td><p><b>11.</b> any other valid point.</p></td></tr></table>	Possible factors	Key points of knowledge to support this factor may include	Neutralisation of Catholic opposition	<p><b>9.</b> the Lateran Treaty ensured good relations with the Church and its adherents</p> <p><b>10.</b> Pius XI praised Mussolini and this encouraged many to support him</p>	Other factors	<p><b>11.</b> any other valid point.</p>
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## Section 3 – European and World Contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question																
75.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks</b>. Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p>A <b>maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p>Examples of aspects of the source and relevant comments</p> <table><tr><th>Aspect of the source</th><th>Possible comment(s)</th></tr><tr><td><b>Author</b> Senator from Alabama.</td><td>Useful as he was an eyewitness.</td></tr><tr><td><b>Type of Source</b> speech.</td><td>Useful because his views would reflect popular views.</td></tr><tr><td><b>Purpose</b> to persuade.</td><td>Less useful because it is biased.</td></tr><tr><td><b>Timing</b> 1921</td><td>Useful as it is from the time when many Americans were against immigration.</td></tr></table> <table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>As soon as the immigrants step off the decks of their ships our problem has begun – the spread of communism and anarchy.</td><td>Useful as it is accurate (many Americans feared that Russian immigrants may spread communism).</td></tr><tr><td>These ships are filled with crooks that constitute a menace and danger to us every day.</td><td>Useful as it is accurate (many Americans believed that immigrants – were responsible for the spread of crime).</td></tr></table>	Aspect of the source	Possible comment(s)	<b>Author</b> Senator from Alabama.	Useful as he was an eyewitness.	<b>Type of Source</b> speech.	Useful because his views would reflect popular views.	<b>Purpose</b> to persuade.	Less useful because it is biased.	<b>Timing</b> 1921	Useful as it is from the time when many Americans were against immigration.	Content	Possible comment	As soon as the immigrants step off the decks of their ships our problem has begun – the spread of communism and anarchy.	Useful as it is accurate (many Americans feared that Russian immigrants may spread communism).	These ships are filled with crooks that constitute a menace and danger to us every day.	Useful as it is accurate (many Americans believed that immigrants – were responsible for the spread of crime).
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76.			<p>Candidates can be credited in a number of ways up to a <b>maximum of 6 marks</b>. Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. many black Americans migrated north to escape white violence (for example lynchings were commonplace in the south)</li> <li>2. many black Americans migrated north because they feared the Ku Klux Klan (for example the Klan bombed and burned churches, schools and other meeting places used by black people)</li> <li>3. many black Americans disliked living in the southern states where segregation of the races was enforced through Jim Crow laws (for example Jim Crow Laws affected all areas of life – education, entertainment, housing, travel, health, leisure, marriage, work – and typically facilities for blacks were far inferior to those for whites)</li> <li>4. many black Americans migrated north in the hope of gaining their political rights (for example Southern States restricted voting rights for blacks through literacy tests, poll taxes and Grandfather Clauses)</li> <li>5. many black Americans migrated north to escape the poverty they experienced in the south (for example many black Americans were poor sharecroppers heavily in debt to white landowners for farming equipment and seeds for planting)</li> <li>6. many black Americans migrated north as they were attracted by the job opportunities available in northern factories (for example wages in the northern factories were typically double those received by most black workers in the south)</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>7. many black Americans were encouraged to move north by articles/organisations (or family members) promoting the opportunities available to them in the north (for example publications such as the Chicago Defender published train schedules and lists of jobs to persuade southern blacks to migrate north)</p> <p>8. <b>any other valid reason.</b></p>

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77.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. Reverend Brown launched a legal action in the Supreme Court to win the right to send his child to a white school</li> <li>2. nine black students defied the abuse of white protestors and attended a white school in Little Rock, Arkansas</li> <li>3. Rosa Parks refused to give up her bus seat to a white person and was arrested</li> <li>4. she inspired the Montgomery Bus Boycott, with thousands of black Americans in the city refusing to ride on the buses</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. sit ins – the occupation of lunch counters and other segregated places</li> <li>6. freedom rides – travel on buses through southern states using facilities at bus stations</li> <li>7. Birmingham – sit ins and marches in protest at segregation in the city</li> <li>8. march on Washington – a quarter of a million people marched to the Lincoln Memorial to hear Martin Luther King’s ‘I have a dream’ speech</li> <li>9. Selma – led by Martin Luther King, a group of demonstrators attempted to march from Selma, Alabama, to Montgomery, Alabama, to demand the right to vote</li> <li>10. any other valid point of significant omission.</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
78.			<p>Candidates can be credited in a number of ways up to a <b>maximum of 9 marks</b>. Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p><b>Up to 5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. If <b>only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. A <b>further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>	9	Possible factors	Key points of knowledge to support this factor may include
					Actions of the police	<ol style="list-style-type: none"> <li>1. to most black Americans in the ghetto an almost entirely white police force was viewed as the enemy</li> <li>2. the race riots were often sparked by acts or even rumours of police discrimination and brutality</li> <li>3. police routinely harassed young black Americans in ghettos</li> </ol>
					Unemployment and economy	<ol style="list-style-type: none"> <li>4. black Americans living in the ghetto were frustrated by the lack of job opportunities available to them (some ghettos, including Chicago's, had 50-70% black youth unemployment the Kerner Commission reported that black males were twice as likely to be unemployed as white males)</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question						
					<table><tr><th>Possible factors</th><th>Key points of knowledge to support this factor may include</th></tr><tr><td></td><td>5. there were comparatively low levels of pay amongst black Americans in the ghetto (the Kerner Commission discovered that 40% of black Americans lived in poverty and argued that this was the main cause of the race riots in the northern ghettos)</td></tr><tr><td>Lack of social investment</td><td>6. black Americans living in the ghetto were angered by the living conditions which they were forced to endure (housing in the ghetto was usually overcrowded and of poor quality) 7. there were few medical centres in the ghettos and black Americans were frustrated by their inability to access proper medical care when required 8. there was resentment at the lack of investment in ghetto schools which led to low educational standards amongst young black Americans (only 32% of black pupils in ghetto schools finished high school compared to 56% of white Americans)</td></tr></table>	Possible factors	Key points of knowledge to support this factor may include		5. there were comparatively low levels of pay amongst black Americans in the ghetto (the Kerner Commission discovered that 40% of black Americans lived in poverty and argued that this was the main cause of the race riots in the northern ghettos)	Lack of social investment	6. black Americans living in the ghetto were angered by the living conditions which they were forced to endure (housing in the ghetto was usually overcrowded and of poor quality) 7. there were few medical centres in the ghettos and black Americans were frustrated by their inability to access proper medical care when required 8. there was resentment at the lack of investment in ghetto schools which led to low educational standards amongst young black Americans (only 32% of black pupils in ghetto schools finished high school compared to 56% of white Americans)
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## Section 3 – European and World Contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
79.			<p>Candidates can be credited in a number of ways up to a <b>maximum of 6 marks</b>. Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. the USA refused to join as they were not interested in getting involved in the problems of other countries (the League was seriously weakened by the absence of the world's leading military and economic power)</li> <li>2. the League was further weakened as Communist Russia was not invited to join, so another great country of the world was absent</li> <li>3. some members lacked enthusiasm for the League (for example Germany, excluded until 1926, looked on the League suspiciously as a 'club of victors' – of the countries which had defeated them in 1918)</li> <li>4. the two most powerful member countries Britain and France were reluctant to commit troops to fight for the League</li> <li>5. member countries were reluctant to agree to economic sanctions for fear of damaging their own economies</li> <li>6. taking decisions was difficult as the Assembly had to be unanimous and member states often could not agree</li> <li>7. a further problem was that the League did not have its own army to back up its decisions</li> <li>8. countries lost faith in the League with each failure to deal with aggression</li> <li>9. Member states were reluctant to take action against powerful countries</li> <li>10. <b>any other valid reason.</b></li> </ol>

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80.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks</b>. Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p>A <b>maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p><b>Examples of aspects of the source and relevant comments</b></p> <table><tr><th>Aspect of the source</th><th>Possible comment(s)</th></tr><tr><td><b>Author</b> Hermann Rauschning.</td><td>Useful as he was an eyewitness.</td></tr><tr><td><b>Type of Source</b> diary.</td><td>Useful as it is likely to be an honest personal reflection of events.</td></tr><tr><td><b>Purpose</b> to record.</td><td>Private account likely to be useful.</td></tr><tr><td><b>Timing</b> 1934</td><td>Useful as it is from the time when Hitler set out his foreign policy aims.</td></tr></table> <table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>We need space in the East for our growing population.</td><td>Useful as it is accurate (Hitler planned to expand eastwards to gain living space or lebensraum).</td></tr><tr><td>We must have a sea power equal to that of Britain.</td><td>Useful as it is accurate (Hitler wished to rearm Germany and gain parity with the British navy).</td></tr><tr><td>We need the French coast, Belgium, Holland and above all we need Sweden ... we must rule Europe or fall apart as a nation.</td><td>Useful as it is accurate (Hitler hoped to eventually expand the influence of Germany across Europe, creating an empire that would dominate the entire continent).</td></tr></table>	Aspect of the source	Possible comment(s)	<b>Author</b> Hermann Rauschning.	Useful as he was an eyewitness.	<b>Type of Source</b> diary.	Useful as it is likely to be an honest personal reflection of events.	<b>Purpose</b> to record.	Private account likely to be useful.	<b>Timing</b> 1934	Useful as it is from the time when Hitler set out his foreign policy aims.	Content	Possible comment	We need space in the East for our growing population.	Useful as it is accurate (Hitler planned to expand eastwards to gain living space or lebensraum).	We must have a sea power equal to that of Britain.	Useful as it is accurate (Hitler wished to rearm Germany and gain parity with the British navy).	We need the French coast, Belgium, Holland and above all we need Sweden ... we must rule Europe or fall apart as a nation.	Useful as it is accurate (Hitler hoped to eventually expand the influence of Germany across Europe, creating an empire that would dominate the entire continent).
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We need the French coast, Belgium, Holland and above all we need Sweden ... we must rule Europe or fall apart as a nation.	Useful as it is accurate (Hitler hoped to eventually expand the influence of Germany across Europe, creating an empire that would dominate the entire continent).																						

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					<p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>1. Hitler also aimed to destroy the terms of the Treaty of Versailles/ Hitler wanted to recover the territory lost in the First World War</li> <li>2. Hitler wanted to militarise the Rhineland</li> <li>3. Hitler also wished to create a Greater Germany, containing all the German speaking people of Europe</li> <li>4. Hitler hoped to defeat the Soviet Union and the centre of communism in Europe</li> <li>5. <b>any other valid point of omission.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
81.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. on Chamberlain's route back from the airport, people were shouting themselves hoarse and leaping on the running board of the car wanting to shake his hand</li> <li>2. at 10 Downing Street the crowds all sang 'For he's a jolly good fellow'</li> <li>3. the newspapers were very quick to praise Chamberlain and his achievements at Munich</li> <li>4. Chamberlain received a favourable result in the Commons, with a majority of MPs in support of the Munich Agreement</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. Chamberlain received thousands of letters, telegrams and gifts from the public who wished to thank him for his achievements at Munich</li> <li>6. the BBC in its radio coverage was supportive of Chamberlain and the Munich Agreement</li> <li>7. Winston Churchill was an outspoken critic of the Munich Agreement/other MPs also spoke out against the Munich Agreement</li> <li>8. thousands demonstrated against the Munich Agreement in Trafalgar Square</li> <li>9. political cartoonists (for example David Low) were very critical of both Chamberlain and the Munich Agreement</li> <li>10. any other valid point of significant omission.</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
82.			<p>Candidates can be credited in a number of ways up to a maximum of 9 marks. Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p><b>Up to 5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. <b>If only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. A <b>further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p><b>Up to 4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>	9	Possible factors	Key points of knowledge to support this factor may include
					Germany's invasion of Czechoslovakia	<ol style="list-style-type: none"> <li>1. the invasion of Czechoslovakia in March 1939 proved that Hitler could not be trusted (he had lied when he said that the occupation of the Sudetenland was his 'last territorial demand in Europe')</li> <li>2. the invasion of Czechoslovakia also proved that he did not just want land where Germans lived and action would have to be taken to stop him</li> </ol>
					Public opinion	<ol style="list-style-type: none"> <li>3. many were influenced by Churchill's speeches which meant appeasement was losing the support of the British people</li> <li>4. 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</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question									
					<table><tr><th>Possible factors</th><th>Key points of knowledge to support this factor may include</th></tr><tr><td>Rearmament</td><td><p>5. rearmament had strengthened Britain's armed forces and gave Chamberlain the confidence to tackle Nazi aggression</p><p>6. by March 1939, Britain was better prepared to protect its civilians against German attacks (for example a quarter of a million free air raid shelters were given to Londoners)</p></td></tr><tr><td>Fascist threat in Europe</td><td><p>7. the military alliance made in May 1939 between Germany and Italy showed that appeasement had failed to satisfy Hitler and that he was planning for war</p><p>8. Fascists were growing in power across Europe (for example Franco came to power in Spain in 1939) and many felt that they had to be stopped</p></td></tr><tr><td>Other factors</td><td><p>9. any other valid point.</p></td></tr></table>	Possible factors	Key points of knowledge to support this factor may include	Rearmament	<p>5. rearmament had strengthened Britain's armed forces and gave Chamberlain the confidence to tackle Nazi aggression</p> <p>6. by March 1939, Britain was better prepared to protect its civilians against German attacks (for example a quarter of a million free air raid shelters were given to Londoners)</p>	Fascist threat in Europe	<p>7. the military alliance made in May 1939 between Germany and Italy showed that appeasement had failed to satisfy Hitler and that he was planning for war</p> <p>8. Fascists were growing in power across Europe (for example Franco came to power in Spain in 1939) and many felt that they had to be stopped</p>	Other factors	<p>9. any other valid point.</p>	
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## Section 3 – European and World Contexts

### PART I – World War II, 1939–1945

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
83.			<p>Candidates can be credited in a number of ways up to a <b>maximum of 6 marks</b>. Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. the tactic was based on speed and surprise which helped to confuse the enemy and lead to quick defeat</li> <li>2. dive-bombers were sent in first to destroy enemy aircraft on the ground and lines of communications making a counter-attack difficult to co-ordinate</li> <li>3. massed tank offensives hit enemy weak points at speed which meant the enemy could not recover quick enough to fight back</li> <li>4. behind the tanks were mechanised infantry who were able to quickly penetrate and hold enemy strong-holds</li> <li>5. dive-bombers had the effects of causing chaos among the civilian population</li> <li>6. German aircraft would continue to give air cover making it difficult for the enemy to co-ordinate their defence</li> <li>7. tanks and aircraft would communicate via radio to co-ordinate movement and tactics making it easier for breakthroughs to occur efficiently and maintain pressure on the enemy</li> <li>8. <b>any other valid reason.</b></li> </ol>



Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
84.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks</b>. Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p>A <b>maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	Examples of aspects of the source and relevant comments										
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					<table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>The bomber began rolling down the 470 feet of the aircraft carrier's flight deck.</td><td>Useful because it is accurate (aircraft carriers were used to launch bombers during the raid).</td></tr><tr><td>Our mission to take revenge for Pearl Harbour would end before it began.</td><td>Useful because it is accurate (the Doolittle raid was the first US retaliation for Pearl Harbour).</td></tr><tr><td>Doolittle's plane took off. He had yards to spare.</td><td>Useful because it is accurate (the leader of the mission and all the other pilots managed to take off successfully).</td></tr></table>	Content	Possible comment	The bomber began rolling down the 470 feet of the aircraft carrier's flight deck.	Useful because it is accurate (aircraft carriers were used to launch bombers during the raid).	Our mission to take revenge for Pearl Harbour would end before it began.	Useful because it is accurate (the Doolittle raid was the first US retaliation for Pearl Harbour).	Doolittle's plane took off. He had yards to spare.	Useful because it is accurate (the leader of the mission and all the other pilots managed to take off successfully).		
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>1. several aircraft carriers were used</li> <li>2. planes were successfully launched from the aircraft carriers</li> <li>3. military and industrial targets in Tokyo, Yokohama and other major cities were successfully bombed</li> <li>4. some planes suffered problems with fuel and made it to Russia</li> <li>5. some planes crashed in China</li> <li>6. some raiders were captured by the Japanese</li> <li>7. raids were a huge propaganda success and raised American morale/lowered Japanese morale</li> <li>8. <b>any other valid point of omission.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
85.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. German rule in Poland was extremely harsh and a campaign of terror was directed towards its people</li> <li>2. the Polish population was supplied with limited rations as most of the country's food was confiscated by Germany for their own people</li> <li>3. in Western Europe, the general population was treated less harshly than in the East</li> <li>4. Holland was targeted to become part of Germany because it was considered a more Germanic country</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. each country under occupation was exploited for its economic and industrial wealth, the main function of occupation was for resources and labour</li> <li>6. millions of people were deported to other countries as workers to help with the German war effort</li> <li>7. Jewish populations in all occupied countries were deported to forced labour and later extermination camps all over Europe</li> <li>8. the Nazis often left local governments in place, provided they were either sympathetic or could be easily manipulated, some countries were ruled by German military</li> <li>9. citizens of occupied countries had to obey the same strict laws and faced the same punishments as those in Nazi Germany</li> <li>10. any other valid point of significant omission.</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
86.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 9 marks</b>. Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p><b>Up to 5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. If <b>only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. A <b>further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>	9	Possible factors	Key points of knowledge to support this factor may include
					Efforts of the Russian Army	<ol style="list-style-type: none"> <li>1. Russians defeated the largest part of the German Army (for example 4/5ths)</li> <li>2. Russia learned from the mistakes made in earlier fighting by re-organising their army, air force and communications to mimic those of the German military meaning they could fight the Germans on their own terms</li> <li>3. Soviet industry was larger/more efficient than that of Germany meaning they could out last the German military</li> <li>4. the Russian Army was huge, with vast reserves meaning that they could withstand heavy losses whereas the Germans could not</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question							
					<table><tr><th>Possible factors</th><th>Key points of knowledge to support this factor may include</th></tr><tr><td>Efforts of the Allied armies</td><td><p>5. bombing raids on the German economy helped to devastate the industrial capacity of Germany</p><p>6. the combined efforts of the US, Canadian and British forces in the D-Day landings helped to push back the German Army from the west</p></td></tr><tr><td>Resources</td><td><p>7. the combined industrial output of the USA, Soviet Union and the British Empire was much larger than that of the Axis powers meaning the Allies could supply more armaments to their forces</p><p>8. British and American lend-lease aid helped Russia from 1942 onwards ensuring there was enough food, raw materials and engineering equipment to help the Russian Army continue to fight</p></td></tr></table>	Possible factors	Key points of knowledge to support this factor may include	Efforts of the Allied armies	<p>5. bombing raids on the German economy helped to devastate the industrial capacity of Germany</p> <p>6. the combined efforts of the US, Canadian and British forces in the D-Day landings helped to push back the German Army from the west</p>	Resources	<p>7. the combined industrial output of the USA, Soviet Union and the British Empire was much larger than that of the Axis powers meaning the Allies could supply more armaments to their forces</p> <p>8. British and American lend-lease aid helped Russia from 1942 onwards ensuring there was enough food, raw materials and engineering equipment to help the Russian Army continue to fight</p>	
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## Section 3 – European and World Contexts

### PART J – The Cold War, 1945–1989

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
87.			<p>Candidates can be credited in a number of ways up to a <b>maximum of 6 marks</b>. Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include</b></p> <ol style="list-style-type: none"> <li>1. ideological conflict between communism and capitalism caused tension</li> <li>2. the only thing that kept America and the Soviet Union together was over (defeating Germany and Japan in the Second World War)</li> <li>3. the Americans had developed the atomic bomb in secret and this angered/worried the Soviet Union</li> <li>4. disagreements over Eastern Europe at Potsdam (for example Poland)</li> <li>5. Soviet troops were occupying most of Eastern Europe and this caused tension</li> <li>6. Soviet suspicions over the Marshall Plan's intentions</li> <li>7. Truman, the new American President, was more Anti-Communist than Roosevelt had been</li> <li>8. an arms race developed causing further tension/intensifies after the Soviets detonated an atomic bomb in 1949</li> <li>9. tension caused by proxy wars (for example Korea)</li> <li>10. <b>any other valid reason.</b></li> </ol>

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88.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks</b>. Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p>A <b>maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	Examples of aspects of the source and relevant comments										
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>1. the Soviets were concerned that Hungary could join the Western camp</li> <li>2. the Soviets feared that democratic elections in Hungary would see a rejection of communist rule</li> <li>3. the Soviets worried that other countries would follow the example of Hungary and they would lose control of Eastern Europe</li> <li>4. Soviets moved quickly to take advantage of Western hesitancy (USA/Britain/France distracted by Suez)</li> <li>5. <b>any other valid point of omission.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
89.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their identification of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points which may be identified from the source include</b></p> <ol style="list-style-type: none"> <li>1. the Vietcong, who had to rely on surprise attacks before quickly disappearing</li> <li>2. the Vietcong made full use of the Ho Chi Minh trail to supply their armies with weapons</li> <li>3. lots of landmines were laid in front of the advancing American troops</li> <li>4. the Vietcong placed their bases in swamps and forests to make it difficult for the American forces to locate them</li> </ol> <p><b>Possible points of significant omission may include</b></p> <ol style="list-style-type: none"> <li>5. 'Hanging onto the belts' of the Americans – staying so close to the Americans so they could not use air or artillery backup without killing their own men</li> <li>6. use of booby traps</li> <li>7. mingling in with peasants to prevent identification</li> <li>8. the Tet Offensive was an attack on South Vietnamese cities</li> <li>9. use of tunnels</li> <li>10. use of heavy machine guns to target American helicopters</li> <li>11. <b>any other valid point of significant omission.</b></li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
90.			<p>Candidates can be credited in a number of ways <b>up to a maximum of 9 marks</b>. Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p><b>Up to 5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. If <b>only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. A <b>further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"><li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li><li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li><li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li><li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li></ul>	9	Possible factors	Key points of knowledge to support this factor may include
					Cost of the arms race	<ol style="list-style-type: none"><li>1. many in the Soviet Union believed it simply could not match the spending of the USA/growing unrest over living conditions in Soviet Union</li><li>2. there was a demand in the USA for money to be used to tackle social and economic problems/USA had concerns over the heavy financial burden of Vietnam</li><li>3. the price of oil rocketed in the 1970s and both superpowers experienced economic problems</li><li>4. there was concern in the Soviet Union as the Five Year Plans of 1966-70 failed to reach their objectives</li></ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question									
					<table><tr><th>Possible factors</th><th>Key points of knowledge to support this factor may include</th></tr><tr><td>Mutually Assured Destruction</td><td><p>5. both sides had built roughly the same amount of ICBMs/it seemed there could be no clear winner in the arms race</p><p>6. both sides had come to the brink of nuclear war in the 1960s (for example the Cuban missile crisis)</p><p>7. the development of ABMs increased the likelihood of a first strike if compromise was not reached</p></td></tr><tr><td>Strategic objectives</td><td><p>8. the Soviets wanted to prevent a possible Sino-American alliance</p><p>9. the Americans hoped that with better relations the Soviets might restrain North Vietnam</p><p>10. the Americans wanted to exploit better relations to end the war in Vietnam</p><p>11. the Soviets hoped for better relations with Western Europe, perhaps detaching them from the USA</p></td></tr><tr><td>Other factors</td><td>12.any other valid point.</td></tr></table>	Possible factors	Key points of knowledge to support this factor may include	Mutually Assured Destruction	<p>5. both sides had built roughly the same amount of ICBMs/it seemed there could be no clear winner in the arms race</p> <p>6. both sides had come to the brink of nuclear war in the 1960s (for example the Cuban missile crisis)</p> <p>7. the development of ABMs increased the likelihood of a first strike if compromise was not reached</p>	Strategic objectives	<p>8. the Soviets wanted to prevent a possible Sino-American alliance</p> <p>9. the Americans hoped that with better relations the Soviets might restrain North Vietnam</p> <p>10. the Americans wanted to exploit better relations to end the war in Vietnam</p> <p>11. the Soviets hoped for better relations with Western Europe, perhaps detaching them from the USA</p>	Other factors	12.any other valid point.	
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[END OF MARKING INSTRUCTIONS]