National
Qualifications
2015

2015 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 <u>always</u> be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.

(b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions unless the candidate has not carried out the correct process.

(c) If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.

(d) i. For credit to be given, points must relate to the question asked. Where candidates give points of knowledge without specifying the context, these should be rewarded unless it is clear that they do not refer to the context of the question.
eg *Some soldiers on the western front suffered from trench foot as they were unable to keep their feet dry.* (**1 mark for knowledge**, even though this does not specify that it relates to the Scottish soldiers)

ii. There are six types of question used in this question paper. Each assesses a particular skill, namely:
A. Describe . . . (KU1)
B. Explain the reasons why . . . (KU2)
C. To what extent . . . (KU3)
D. Evaluate the usefulness of Source . . . (SH1)
E. Compare the views of Sources . . . (SH2)
F. How fully does Source . . . (SH3)

iii. For each of the question types (in ii above), the following provides an overview of marking principles and an example of their application for each question type.

A Questions that ask candidates to *Describe* . . . (5 or 6 marks)
Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.

Up to the total mark allocation for this question of 5 or 6 marks:

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

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

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

B Questions that ask candidates to *Explain the reasons why* . . . (5 or 6 marks)
Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These

should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons. Candidates may provide a number of straightforward reasons or a smaller number of developed reasons, or a combination of these.
Up to the total mark allocation for this question of 5 or 6 marks:

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

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

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

C Questions that ask *To what extent . . .* (8 marks)
Candidates must make a judgement about the extent to which different factors contributed to an event or development, or to its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.

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

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

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

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

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

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

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

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

D Questions that ask candidates to *Evaluate the usefulness of a given source as evidence of . . .* (5 or 6 marks)

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

Up to the total mark allocation for this question of 5 or 6 marks:

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

Example response:

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

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

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

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

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

Example responses:

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

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

F Questions that ask *How fully does a given source explain/describe . . .*(5 or 6 marks)

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

Up to the total mark allocation for this question of 5 or 6 marks:

- candidates should be given **up to 3 marks** for their identification of points from the source that support their judgement; each point from the source should be interpreted rather than simply copied from the source
- candidates should be given **up to 4 marks** for their identification of points of significant omission, based on their own knowledge, that support their judgement

- a maximum of **2 marks** may be given for answers in which no judgement has been made or which refer only to the source

Example response:

Source B explains the reasons why the Liberals introduced their reforms fairly well ***(evidence of judgement)*** *as it mentions their growing fear of the Labour party.* **(1 mark, point from source)** *It mentions specifically the Welsh MPs such as Lloyd George who might lose their seats.* **(1 mark, point from source)** *It also deals with the raising of working class expectations which the new Labour Party might bring.* **(1 mark, point from source)** *However, it fails to mention* ***(evidence of judgement)*** *their genuine concern for the masses which motivated many MPs.* **(1 mark, recall/omission)** *The poor state of health among volunteers for the Boer War had shocked many of them into demanding changes.* **(1 mark, recall/ omission)** *Others, such as Churchill, felt that poverty was holding back Britain's competitiveness as a nation and must be changed.* **(1 mark, recall/omission)**

Marking codes to be used for Question Paper

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

DP – indicates a developed point has been credited

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

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

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

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

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

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

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

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

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

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

AUT – indicates an evaluative comment has been made on the authorship of the source (useful in SH1)

TYP – indicates an evaluative comment has been made on the type of source (useful in SH1)

PUR – indicates an evaluative comment has been made on the purpose of the source (useful in SH1)

TIM – indicates an evaluative comment has been made on the origin/timing of the source (useful in SH1)

CON – indicates an evaluative comment has been made on the content of the source (useful in SH1)

SOM – indicates a point of significant omission has been made in relating to 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 is not valid (useful in SH2)

J – indicates that the required judgement has been made (useful in KU3 and SH3)

SR - 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)

Detailed Marking Instructions for each question

Section 1, Part A, The Wars of Independence, 1286-1328

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td>1.</td><td></td><td></td><td>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.

Up to the total mark allocation for this question:
• 1 mark should be given for each simple point of comparison
• a second mark should be given to each developed point of comparison.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</td><td>4</td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given 1 mark.
A developed comparison of the points of detail or overall viewpoint should be given 2 marks. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.

Possible points of comparison may include:

<table>
<tr><th>Source A</th><th>Source B</th></tr>
<tr><td colspan="2">Overall:
The sources agree that Edward wanted to unite the kingdoms through marriage/the sources disagree over his methods</td></tr>
<tr><td>His aim was to unite the kingdoms with a marriage treaty</td><td>This marriage would mean a union of the kingdoms</td></tr>
<tr><td>Edward had secretly asked the Pope’s permission for the marriage before any terms had been discussed with the Scots</td><td>Edward asked for Scottish representatives to be present before any negotiations began</td></tr>
<tr><td>He plotted to arrange the marriage of his son to Scotland’s infant queen, Margaret, Maid of Norway</td><td>Erik, King of Norway, father of Margaret the Maid, sent messengers to him to suggest her possible marriage with Edward’s son</td></tr>
</table>
</td></tr>
</table>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.			Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these. Up to the total mark allocation for this question: • **1 mark** should be given for each accurate relevant point of knowledge • **a second mark** should be given for any point that is developed.	**5**	*Candidates can be credited in a number of ways* ***up to a maximum of 5 marks****.* *They may take different perspectives on the events and may describe a variety of different aspects of the events.* **1 mark** should be given for each accurate relevant key point of knowledge. **A second mark** should be given for each point that is developed, up to a maximum of **5 marks**. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these. **Possible points of knowledge may include:** 1. Edward had mustered a very large army for the invasion 2. Edward had ships waiting to enter the harbour and attack 3. Edward gave the inhabitants three days to surrender 4. the castle garrison surrendered without reprisal 5. the townspeople refused to surrender/mocked Edward's offer of surrender 6. three of Edward's ships ran aground and were burned by the townspeople 7. Edward's troops were sent in to take the town 8. there was little resistance to the attack 9. the townspeople were slaughtered/the slaughter lasted for three days 10. thirty Flemish merchants fired arrows at the English/were burned to death in the Red Hall 11. the town was burned to the ground 12. **any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.			Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development. Candidates should be given **up to 3 marks** for their identification of points from the source that supports their judgement. Each point from the source needs to be interpreted rather than simply copied from the source. 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.**	**6**	*Candidates can be credited in a number of ways* ***up to a maximum of 6 marks.*** Candidates must make an overall judgement about how fully the source explains the events. **1 mark** may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve **up to 3 marks** for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given each point needs to be discretely mentioned in terms of the question. **A maximum of 2 marks may be given for answers which refer only to the source.** **Possible points which may be identified in the source include:** 1. Bruce destroyed castles in Inverness and Nairn 2. Bruce could not spare men to defend castles from attack. 3. Douglas recaptured his own castle in the south (and burned it down) 4. lack of siege engines forced Bruce to use other methods. **Possible points of significant omission may include:** 1. castles that were destroyed could not later be used against him by his enemies 2. Douglas burned all the stores with the English garrisons' bodies in his castle – the 'Douglas Larder' 3. Perth castle was captured by Bruce's men wading across the river at night/scaled riverside wall at night with ladders 4. Roxburgh castle was captured by Bruce's men hiding among cattle at dusk to get close to walls/used rope ladders at night to scale walls and open gates 5. Linlithgow castle was captured by jamming the gate and portcullis with a haycart/men were hidden in the cart to fight till reinforcements arrived

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					6. Edinburgh castle was captured with a daring climb up the rock face/ diversionary attack on other side 7. Stirling, Bothwell and Berwick castles were recaptured later 8. **any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)**

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
4.			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, a smaller number of developed reasons, or a combination of these. Up to the total mark allocation 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.	**5**	*Candidates can be credited in a number of ways* ***up to a maximum of 5 marks.*** **Candidates must show a causal relationship between events.** Up to a **maximum of 5 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these. **Possible reasons may include:** 1. there was no battle plan as Edward did not think the Scots would fight 2. the English were overconfident due to their superior numbers 3. Edward did not take charge himself but appointed favourites to key commands, causing resentment 4. Edward ignored warnings not to attack across Bannockburn 5. marshy ground not suitable for heavy cavalry or infantry 6. there was confusion among the commanders about attacking the Scots on the first day/whether the battle was to take place that day 7. de Bohun charged Bruce without being ordered to and his defeat contributed to lowered morale among the English 8. English commanders argued among themselves and were forced to retreat on the first day of the battle by Scottish pikemen 9. Edward moved his army to the Carse during the night, so they were tired 10. the commanders did not learn from the forced retreat against the Scots pikemen on the first day of the battle so repeated the same mistake/cavalry made no headway against schiltrons 11. the English army was badly positioned 12. the English footsoldiers/archers/cavalry had no room to manoeuvre 13. huge numbers became a handicap when they attempted to retreat across the Bannockburn 14. **any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

Section 1, 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
5.			Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these. Up to the total mark allocation for this question: • **1 mark** should be given for each accurate relevant point of knowledge • **a second mark** should be given for any point that is developed.	**5**	*Candidates can be credited in a number of ways* ***up to a maximum of 5 marks****.* *They may take different perspectives on the events and may describe a variety of different aspects of the events.* **1 mark** should be given for each accurate relevant key point of knowledge. **A second mark** should be given for each point that is developed, up to a maximum of **5 marks**. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these. **Possible points of knowledge may include:** 1. the Scots broke the Treaty of Greenwich which stated that Mary would marry Edward, Henry VIII's son 2. Henry VIII ordered the Earl of Hertford to invade Scotland and burn Edinburgh 3. the English attacked Scotland and destroyed abbeys/towns in the south of Scotland 4. Henry VIII encouraged the assassination of Cardinal Beaton 5. Battle of Pinkie Cleugh 1547 – large Scottish army defeated 6. the Palace of Holyrood in Edinburgh was looted/large parts of Edinburgh were burned 7. the pier at Leith in Edinburgh was destroyed 8. Berwick upon Tweed was attacked and burned 9. Scots received help from the French who sent a force to Edinburgh in 1548 10. Treaty of Haddington was signed by the Scots and French which agreed Mary would marry the heir to the French throne 11. Mary was sent to France for protection **12. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

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Up to the total mark allocation for this question:
• 1 mark should be given for each simple point of comparison
• a second mark should be given to each developed point of comparison.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</td><td>4</td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

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A developed comparison of the points of detail or overall viewpoint should be given 2 marks. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.

Possible points of comparison may include:

<table>
<tr><th>Source A</th><th>Source B</th></tr>
<tr><td colspan="2">Overall:
The sources agree that Darnley and a group of nobles entered Mary’s chamber uninvited/ killed Riccio</td></tr>
<tr><td>Suddenly, Darnley forced his way into the chamber with a large group of followers</td><td>Darnley unexpectedly appeared with a group of armed nobles, including Lord Ruthven, and burst into Mary’s chamber</td></tr>
<tr><td>One of the intruders held Mary back and a pistol was pointed towards her pregnant belly</td><td>Mary, who was pregnant, could not do anything because she had been seized and had a gun pointed to her stomach</td></tr>
<tr><td>He was then dragged from the room and stabbed many times</td><td>Riccio was then pulled out of the room and stabbed over 50 times</td></tr>
</table>
</td></tr>
</table>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
7.			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, a smaller number of developed reasons, or a combination of these. Up to the total mark allocation 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.	**5**	*Candidates can be credited in a number of ways* ***up to a maximum of 5 marks****.* **Candidates must show a causal relationship between events.** Up to a **maximum of 5 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these. **Possible reasons may include:** 1. Mary was implicated in the murder of her husband, Lord Darnley which put pressure on her to abdicate 2. her marriage to Bothwell cast further suspicion on Mary 3. Mary allowed Bothwell to prevent a fair investigation into the death of Darnley which angered many 4. Mary was forced to abdicate because Protestant Lords wanted her infant son on the throne 5. her half-brother Moray forced Mary to abdicate so he could become regent 6. Mary was unpopular as some objected to being ruled by a female monarch 7. military defeats forced Mary to abdicate eg Carberry Hill **8. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
8.			Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development. Candidates should be given **up to 3 marks** for their identification of points from the source that supports their judgement. Each point from the source needs to be interpreted rather than simply copied from the source. 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.**	**6**	*Candidates can be credited in a number of ways* ***up to a maximum of 6 marks****.* Candidates must make an overall judgement about how fully the source explains the events. **1 mark** may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve **up to 3 marks** for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given each point needs to be discretely mentioned in terms of the question. **A maximum of 2 marks may be given for answers which refer only to the source.** **Possible points which may be identified in the source include:** 1. she learned that the trial would be held even in her absence 2. Mary defended herself/not allowed to call witnesses 3. Mary was not even allowed to consult any documents during her trial 4. she knew she would be found guilty because it was too great a risk to let her live **Possible points of significant omission may include:** 1. Mary was arrested in September 1586 and held at Fotheringay Castle until her trial 2. Mary was implicated in a number of plots against Elizabeth eg Babington Plot, 1586 3. Mary was charged with treason 4. Mary was denied legal counsel 5. Mary claimed that she could not be accused of treason because she was not an English subject 6. Mary was convicted on 25 October 1586 and sentenced to death 7. Mary was beheaded on 8 February 1587 at Fotheringay Castle

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					8. any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)

Section 1, 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
9.			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, a smaller number of developed reasons, or a combination of these. Up to the total mark allocation 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.	**5**	*Candidates can be credited in a number of ways* ***up to a maximum of 5 marks.*** **Candidates must show a causal relationship between events.** Up to a **maximum of 5 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these. **Possible reasons may include:** 1. many in Scotland were angry that the Navigation Acts prevented Scotland trading with English colonies 2. there was a feeling that the English had not done enough to help Scotland during the Ill Years of the 1690s 3. Scots were angry as they felt the Darien scheme had been sabotaged by William as it went against English interests 4. Scots' loyalties were considered suspect by the English after the Jacobite rebellion of 1689 5. Scots were angry that the English Parliament passed the succession to Sophia of Hanover without consulting the Scottish Parliament 6. the English were angry at Scottish legislation such as the Act of Security/ Act Anent Peace and War 7. the English were angry over the execution of Captain Green of the Worcester 8. **any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
10.			Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development. Candidates should be given **up to 3 marks** for their identification of points from the source that supports their judgement. Each point from the source needs to be interpreted rather than simply copied from the source. 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.**	**6**	*Candidates can be credited in a number of ways* ***up to a maximum of 6 marks****.* Candidates must make an overall judgement about how fully the source explains the events. **1 mark** may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve **up to 3 marks** for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given each point needs to be discretely mentioned in terms of the question. **A maximum of 2 marks may be given for answers which refer only to the source.** **Possible points which may be identified in the source include:** 1. the supporters of Union were clear that it would help Scotland to become richer in the future 2. many Protestants argued that the main advantage of Union would be securing the Protestant Succession 3. they also pointed out that the English had made it clear they would respect the independence of the Church of Scotland 4. it was also pointed out that if Union was rejected England might simply invade and take over anyway **Possible points of significant omission may include:** 1. Union would guarantee the Scots access to trade with English colonies 2. Union would guarantee security against Catholic France 3. Union would see Darien investors compensated through the Equivalent 4. Union would end English piracy **5. any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)**

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td>11.</td><td></td><td></td><td>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.

Up to the total mark allocation for this question:
• 1 mark should be given for each simple point of comparison
• a second mark should be given to each developed point of comparison.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</td><td>4</td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given 1 mark.
A developed comparison of the points of detail or overall viewpoint should be given 2 marks. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.

Possible points of comparison may include:

<table>
<tr><th>Source B</th><th>Source C</th></tr>
<tr><td colspan="2">Overall:
Both sources agree that most Scots opposed the Union</td></tr>
<tr><td>Many feared that the proposed Union would lead to a rise in taxes</td><td>It was claimed that after the Union higher taxes would hit all Scots in the pocket</td></tr>
<tr><td>They argued that England was the far bigger country and so would control Scotland</td><td>Many Scots felt that the Union would not be a partnership but a takeover</td></tr>
<tr><td>Some feared for the independence of the Church of Scotland</td><td>Religion was very important to many Scots and they did not want the English to interfere in their Church</td></tr>
</table>
</td></tr>
</table>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
12.			Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these. Up to the total mark allocation for this question: • **1 mark** should be given for each accurate relevant point of knowledge • **a second mark** should be given for any point that is developed.	**5**	*Candidates can be credited in a number of ways* ***up to a maximum of 5 marks****.* *They may take different perspectives on the events and may describe a variety of different aspects of the events.* **1 mark** should be given for each accurate relevant key point of knowledge. **A second mark** should be given for each point that is developed, up to a maximum of **5 marks**. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these. **Possible points of knowledge may include:** 1. there was a growth in smuggling 2. increased taxes (led to attacks on excisemen eg at Ayr in 1714) 3. the Scottish linen industry suffered because of increased taxes 4. the Scottish Privy Council was abolished in 1708 5. led to the Jacobite rebellions of 1708 and 1715 6. led to the 1712 Toleration Act which granted Episcopalians the right to worship freely in Scotland 7. **any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)**

Section 1, Part D, Migration and Empire, 1830-1939

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
13.	Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development. Candidates should be given **up to 3 marks** for their identification of points from the source that supports their judgement. Each point from the source needs to be interpreted rather than simply copied from the source. 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.**	**6**	*Candidates can be credited in a number of ways* ***up to a maximum of 6 marks.*** Candidates must make an overall judgement about how fully the source explains the events. **1 mark** may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve **up to 3 marks** for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given each point needs to be discretely mentioned in terms of the question. **A maximum of 2 marks may be given for answers which refer only to the source.** **Possible points which may be identified in the source include:** 1. many Scots invested money in the Empire and reinvested their profits in Scotland, adding to Scotland's wealth 2. profits were spent in other ways on luxury houses and impressive public buildings which changed the appearance of Scottish cities 3. profits from trade with the Empire were also used to develop chemical industries and textiles, creating even more jobs 4. the Empire provided markets for Scottish coal/employed thousands of miners **Possible points of significant omission may include:** 1. Clyde shipyards produced much of the shipping needed to trade goods and carry passengers to the Empire 2. thousands of railway locomotives were produced in Scotland and exported to India, Canada, New Zealand etc 3. raw materials produced in the Empire were brought to Scotland for processing eg jute to Dundee, sugar to Greenock, cotton to Paisley

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					4. cheap food imports from the Empire eg wheat/Canada, lamb/Australia affected Scots farmers 5. Glasgow thought of itself as the Second City of the Empire/Scotland was known as the 'Workshop of the Empire' 6. provided Scots with jobs abroad as administrators, diplomats, soldiers etc. 7. provided Scots with the opportunity to emigrate abroad to the Empire e.g. Canada, Australia etc.

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
14.			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, a smaller number of developed reasons, or a combination of these. Up to the total mark allocation 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.	**5**	*Candidates can be credited in a number of ways* ***up to a maximum of 5 marks.*** **Candidates must show a causal relationship between events.** Up to a **maximum of 5 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these. **Possible reasons may include:** 1. many small farms/smallholdings disappeared as landowners created large farms, leaving tenants without a livelihood 2. new larger farms were too expensive for most tenant farmers to rent/ buy 3. increased mechanisation in agriculture meant fewer workers were needed 4. skilled craftsmen such as weavers lost their livelihoods when more factories were built 5. trade depressions put many out of work and encouraged them to seek work abroad 6. family, relations wrote letters home telling of better wages, living standards etc. 7. wages in Scotland were low/wages in USA and Canada were higher 8. living conditions in Scottish cities were poor with much overcrowding 9. faster Atlantic crossings on steamships enabled more temporary emigration especially for skilled workers 10. skilled Scottish workers eg engineers/fishermen/stonemasons were in great demand in the colonies 11. countries such as Australia and Canada advertised heavily for Scottish immigrants/sent agents to give talks on emigration 12. cheap or free land was offered in Canada, Australia and New Zealand 13. government schemes encouraged emigration with cheap fares to boost numbers of British settlers in Empire countries 14. **any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
15.			Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these. Up to the total mark allocation for this question: • **1 mark** should be given for each accurate relevant point of knowledge • **a second mark** should be given for any point that is developed.	**5**	*Candidates can be credited in a number of ways* ***up to a maximum of 5 marks****.* *They may take different perspectives on the events and may describe a variety of different aspects of the events.* **1 mark** should be given for each accurate relevant key point of knowledge. **A second mark** should be given for each point that is developed, up to a maximum of **5 marks**. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these. **Possible points of knowledge may include:** 1. gave new settlements/towns Scottish names eg Hamilton, Glendale 2. settled in groups together/helped other Scots immigrants to settle 3. built churches and continued to worship in their traditional ways eg Presbyterian Churches in Australia 4. continued to place emphasis on education/built schools and founded universities 5. continued to speak Gaelic/taught Gaelic to their children 6. formed Caledonian societies/St Andrews societies/Masonic Lodges 7. organised Burns Suppers/ate traditional foods (e.g. haggis) 8. played bagpipes/sang Scottish songs/taught Highland dancing/organised ceilidhs 9. celebrated Tartan Day (Australia)/wore tartan/created new local tartans 10. established Highland Games eg Grandfather Mountain, Maryborough 11. founded golf clubs 12. kept traditions such as Hogmanay/New year's Day holiday 13. researched their ancestry 14. produced magazines with Scottish content 15. Heritage retained Scots martial traditions eg Canadian Scots regiments in WW1 **16. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td>16.</td><td></td><td></td><td>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.

Up to the total mark allocation for this question:
• 1 mark should be given for each simple point of comparison
• a second mark should be given to each developed point of comparison.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</td><td>4</td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given
1 mark.
A developed comparison of the points of detail or overall viewpoint should be given 2 marks. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.

Possible points of comparison may include:

<table>
<tr><th>Source A</th><th>Source B</th></tr>
<tr><td colspan="2">Overall:
The sources agree that Scots made a positive contribution to the development of Australia</td></tr>
<tr><td>Thomas Mitchell from Stirling was the first European to explore the rich lands of Victoria for new settlement</td><td>The Scottish explorer John McDouall Stuart was the first European to cross Australia</td></tr>
<tr><td>Scottish Australia Company was formed in Aberdeen to encourage Scottish investment to businesses in Australia</td><td>Glasgow investors formed the influential New Zealand and Australian Land Company to encourage the wool export trade</td></tr>
<tr><td>Fife-born Sir Peter Russell gave £100,000 to the University of Sydney to develop the study of engineering</td><td>Francis Ormond from Aberdeen gave large sums for setting up the Working Men’s Technical College in Melbourne to support education</td></tr>
</table>
</td></tr>
</table>

Section 1, Part E, The Era of the Great War, 1910-1928

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
17.			Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development. Candidates should be given **up to 3 marks** for their identification of points from the source that supports their judgement. Each point from the source needs to be interpreted rather than simply copied from the source. 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.**	**6**	*Candidates can be credited in a number of ways* ***up to a maximum of 6 marks.*** Candidates must make an overall judgement about how fully the source explains the events. **1 mark** may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve **up to 3 marks** for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given each point needs to be discretely mentioned in terms of the question. **A maximum of 2 marks may be given for answers which refer only to the source.** **Possible points which may be identified in the source include:** 1. the sudden appearance of the new weapon stunned their German opponents 2. early tanks were very slow moving. 3. they often broke down 4. tanks often became stuck in the heavy mud of no man's land. **Possible points of significant omission may include:** 1. they destroyed enemy machine guns/enemy pill boxes (concrete emplacements) 2. were a great life-saver of infantry/gave protection to advancing troops crossing no-man's land 3. raised British morale at crucial period in war. 4. were more effective than an artillery bombardment/allowed element of surprise/short bombardment 5. cross-country mobility allowed them to go over rough ground/no-man's land

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					6. smashed gaps in the barbed-wire 7. able to cross enemy trenches 8. their 6 pounder guns and machine-guns could clear enemy troops out of their trenches 9. their armour meant bullets couldn't stop them 10. could only be stopped by a direct shell hit 11. some initial success at Cambrai 12. their advance was blocked by wide ditches, rivers, canals etc 13. land captured by tanks often lost when Germans counterattacked/tanks could capture land but not hold it. 14. massed tank attacks in 1917 & 1918 helped break German morale and win war 15. **any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)**

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td>18.</td><td></td><td></td><td>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.

Up to the total mark allocation for this question:
• 1 mark should be given for each simple point of comparison
• a second mark should be given to each developed point of comparison.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</td><td>4</td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given 1 mark.
A developed comparison of the points of detail or overall viewpoint should be given 2 marks. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.

Possible points of comparison may include:

<table>
<tr><th>Source B</th><th>Source C</th></tr>
<tr><td colspan="2">Overall: The sources agree the conditions in the trenches were terrible.</td></tr>
<tr><td>poor men in trenches standing in very deep mud</td><td>soldiers had to make their way sometimes through very heavy mud</td></tr>
<tr><td>water is often up to their waists</td><td>thirty yards of waterlogged trench/ chest-deep in water in some places</td></tr>
<tr><td>shells burst all round and shook the place</td><td>the duckboard track was constantly shelled, and in places a hundred yards of it had been blown to smithereens</td></tr>
</table>
</td></tr>
</table>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
19.			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, a smaller number of developed reasons, or a combination of these. Up to the total mark allocation 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.	**5**	*Candidates can be credited in a number of ways* ***up to a maximum of 5 marks****.* **Candidates must show a causal relationship between events.** Up to a **maximum of 5 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these. **Possible reasons may include:** 1. people were unhappy that they could not strike for better working conditions/pay 2. people were upset with censorship of the press/the censorship of private correspondence related to the war 3. people disliked the treatment of/restriction of movement of foreign nationals/many were interned 4. pub owners were unhappy with restrictions on alcohol/limitation of pub opening hours/watering down of alcohol/the effect on their ability to make a living 5. blackouts made it dangerous to get around at night 6. pigeon fanciers resented the complication of having to have a licence to keep their birds/other seemingly trivial restrictions annoyed people (e. g. not being able to fly kites/buy binoculars) 7. people could be fined/arrested/imprisoned for breaking the terms of DORA 8. some resented the restrictions of their civil liberties 9. government took control of land to turn it over to food production, which landowners 10. people resented restrictions on movement around railways and docks 11. other government restrictions were resented (redirection of labour, leaving certificates, conscription, rationing) 12. **any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
20.			Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these. Up to the total mark allocation for this question: • **1 mark** should be given for each accurate relevant point of knowledge • **a second mark** should be given for any point that is developed.	**5**	*Candidates can be credited in a number of ways* ***up to a maximum of 5 marks****.* *They may take different perspectives on the events and may describe a variety of different aspects of the events.* **1 mark** should be given for each accurate relevant key point of knowledge. **A second mark** should be given for each point that is developed, up to a maximum of **5 marks**. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these. **Possible points of knowledge may include:** 1. foreign competition affected industries (such as coal, iron, steel, jute and shipbuilding) 2. downturn in demand affected industries (such as shipbuilding, iron, steel and jute) 3. poor industrial relations was a difficulty 4. high unemployment in certain industries/areas 5. shortages of skilled manpower/materials also led to problems 6. the collapse of foreign markets for herring greatly affected the industry 7. much of the fishing fleet needed to be replaced/compensation was inadequate 8. the price of goods collapsed (the government removed the guaranteed price for herring in 1920/food prices fell) 9. coal industry in decline due to competition from electricity 10. lack of government investment 11. technology was outdated and needed to be improved 12. **any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

Section 2, 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
21.			Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these. Up to the total mark allocation for this question: • **1 mark** should be given for each accurate relevant point of knowledge • **a second mark** should be given for any point that is developed.	**5**	*Candidates can be credited in a number of ways* ***up to a maximum of 5 marks****.* *They may take different perspectives on the events and may describe a variety of different aspects of the events.* **1 mark** should be given for each accurate relevant key point of knowledge. **A second mark** should be given for each point that is developed, up to a maximum of **5 marks**. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these. **Possible points of knowledge may include:** 1. barons took an oath of fealty/promised to be loyal and serve the king 2. barons provided knights for the king's army 3. barons were an important part of the feudal system eg gave land to knights/peasants 4. barons protected those who lived on their land 5. barons were members of the king's council/helped him govern the country 6. barons helped enforce law and order at local level 7. trusted barons became sheriffs and collected fines and taxes for the king 8. barons paid extra tax during times of war **9. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
22.			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, a smaller number of developed reasons, or a combination of these. Up to the total mark allocation 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.	**5**	*Candidates can be credited in a number of ways* ***up to a maximum of 5 marks****.* **Candidates must show a causal relationship between events.** Up to a **maximum of 5 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these. **Possible reasons may include:** 1. Henry felt betrayed by the behaviour of his former close friend eg Becket resigned as chancellor 2. Becket disagreed with Henry over the issue of Criminous Clerks 3. Becket refused to sign the Constitution of Clarendon 4. Henry kept Becket imprisoned for 3 days until the document was signed 5. Becket failed to appear at the Northampton Trial 6. Henry charged Becket with contempt of court 7. Henry humiliated Becket and confiscated his lands/Henry accused him of fraud 8. Becket fled to France without the King's permission 9. Becket appealed to the Pope/continued to defend the rights of the Church 10. Henry refused to give Becket the royal kiss when they met in France 11. Henry asked the Archbishop of York, instead of Becket, to crown his son 12. Becket excommunicated the Archbishop of York and the bishops involved in the coronation 13. **any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
23.			Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development. Candidates should be given **up to 3 marks** for their identification of points from the source that supports their judgement. Each point from the source needs to be interpreted rather than simply copied from the source. 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.**	**5**	*Candidates can be credited in a number of ways* ***up to a maximum of 5 marks****.* Candidates must make an overall judgement about how fully the source explains the events. **1 mark** may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve **up to 3 marks** for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given each point needs to be discretely mentioned in terms of the question. **A maximum of 2 marks may be given for answers which refer only to the source.** **Possible points which may be identified in the source include:** 1. monks were expected to carry out hard physical labour in the field or herb garden 2. well-educated monks studied the bible/spent hours copying and illuminating books 3. monks supported their local community by collecting alms and caring for the poor 4. monks provided the only medical help available at the time, looking after the sick in the monastery's infirmary. **Possible points of significant omission may include:** 1. monks prayed for the souls of the dead 2. monks educated boys/prepared them for a career in the Church 3. monks looked after pilgrims who stayed at the monastery 4. monks were involved in politics eg wrote charters 5. monks ran monastic farms/reared sheep 6. monks were involved in the fishing industry eg built harbour at Arbroath 7. **any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)**

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td>24.</td><td></td><td></td><td>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.

For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.

Up to the total mark allocation 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 points of significant omission.</td><td>5</td><td>Candidates can be credited in a number of ways up to a maximum of 5 marks.

Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.

1 mark should be given for each relevant comment made, up to a maximum of 5 marks in total.
• A maximum of 4 marks can be given for evaluative comments relating to the author, type of source, purpose and timing.
• A maximum of 2 marks may be given for comments relating to the content of the source.
• A maximum of 2 marks may be given for comments relating to points of significant omission.

Examples of aspects of the source and relevant comments:

<table>
<tr><th>Aspect of the source</th><th>Possible comment</th></tr>
<tr><td>Author:
Doctor</td><td>Useful because he was an eyewitness/expert to the symptoms of the Black Death</td></tr>
<tr><td>Type of Source:
Book</td><td>Useful because it will have been well researched</td></tr>
<tr><td>Purpose:
To inform</td><td>Useful because it gives a detailed description of how terrible the symptoms of the Black Death were</td></tr>
<tr><td>Timing:
1350</td><td>Useful because it was written at the time of the Black Death</td></tr>
</table>
</td></tr>
</table>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question

Content	Possible comment
The first sign of death was a swelling called a buboe under the armpit or in the groin	Useful because it gives accurate details of the symptoms of the Black Death
Soon after, the victim began to vomit and developed a fever	Useful because it gives accurate details of the symptoms of the Black Death
This was followed by the appearance of black and purple spots on the arms or thighs	Useful because it provides accurate information on what happened next

Possible points of significant omission may include:

1. victims suffered terrible headaches
2. victims suffered spasms

3. **any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left)**

Section 2, 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
25.			Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these. Up to the total mark allocation for this question: • **1 mark** should be given for each accurate relevant point of knowledge • **a second mark** should be given for any point that is developed.	**5**	*Candidates can be credited in a number of ways* ***up to a maximum of 5 marks****.* *They may take different perspectives on the events and may describe a variety of different aspects of the events.* **1 mark** should be given for each accurate relevant key point of knowledge. **A second mark** should be given for each point that is developed, up to a maximum of **5 marks**. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these. **Possible points of knowledge may include:** 1. no new institutions or government structures were put in place (except that, when parliament met, a royal 'commissioner' represented the King) 2. a postal service was established between Edinburgh and London to keep the King in touch with his government in Edinburgh (the origins of the Royal Mail) 3. James declared himself to be 'King of Great Britain', although for legal reasons, the separate kingdoms of Scotland and England continued to exist 4. King was based in London so rarely visited Scotland after his coronation 5. Scotland was to be ruled by a Privy Council 6. Privy Council ensured the King's will was followed in Scotland 7. Parliament was brought under strict royal control 8. Parliament was run by a small committee called the Committee of Articles (Lords of the Articles) 9. Committee/Lords of the Articles could only suggest new laws for Scotland 10. the King chose the Lords and bishops to become part of the Committee/Lords of the Articles 11. **any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td>26.</td><td></td><td></td><td>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.

For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.

Up to the total mark allocation 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 points of significant omission.</td><td>5</td><td>Candidates can be credited in a number of ways up to a maximum of 5 marks.

Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.

1 mark should be given for each relevant comment made, up to a maximum of 5 marks in total.
• A maximum of 4 marks can be given for evaluative comments relating to the author, type of source, purpose and timing.
• A maximum of 2 marks may be given for comments relating to the content of the source.
• A maximum of 2 marks may be given for comments relating to points of significant omission.

Examples of aspects of the source and relevant comments:

<table>
<tr><th>Aspect of the source</th><th>Possible comment</th></tr>
<tr><td>Author:
King James VI and I</td><td>Useful because it is written by King James himself who had a strong personal belief in the Divine Right of Kings/eyewitness</td></tr>
<tr><td>Type of Source:
Book</td><td>Useful because it has been researched (written specifically to outline the King’s beliefs in Divine Right)</td></tr>
<tr><td>Purpose:
To inform</td><td>Less useful because it is a biased view</td></tr>
<tr><td>Timing:
1598</td><td>Useful because it is written at the time when the King was asserting his belief in the Divine Right of Kings</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>The power of the monarchy is the supreme authority on Earth</td><td>Useful because it accurately outlines the power of the King as being the highest power on earth</td></tr>
<tr><td>It is treason for a King’s subjects to challenge what a King may or may not do</td><td>Useful because it accurately states that the King’s authority cannot be challenged</td></tr>
<tr><td>King is not obliged to follow that law unless he sees fit to do so</td><td>Useful because it accurately illustrates the belief that the King is above earthly law</td></tr>
</table>
Possible points of significant omission may include:

Even if a king behaved badly no one could criticise him, only God could punish him
God bestows on a king the right to rule
The king is not subject to the will of his people, the aristocracy, or any other estate of the realm, including (in the view of some, especially in Protestant countries) the Church
any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left).

</td></tr>
</table>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
27.			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, a smaller number of developed reasons, or a combination of these. Up to the total mark allocation 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.	**5**	*Candidates can be credited in a number of ways* ***up to a maximum of 5 marks.*** **Candidates must show a causal relationship between events.** Up to a **maximum of 5 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these. **Possible reasons may include:** 1. the General Assembly was not allowed to meet which caused resentment 2. resentment at Charles' money raising methods (e.g. Ship Money) 3. Scottish nobles resented Charles' Act of Revocation whereby church lands which had been alienated since 1540 had to be returned to the Crown 4. Charles' coronation in Edinburgh was a High Church ceremony based on Anglican forms and Scottish Presbyterians were suspicious of Anglican ideas 5. Charles demanded that Scottish Ministers accept and use the new English Prayer Book which caused a great deal of resentment and some riots in Edinburgh 6. Scottish clergy opposed Laud's Canons and their requirement to wear gowns and surplices because it seemed too Catholic 7. Bishops were to be introduced into the Scottish Church which was resented by the Scots 8. rejection of the Canons was included in the National Covenant for the Defence of True Religion in 1638 and was signed by thousands because they wanted to protect Scottish religious practices **9. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
28.			Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development. Candidates should be given **up to 3 marks** for their identification of points from the source that supports their judgement. Each point from the source needs to be interpreted rather than simply copied from the source. 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.**	**5**	*Candidates can be credited in a number of ways* ***up to a maximum of 5 marks****.* Candidates must make an overall judgement about how fully the source explains the events. **1 mark** may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve **up to 3 marks** for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given each point needs to be discretely mentioned in terms of the question. **A maximum of 2 marks may be given for answers which refer only to the source.** **Possible points which may be identified in the source include:** 1. the demands in the Nineteen Proposals divided Parliament (between those who supported the Nineteen Proposals and those who thought Parliament had gone too far) 2. Parliament and Charles then began to raise their own armies 3. People were then forced to choose sides **Possible points of significant omission may include:** 1. the King dissolved the parliament in 1640 (Short Parliament) after only 3 weeks 2. activities of the Long Parliament angered the King (e.g. arrest and imprisonment of Archbishop Laud/arrest and imprisonment of Strafford) 3. The Grand Remonstrance in November 1641 divided the House of Commons 4. rumours over the causes of the Irish rebellion in November 1641 angered Protestants who thought the King was behind it 5. attempted arrest of 5 Members of Parliament in January 1642 angered Parliament 6. Parliaments decision to throw Bishops out of the House of Lords in February 1642 divided the House of Commons 7. Parliament took control of the army in March 1642 without the Kings

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					consent 8. **any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)**

Section 2, 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
29.			Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these. Up to the total mark allocation for this question: • **1 mark** should be given for each accurate relevant point of knowledge • **a second mark** should be given for any point that is developed.	**5**	*Candidates can be credited in a number of ways* ***up to a maximum of 5 marks****.* *They may take different perspectives on the events and may describe a variety of different aspects of the events.* **1 mark** should be given for each accurate relevant key point of knowledge. **A second mark** should be given for each point that is developed, up to a maximum of **5 marks**. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these. **Possible points of knowledge may include:** 1. ships sailed from Europe to Africa carrying manufactured goods. 2. ships often departed from/arrived at British ports such as Bristol, Liverpool, occasionally Glasgow. 3. manufactured goods eg guns, alcohol, glass beads, pots and pans were exchanged for slaves. 4. slaves were held in slave factories on the west coast of Africa. 5. slave ships left West Africa carrying slaves to West Indies and the Americas (the Middle Passage). 6. slaves were packed on to ships to maximise profits. 7. conditions on the middle passage were very poor and slaves often died from disease or mistreatment. 8. slaves were usually sold by auction upon arrival in West Indies/America. 9. profits from slave auctions were then invested in sugar, coffee, cotton, tobacco. 10. ships carrying tobacco, sugar, molasses, cotton would sail back across the Atlantic (the Home Run). 11. cotton, tobacco, sugar, coffee could be sold on return to Britain for a large profit. 12. **any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
30.			Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development. Candidates should be given **up to 3 marks** for their identification of points from the source that supports their judgement. Each point from the source needs to be interpreted rather than simply copied from the source. 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.**	**5**	*Candidates can be credited in a number of ways* ***up to a maximum of 5 marks****.* Candidates must make an overall judgement about how fully the source explains the events. **1 mark** may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve **up to 3 marks** for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given each point needs to be discretely mentioned in terms of the question. **A maximum of 2 marks may be given for answers which refer only to the source.** **Possible points which may be identified in the source include:** 1. the slave trade had raised Liverpool from a struggling port to one of the richest and most prosperous trading centres in the world 2. the slave trade provided work in almost every industry in the town 3. slave cotton provided work for the mills of Lancashire 4. merchants made huge profits importing sugar from the Caribbean **Possible points of significant omission may include:** 1. the importation of tobacco was a big part of Glasgow's economy 2. the economy of Glasgow later shifted to the processing of sugar imported from the West Indies 3. jobs were provided in many industries: shipbuilding, rope making, dock work, banking, finance, sailors 4. profits from the slave trade were invested in British Industry 5. wealthy colonial families built huge mansions in many British cities. 6. the profits from the slave trade were invested in the development of British towns and cities 7. many important civic buildings in British cities were constructed using the profits of the slave trade

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					8. any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td>31.</td><td></td><td></td><td>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.

For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.

Up to the total mark allocation 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 points of significant omission.</td><td>5</td><td>Candidates can be credited in a number of ways up to a maximum of 5 marks.

Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.

1 mark should be given for each relevant comment made, up to a maximum of 5 marks in total.
• A maximum of 4 marks can be given for evaluative comments relating to the author, type of source, purpose and timing.
• A maximum of 2 marks may be given for comments relating to the content of the source.
• A maximum of 2 marks may be given for comments relating to points of significant omission.

Examples of aspects of the source and relevant comments:

<table>
<tr><th>Aspect of the source</th><th>Possible comment</th></tr>
<tr><td>Author:
Written by a modern historian</td><td>Useful because he would have carried out research/studied the topic</td></tr>
<tr><td>Type of Source:
a history book</td><td>Useful as it is likely to contain relevant and accurate information</td></tr>
<tr><td>Purpose:
to inform people about the impact of the slave trade on the Caribbean island of Barbados</td><td>Less useful as it only informs us about one of the Caribbean islands.</td></tr>
<tr><td>Timing:
1987</td><td>Useful because it is a secondary source, written a long time after the end of the slave trade/slavery in the Caribbean with the benefit of hindsight.</td></tr>
</table>
</td></tr>
</table>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question

Content	Possible comment
The Caribbean island of Barbados was transformed by slave trade/ small farms replaced by large plantations	Useful because it accurately describes the changes brought to Barbados by the slave trade
The beautiful wilderness was slowly but surely cleared of its native people and its vegetation	Useful because it accurately shows the damage to the island and its native people
Plantations were the work place and final resting place of armies of African slaves	Useful because it accurately shows the scale of the suffering involved in the slave trade

Possible points of significant omission may include:

1. many other Caribbean islands such as Jamaica were also affected in a similar way
2. many of the native people were killed by the white settlers, or died from disease
3. as well as plantations, factories were also set up on the islands to refine the sugar

4. **any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
32.			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, a smaller number of developed reasons, or a combination of these. Up to the total mark allocation 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.	**5**	*Candidates can be credited in a number of ways* ***up to a maximum of 5 marks****.* **Candidates must show a causal relationship between events.** Up to a **maximum of 5 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these. **Possible reasons may include:** 1. life on the plantations was controlled by very strict laws or codes 2. many of the islands were small and there was little hope of fleeing the island 3. it was difficult for slaves with basic weapons to fight back against plantation owners who had guns 4. the brutal treatment of captured slaves acted as a powerful deterrent to other slaves 5. captured slaves would often be put to death/subject to horrific punishments/mutilation 6. plantation owners offered large rewards for the capture of escaped slaves 7. escaped slaves could easily be identified by brandings or lack of legal papers 8. plantation owners used bounty hunters/bloodhounds to track down runaway slaves 9. **any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

Section 2, Part D, Changing Britain, 1760-1900

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
33.			Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development. Candidates should be given **up to 3 marks** for their identification of points from the source that supports their judgement. Each point from the source needs to be interpreted rather than simply copied from the source. 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.**	**5**	*Candidates can be credited in a number of ways* ***up to a maximum of 5 marks****.* Candidates must make an overall judgement about how fully the source explains the events. **1 mark** may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve **up to 3 marks** for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given each point needs to be discretely mentioned in terms of the question. **A maximum of 2 marks may be given for answers which refer only to the source.** **Possible points which may be identified in the source include:** 1. spinning improved by the invention of the Spinning Jenny/could spin eight threads at once 2. Arkwright's Water Frame used water power and made much better thread than the Spinning Jenny 3. steam engine was easy to use in factories 4. steam engine meant that factories did not have to be built near fast-running water for power supply **Possible points of significant omission may include:** 1. Crompton's Mule combined ideas of Spinning Jenny and Water Frame/made high quality thread 2. Arkwright developed Carding Engine in 1770s 3. flax spinner developed in 1780s 4. weaving greatly improved by invention of the Power Loom (in 1785) 5. Power Loom now meant that weaving as well as spinning could be done in factories.

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					6. many handloom weavers were made unemployed when weaving was mechanised/wages of workers fell 7. machine/cylinder printing used to print patterns on to finished cloth 8. technological inventions meant that one person or even a child could now do the work of many people 9. technology meant that there were huge numbers of textile mills built in Britain 10. **any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
34.			Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these. Up to the total mark allocation for this question: • **1 mark** should be given for each accurate relevant point of knowledge • **a second mark** should be given for any point that is developed.	**5**	*Candidates can be credited in a number of ways* ***up to a maximum of 5 marks****.* *They may take different perspectives on the events and may describe a variety of different aspects of the events.* **1 mark** should be given for each accurate relevant key point of knowledge. **A second mark** should be given for each point that is developed, up to a maximum of **5 marks**. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these. **Possible points of knowledge may include:** 1. young children worked as trappers/opening and closing trap doors (to help circulate air around the mine) 2. women and teenagers worked as putters/drawers/pushing or pulling carts of coal along 3. dangerous as carts could run over fingers/toes/knock workers over 4. women worked as bearers/carried coal to the surface in baskets on their backs 5. dangerous as ladders slippery/coal could fall out of baskets/baskets very heavy 6. men worked as hewers cutting coal by hand with picks and shovels 7. danger of cave-ins 8. danger of flooding 9. danger of explosions (explosive gasses/fire damp) 10. danger of suffocation (suffocating gasses/choke damp) 11. lack of adequate ventilation 12. risks of falls down the shaft 13. safety lamps were available, but lighting was poor 14. long working hours 15. it was very hot in the mines 16. **any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td>35.</td><td></td><td></td><td>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.

For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.

Up to the total mark allocation 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 points of significant omission.</td><td>5</td><td>Candidates can be credited in a number of ways up to a maximum of 5 marks.

Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.

1 mark should be given for each relevant comment made, up to a maximum of 5 marks in total.
• A maximum of 4 marks can be given for evaluative comments relating to the author, type of source, purpose and timing.
• A maximum of 2 marks may be given for comments relating to the content of the source.
• A maximum of 2 marks may be given for comments relating to points of significant omission.

Examples of aspects of the source and relevant comments:

<table><tr><th>Aspect of the source</th><th>Possible comment</th></tr><tr><td>Author:
Railway inspector</td><td>Useful as eyewitness experience of working on the railways</td></tr><tr><td>Type of Source:
Book</td><td>Useful because it will have been well researched/based on expert knowledge</td></tr><tr><td>Purpose:
To inform readers of changes in railway travel</td><td>Useful as it is balanced/an honest personal reflection</td></tr><tr><td>Timing:
1870</td><td>Useful because it was written at the time of improvements in railway travel</td></tr></table></td></tr>
</table>

Content	Possible comment
Third-class carriages were often little different from basic cattle trucks	Useful as it is accurate, third class carriages were little more than boxes.
For a considerable time they were completely open and had no seats	Useful as it is accurate/third-class carriages were open/had no roof
First and second class carriages were covered and had seating/the luggage of the passengers was packed on top of the carriages	Useful as it is accurate/second and first-class carriages did have roofs/luggage was stored on top

Possible points of significant omission may include:

1. carriages modelled on stage-coaches
2. third-class carriages were covered by law after the 1844 Railway Act
3. parliamentary trains/cheap fares introduced after the 1844 Railway Act
4. later corridors added to trains
5. later additions included sleeping and buffet cars
6. railway travel considerably cheaper/more comfortable than road travel
7. platforms made train travel safer
8. continuous brakes/brakes on carriages made train travel safer
9. improved signalling made train travel safer
10. as railway network developed it was possible to travel to nearly every town or city by train/made leisure trips/holidays easier
11. rail travel faster than other forms of transport

12. **any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left)**

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
36.			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, a smaller number of developed reasons, or a combination of these. Up to the total mark allocation 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.	**5**	*Candidates can be credited in a number of ways* ***up to a maximum of 5 marks****.* **Candidates must show a causal relationship between events.** Up to a **maximum of 5 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these. **Possible reasons may include:** 1. immunisation and vaccination campaigns led to decline of killer diseases such as smallpox/made compulsory 1853 2. anaesthetics improved surgical survival rates 3. antiseptics reduced deaths from infection 4. more fresh food was available due to railways so diet improved/people more resistant to disease 5. improved working conditions led to fewer accidents 6. Public Health Acts gave local authorities the powers to improve social conditions 7. clean water supplies meant the eradication of water borne diseases e.g. Cholera 8. new reservoirs built in the countryside to supply large towns/cities meant improved hygiene 9. town councils took responsibility for piping fresh water supplies which enabled people to keep clean 10. cleaner streets reduced the spread of vermin 11. improved sewerage systems/proper drainage reduced spread of germs/diseases 12. impact of Housing Acts/destruction of slum properties provided better standards of housing so reducing overcrowding and the spread of disease 13. flushing toilets improved sanitation 14. more hospitals helped to treat more people/reduce spread of disease 15. wash houses and public baths introduced in 1878 which improved personal hygiene

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					16. cheaper soap available improving hygiene 17. cheap cotton clothing was easier to wash which improved personal hygiene 18. improved food standards reduced illness caused by adulterated food 19. by 1900 milk could be sterilised which reduced risk of illness caused by contaminated milk 20. **any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left)**

Section 2, 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
37.			Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these. Up to the total mark allocation for this question: • **1 mark** should be given for each accurate relevant point of knowledge • **a second mark** should be given for any point that is developed.	**5**	*Candidates can be credited in a number of ways* ***up to a maximum of 5 marks****.* *They may take different perspectives on the events and may describe a variety of different aspects of the events.* **1 mark** should be given for each accurate relevant key point of knowledge. **A second mark** should be given for each point that is developed, up to a maximum of **5 marks**. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these. **Possible points of knowledge may include:** 1. School Medical Inspections were introduced in 1907 2. local councils received grants to provide medical treatment for the poor (school clinics were introduced in 1912) 3. Liberals introduced national insurance for sickness/National Insurance Act (Part 1) 4. contributory scheme/workers, employers and state paid into the scheme 5. government tried to sell the scheme with the slogan '9d for 4d' 6. compulsory for all workers who earned under £160 per year 7. contributions were recorded by stamps on cards 8. insured workers received benefits when they were off sick (10 shillings per week for 26 weeks/5 shillings a week after that until fit to return to work) 9. free medical treatment and medicine for insured workers 10. sanatorium treatment for those suffering from TB 11. National Insurance covered wage-earners, but not their families 12. (Workmen's Compensation Act) provided compensation for workers injured or made ill through work 13. workers entitled to half of their salary until they were fit to return to work 14. **any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)**

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td>38.</td><td></td><td></td><td>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.

For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.

Up to the total mark allocation 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 points of significant omission.</td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 5 marks.

Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.

1 mark should be given for each relevant comment made, up to a maximum of 5 marks in total.
• A maximum of 4 marks can be given for evaluative comments relating to the author, type of source, purpose and timing.
• A maximum of 2 marks may be given for comments relating to the content of the source.
• A maximum of 2 marks may be given for comments relating to points of significant omission.

Examples of aspects of the source and relevant comments:

<table><tr><th>Aspect of the source</th><th>Possible comment</th></tr><tr><td>Author:
Book based on author’s own life/autobiographical</td><td>Useful as eyewitness account</td></tr><tr><td>Type of Source:
Book</td><td>Useful because it will have been well researched/based on personal experience</td></tr><tr><td>Purpose:
To inform readers of the benefits of pensions</td><td>Useful as it is an honest personal reflection</td></tr><tr><td>Timing:
Published in 1939, over 30 years after the events it describes</td><td>Less useful as details may have been forgotten/author may selectively remember the facts or useful because it has the benefit of hindsight</td></tr></table></td></tr>
</table>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question

Content	Possible comment
Pensions transformed the life of the old	Useful as it is accurate that pensions did make a real difference to many/Less useful as an exaggeration. Pensions helped those who were entitled, but limited.
Pensioners were relieved of anxiety and were suddenly rich	Useful as it is accurate that pensions did relieve anxiety for many of the elderly poor/Less useful as exaggeration Pension amount was very small.
Pensioners were grateful/tears of gratitude/God bless that Lord George	Useful as it is accurate that pensioners were grateful/pensions helped to keep some of the elderly poor out of the workhouse

Possible points of significant omission may include:

1. amount of pensions – between 1s and 5s on a sliding scale/7s 6d for a married couple
2. who was entitled to pensions – over 70s
3. pensions were non-contributory
4. collection at the Post Office removed the stigma of Poor Relief
5. exemptions – those who had been in prison within last ten years/those who had habitually failed to work
6. pensions were not intended to provide subsistence
7. pensions did keep many of the elderly poor out of the workhouse

8. **any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
39.			Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development. Candidates should be given **up to 3 marks** for their identification of points from the source that supports their judgement. Each point from the source needs to be interpreted rather than simply copied from the source. 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.**	**5**	*Candidates can be credited in a number of ways* ***up to a maximum of 5 marks.*** Candidates must make an overall judgement about how fully the source explains the events. **1 mark** may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve **up to 3 marks** for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given each point needs to be discretely mentioned in terms of the question. **A maximum of 2 marks may be given for answers which refer only to the source.** **Possible points which may be identified in the source include:** 1. tackling one of the five giants wouldn't do much good; the government would have to tackle them all 2. there should be a welfare system that would look after people from the 'cradle to the grave' 3. there should be a comprehensive social security system, providing benefits for the unemployed, the sick, the elderly and widows 4. advised the government to adopt a policy of full employment **Possible points of significant omission may include:** 1. explanation of what the 'five giants' were 2. National Health Service to tackle disease 3. family allowances to tackle poverty/want 4. System of national insurance to tackle want 5. standard weekly national insurance payments were to be made by all workers 6. payments to be made at a standard rate, without a means test 7. unemployment benefit to be paid for an indefinite period 8. Reform of the education system/raising of school leaving age to tackle

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					ignorance 9. House-building/slum clearance to tackle squalor 10. **any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)**

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
40.			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, a smaller number of developed reasons, or a combination of these. Up to the total mark allocation 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.	**5**	*Candidates can be credited in a number of ways* ***up to a maximum of 5 marks****.* **Candidates must show a causal relationship between events.** Up to a **maximum of 5 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these. **Possible reasons may include:** 1. by time of 1951 election still a shortage of (750,000) homes/(750,000) fewer houses than households 2. massive destruction/bombing of Second World War had created a huge housing shortage 3. great deal of slum housing still existed 4. post-war marriage and baby boom added to pressure for housing 5. shortage of building materials 6. shortage of skilled labour 7. Bevan given Ministry of Health and Housing – too much/should have been a separate Ministry of Housing 8. Bevan emphasised quality over quantity/insisted on a high standard for council houses 9. government faced financial restraints/had to prioritise 10. government faced many social problems/scale of problem meant that it would take more than one term to tackle 11. provision of prefab houses as a temporary solution to the housing shortage 12. New towns planned but not built by 1951 (12 planned in Scotland, only 4 built) 13. New towns isolated/lacked proper amenities/destroyed previous communities 14. **any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

Section 3, Part A, The Cross and the Crescent; the Crusades, 1071-1192

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td>41.</td><td></td><td></td><td>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or to its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.

Up to the total mark allocation for this question:
• up to 5 marks can be given for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge
• a further 3 marks can be given for providing the answer in a structured way and coming to a reasoned conclusion.</td><td>8</td><td>Candidates can be credited in a number of ways up to a maximum of 8 marks.

Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion. Up to 5 marks are allocated for relevant points of knowledge used to address the question. 1 mark should be given for each relevant, factual key point of knowledge used to support a factor. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.
<table>
<tr><th>Possible factors may include:</th><th>Relevant, factual, key points of knowledge to support this factor may include:</th></tr>
<tr><td>Religious</td><td>1. the Pope stated that it was the duty of every Christian to help their brothers in the east
2. wanted to protect Christian churches and shrines which had been damaged or destroyed
3. wanted to re-open pilgrim routes to Jerusalem</td></tr>
<tr><td>Political</td><td>4. wanted to heal the schism/unite the Christian Churches
5. wanted to increase his own power/become head of a united Church
6. wanted to demonstrate power of the Church to European rulers eg Dispute with the Holy Roman Emperor</td></tr>
<tr><td>Economic</td><td>7. wanted to re-open trade routes with the east
8. wanted to make money from pilgrims again</td></tr>
<tr><td>Threat of Islam</td><td>9. wanted to stop the spread of Islam in Europe eg Muslims had already conquered part of Spain</td></tr>
</table></td></tr>
</table>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					Other factors: 10. Any other valid point **Up to 3 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:** **1 mark** for the answer being presented in a structured way, with knowledge being organised in support of different factors. **1 mark** given for a conclusion with a valid judgement **or** overall summary. **1 mark** given for a reason being provided in support of the judgement.

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
42.			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, a smaller number of developed reasons, or a combination of these. Up to the total mark allocation 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.	**6**	*Candidates can be credited in a number of ways* ***up to a maximum of 6 marks.*** **Candidates must show a causal relationship between events.** Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these. **Possible reasons may include:** 1. Crusaders were divided eg Guy de Lusignan and Reynald of Chatillon hated each other 2. Crusaders had different ideologies towards the Muslims eg the Hawks and the Doves 3. death of Baldwin IV meant that Jerusalem did not have a strong ruler 4. King Guy made a tactical error by leaving Jerusalem with the Crusader army 5. Crusaders were defeated at the Battle of Hattin 6. Crusaders lacked resources to defend Jerusalem once army defeated 7. Muslims were united under Saladin's leadership making them stronger 8. Saladin's army outnumbered the Crusaders. 9. **any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td>43.</td><td></td><td></td><td>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.

For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.

Up to the total mark allocation 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 points of significant omission.</td><td>6</td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.

1 mark should be given for each relevant comment made, up to a maximum of 6 marks in total.
• A maximum of 4 marks can be given for evaluative comments relating to the author, type of source, purpose and timing.
• A maximum of 2 marks may be given for comments relating to the content of the source.
• A maximum of 2 marks may be given for comments relating to points of significant omission.

Examples of aspects of the source and relevant comments:

<table><tr><th>Aspect of the source</th><th>Possible comment</th></tr><tr><td>Author:
Crusader</td><td>Useful because he was an eyewitness to events</td></tr><tr><td>Type of Source:
Chronicle</td><td>Useful because it was a well-researched record of events</td></tr><tr><td>Purpose:
To persuade people that Richard’s actions were justifiable</td><td>Less useful as clearly biased/author may have exaggerated when describing Saladin’s behaviour</td></tr><tr><td>Timing:
1191</td><td>Useful because it was at the time of the Third Crusade</td></tr></table></td></tr>
</table>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question

Content	Possible comment
Saladin did not pay the ransom agreed for the Muslim hostages/did not return the True Cross to the Crusaders	Useful because it provides accurate details of the negotiations between Richard and Saladin
Saladin attempted to trick King Richard, sending him gifts and treasures/he hoped that Richard would release the Muslims for free	Less useful because it may have exaggerated Saladin's responsibility for the massacre
The next morning the king ordered the Muslims to be led out of the city and beheaded	Useful because it provides accurate details of the massacre

Possible points of significant omission may include:

1. nearly 3,000 Muslim men, women and children were killed
2. some Muslims were beaten
3. some Muslims were killed with an axe or a lance

4. **any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left)**

Section 3, Part B, "Tea and Freedom,": the American Revolution, 1774-83

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
44.			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, a smaller number of developed reasons, or a combination of these. Up to the total mark allocation 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.	**6**	*Candidates can be credited in a number of ways* ***up to a maximum of 6 marks.*** **Candidates must show a causal relationship between events.** Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these. **Possible reasons may include:** 1. the colonists were unhappy with the imposition of laws and taxes which were seen as unjust 2. the passing of the Stamp Act and Townshend Act in 1760s had been very unpopular measures 3. the colonists resented being taxed without representation 4. events such as the Boston Massacre and the Boston Tea Party led to an increase in anti-British feeling among colonists 5. boycott of British goods added to tension 6. the continuing presence of British soldiers in the colonies had caused tension 7. the colonists were further angered by the passing of The Quartering Act 8. some colonists were frustrated that the British were stopping them from moving west 9. some colonists felt that the policies of the British government were damaging trade 10. the First Continental Congress in 1774 had created a feeling of anti – British unity among the leaders of the colonies 11. the colonists started to establish their own armed forces following the First Continental Congress in 1774/Continental Congress declared to be traitors by British Crown meant no going back 12. clashes between British forces and colonists at Lexington and Concord in 1775 led to the outbreak of war

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					13. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td>45.</td><td></td><td></td><td>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.

For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.

Up to the total mark allocation 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 points of significant omission.</td><td>6</td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.

1 mark should be given for each relevant comment made, up to a maximum of 6 marks in total.
• A maximum of 4 marks can be given for evaluative comments relating to the author, type of source, purpose and timing.
• A maximum of 2 marks may be given for comments relating to the content of the source.
• A maximum of 2 marks may be given for comments relating to points of significant omission.

Examples of aspects of the source and relevant comments:

<table>
<tr><th>Aspect of the source</th><th>Possible comment</th></tr>
<tr><td>Author:
Army surgeon</td><td>Useful as he is an eyewitness</td></tr>
<tr><td>Type of Source:
A diary</td><td>Useful as it is likely to give an honest/ accurate description of the condition of the American army/less useful as it only gives information about the American army.</td></tr>
<tr><td>Purpose:
To record the difficulties being faced by the soldiers during the winter of 1777</td><td>Useful because it provides a detailed/ balanced description of the conditions</td></tr>
<tr><td>Timing:
1777</td><td>Useful as it is taken from 1777, during the course of the war</td></tr>
</table>
</td></tr>
</table>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question

Content	Possible comment
The army now begins to grow tired of the continued difficulties they have faced in this winter campaign.	Useful as it gives an accurate and detailed insight into difficulties faced by the colonial army
Poor food, tough living conditions, cold weather, sickness, fatigue, nasty clothes, nasty cookery, the Devil's in it!	Useful as it gives accurate and detailed information on the conditions faced by the American army.
Our men still show a great spirit and morale that is unexpected from such young soldiers.	Useful as it gives an accurate insight into why the Americans were eventually able to win the war.

Possible points of significant omission may include:

1. the American army had suffered a series of setbacks during the winter of 1777 – 1778
2. the Americans had difficulty holding on to their recruits and many would return home after a short period of service
3. conditions were also very difficult for the British as it was difficult to supply an army that was fighting so far from home
4. American soldiers were acclimatised, British found climate difficult

5. **any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td>46.</td><td></td><td></td><td>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or to its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.

Up to the total mark allocation for this question:
• up to 5 marks can be given for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge
• a further 3 marks can be given for providing the answer in a structured way and coming to a reasoned conclusion.</td><td>8</td><td>Candidates can be credited in a number of ways up to a maximum of 8 marks.

Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion. Up to 5 marks are allocated for relevant points of knowledge used to address the question. 1 mark should be given for each relevant, factual key point of knowledge used to support a factor. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.

<table><tr><th>Possible factors may include:</th><th>Relevant, factual, key points of knowledge to support this factor may include:</th></tr><tr><td>Foreign intervention</td><td>1. France provided the colonists with finance
2. France provided the colonists with military assistance – soldiers, gunpowder etc
3. the French attacked British colonies in the Caribbean and elsewhere
4. the French harassed British shipping in the Atlantic
5. Foreign intervention caused Britain to lose its control of the seas
6. Foreign intervention made it more difficult for Britain to reinforce and supply its forces in America
7. Spain distracted Britain by attacking Gibraltar
8. a Franco-Spanish force threatened Britain with invasion in 1779</td></tr></table></td></tr>
</table>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question	
			American strengths:	9. George Washington held the American army together and emerged as a great leader 10. the colonists had greater forces/ American colonies were relatively wealthy and could support an army 11. the colonists were able to call on minutemen when required 12. the colonists knew the terrain better/ used to the climate 13. the colonists often used guerrilla tactics against the British
			British weakness:	14. the British were poorly led 15. the British made tactical errors eg Yorktown, Saratoga 16. the British army was small in number/ British army had a large empire to protect as well as fight the colonists and had to rely on mercenary forces 17. the British soldiers were not properly trained/equipped to cope with terrain and conditions 18. diseases like smallpox affected British much more than Americans. 19. the British never had a clear strategy for winning the war 20. the British were weakened by their reliance on supplies from overseas 21. the British Parliament was not united behind the war effort 22. unlike Americans British had no allies to assist them

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			Other factors: 23. Any other valid point **Up to 3 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:** **1 mark** for the answer being presented in a structured way, with knowledge being organised in support of different factors. **1 mark** given for a conclusion with a valid judgement **or** overall summary. **1 mark** given for a reason being provided in support of the judgement.

Section 3, Part C, USA 1850-1880

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
47.	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, a smaller number of developed reasons, or a combination of these. Up to the total mark allocation 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.	**6**	*Candidates can be credited in a number of ways* ***up to a maximum of 6 marks.*** **Candidates must show a causal relationship between events.** Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these. **Possible reasons may include:** 1. the migration of the buffalo was disturbed (homesteaders/railways) 2. settlers were killing the buffalo 3. settlers spread disease such as cholera among tribes 4. Native Americans were being forced off their traditional/sacred lands 5. Native Americans were signing treaties with the US Government (such as Laramie and Medicine Creek) which were broken 6. Native Americans felt lied to by the US Government 7. Native Americans felt cheated – food was of poor quality or money promised was not paid 8. army attacks such as Sand Creek or Washita River continued to cause resentment 9. Native Americans were being forced to live on reservations which they resented 10. **any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th colspan="2">Specific Marking Instructions for this question</th></tr>
<tr><td>48.</td><td></td><td></td><td>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or to its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.

Up to the total mark allocation for this question:
• up to 5 marks can be given for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge
• a further 3 marks can be given for providing the answer in a structured way and coming to a reasoned conclusion.</td><td>8</td><td colspan="2">Candidates can be credited in a number of ways up to a maximum of 8 marks.

Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion. Up to 5 marks are allocated for relevant points of knowledge used to address the question. 1 mark should be given for each relevant, factual key point of knowledge used to support a factor. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.

<table>
<tr><th>Possible factors may include:</th><th>Relevant, factual, key points of knowledge to support this factor may include:</th></tr>
<tr><td>Lincoln’s election</td><td>1. southerners feared he would abolish slavery
2. some Southern States had not carried his name on ballot papers which angered Republican supporters in the North
3. South Carolina seceded from Union as a result of Lincoln’s election/other states followed
4. rise of the Republican party seen as representing Northern interests which upset the South</td></tr>
<tr><td>Issue of Slavery</td><td>5. South feared economic impact of abolition e.g. loss of cheap labour
6. abolitionist activities caused tension between North and South (‘Uncle Tom’s Cabin’/Underground Railroad)
7. compromise of 1850 had allowed California to be a free state/it also saw the introduction of Fugitive Slave Law – this caused more hostility in the North</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th colspan="2">Specific Marking Instructions for this question</th></tr>
<tr><td></td><td></td><td></td><td></td><td>8</td><td colspan="2">
<table>
<tr><td></td><td>8. raid on Harpers Ferry by John Brown had worried Southern States
9. Dred Scott case concerned many anti-slavery supporters, it allowed the existence of slavery in the Northern States
10. Kansas Nebraska Act allowed popular sovereignty. This led to violence between pro and anti-slavery supporters which heightened tension</td></tr>
<tr><td>Attack on Fort Sumter</td><td>11. the fort was besieged by Confederate troops
12. food supply to the fort was cut off
13. the commander of the fort was warned of an attack
14. the fort was attacked by Confederate troops</td></tr>
<tr><td>Other factors</td><td>15. Any other valid point</td></tr>
</table>
Up to 3 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:

1 mark for the answer being presented in a structured way, with knowledge being organised in support of different factors.
1 mark given for a conclusion with a valid judgement or overall summary.
1 mark given for a reason being provided in support of the judgement.
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td>49.</td><td></td><td></td><td>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.

For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.

Up to the total mark allocation 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 points of significant omission.</td><td>6</td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.

1 mark should be given for each relevant comment made, up to a maximum of 6 marks in total.
• A maximum of 4 marks can be given for evaluative comments relating to the author, type of source, purpose and timing.
• A maximum of 2 marks may be given for comments relating to the content of the source.
• A maximum of 2 marks may be given for comments relating to points of significant omission.

Examples of aspects of the source and relevant comments:

<table><tr><th>Aspect of the source</th><th>Possible comment</th></tr><tr><td>Author:
Officer of the Freedman’s Bureau</td><td>Useful because he was an eyewitness/ expertise</td></tr><tr><td>Type of Source:
Report</td><td>Useful because reports have usually been well researched</td></tr><tr><td>Purpose:
To inform</td><td>Useful because it provides a detailed account of the effects of Reconstruction/ less useful because it is one-sided</td></tr><tr><td>Timing:
1866.</td><td>Useful because it was written shortly after the end of the Civil War</td></tr></table></td></tr>
</table>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question

Content	Possible comment
The freed slaves in Texas have been terrorised by attacks from the desperate men of the local area.	Useful as it is accurate because many attacks did take place on freed slaves after 1865
The murderers dislike the fact that they no longer have control over their former slaves.	Useful as it is accurate because attacks by Southern Whites were an attempt to keep control over the freed slaves
Many of the freedmen are unhappy with their freedom and would prefer to be slaves as it offered them some protection	Useful as it is accurate because some freed slaves did not see a major improvement in their lives after 1865

Possible points of significant omission may include:

1. no mention of the work of the Freedman's Bureau – education/advice
2. no mention of the changes that took place involving freed slaves eg ability to vote
3. led to other ways to keep control over freed slaves e.g. Jim Crow Laws
4. the violence of the Ku Klux Klan towards the freed slaves e.g. lynchings
5. sharecropping was disadvantageous to blacks in the South
6. **any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

Section 3, 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
50.			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, a smaller number of developed reasons, or a combination of these. Up to the total mark allocation 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.	**6**	*Candidates can be credited in a number of ways* ***up to a maximum of 6 marks.*** **Candidates must show a causal relationship between events.** Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these. **Possible reasons may include:** 1. some people felt coalition governments were weak/parties seemed too busy arguing to solve the country's problems 2. many Germans didn't like democracy/longed for the return of the strong leadership of the Kaiser 3. frequent changes of government made it difficult to follow consistent policies 4. appeared to be unable to solve the country's economic problems such as war debt/hyper-inflation 5. six governments in six years in the mid-1920s created an appearance of a weak government 6. it seemed incapable of maintaining order/stopping frequent outbreaks of violence/political assassinations 7. criticised by nationalists for giving in to foreign powers 8. criticised for allowing the French invasion of the Ruhr 9. associated with Germany's defeat in the First World War 10. blamed the Weimar Government for accepting the Treaty of Versailles 11. **any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td>51.</td><td></td><td></td><td>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or to its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.

Up to the total mark allocation for this question:
• up to 5 marks can be given for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge
• a further 3 marks can be given for providing the answer in a structured way and coming to a reasoned conclusion.</td><td>8</td><td>Candidates can be credited in a number of ways up to a maximum of 8 marks.

Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion. Up to 5 marks are allocated for relevant points of knowledge used to address the question. 1 mark should be given for each relevant, factual key point of knowledge used to support a factor. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.

<table>
<tr><th>Possible factors may include:</th><th>Relevant, factual, key points of knowledge to support this factor may include:</th></tr>
<tr><td>Social policies</td><td>1. Nazi youth policy encouraged loyalty
2. Nazi education policy brainwashed the young
3. Nazi policy towards the Jews – first isolate, then persecute and finally destroy created a fear of similar treatment
4. Nazi family policy – Kinder, Kirche, Kuche won support/from tranditionalists
5. subsidised holidays/leisure activities of the Kraft durch Freude programme were popular
6. a Concordat with the Catholic Church was reached/a Reichsbishop was appointed as head of the Protestant churches which limited possible opposition from the churches
7. creation of the national community (Volksgemeinschaft) created a sense of national purpose</td></tr>
</table>
</td></tr>
</table>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question	
			Economic policies	8. Nazi economic policy/German labour Front attempted to deal with economic ills affecting Germany, especially unemployment and won support 9. Nazis began a massive programme of public works; work of Hjalmar Schacht providing jobs, which won support
		8	**Propaganda**	10. use of Nuremburg Rallies inspired loyalty 11. use of radio ensued that the Nazi message was widely spread 12. Cult of the Leader: the Hitler Myth ensured that Hitler remained personally very popular 13. use of the Cinema: Triumph of the Will etc spread the Nazi message widely 14. Nazi propaganda effectively spread the Nazi message

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question	
			Establishment of totalitarian state	15. political parties outlawed; non-Nazi members of the civil service were dismissed, crushing possible opposition 16. Nazis never quite able to silence opposition to the regime 17. speed of takeover of power and ruthlessness of the regime made opposition largely ineffective 18. anti-Nazi judges were dismissed and replaced with those favourable to the Nazis ensuring the support of the legal system 19. Acts Hostile to the National Community (1935) – all-embracing law which allowed the Nazis to persecute opponents in a 'legal' way
			Fear and state terrorism	20. the use of fear/terror through the Nazi police state; role of the Gestapo made opposition unlikely/impossible 21. the use of the SS created a climate of fear and enforced loyalty 22. a) concentration camps were set up

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question

Crushing of opposition	22. b) opponents liable to severe penalties, as were their families which added to the climate of fear and enforced loyalty 23. opponents never able to establish a single organisation to channel their resistance – role of the Gestapo, paid informers 24. opposition lacked cohesion and a national leader; also lacked armed supporters 25. lack of cooperation between socialists and communists
Other factors	26. any other relevant points

Up to 3 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:

1 mark for the answer being presented in a structured way, with knowledge being organised in support of different factors.
1 mark given for a conclusion with a valid judgement **or** overall summary.
1 mark given for a reason being provided in support of the judgement.

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<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td>52.</td><td></td><td></td><td>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.

For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.

Up to the total mark allocation 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 points of significant omission.</td><td>6</td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.

1 mark should be given for each relevant comment made, up to a maximum of 6 marks in total.
• A maximum of 4 marks can be given for evaluative comments relating to the author, type of source, purpose and timing.
• A maximum of 2 marks may be given for comments relating to the content of the source.
• A maximum of 2 marks may be given for comments relating to points of significant omission.

Examples of aspects of the source and relevant comments:

<table><tr><th>Aspect of the source</th><th>Possible comment</th></tr><tr><td>Author
Historian</td><td>Useful because author is an expert who will have researched the topic</td></tr><tr><td>Type of Source
Textbook</td><td>Useful because the information would be informative/factual</td></tr><tr><td>Purpose
To inform</td><td>Useful because the historian provides a detailed account of the discrimination faced by Jews in Nazi Germany</td></tr><tr><td>Timing
2013</td><td>Useful because it is a secondary source with the benefit of hindsight</td></tr></table></td></tr>
</table>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question

Content	Possible comment
On buses and park benches, Jews had to sit on seats marked for them.	Useful because it gives accurate and relevant examples of how Jews were segregated
Jewish children were ridiculed by teachers	Useful because it gives accurate and relevant examples of how Jewish children were discriminated against in schools
Bullying of Jews in the playground by other pupils went unpunished.	Useful because it gives accurate and relevant examples of how Jewish children were intimidated in schools

Possible points of significant omission may include:

1. violence against Jews (eg Kristallnacht)
2. from 1933 Anti-Jewish Laws/boycott of Jewish shops/doctors/lawyers/ lecturers dismissed
3. Law for the Restoration of the Professional Civil Service banned Jews from government jobs
4. 1935: Jews forbidden to join the Army; restrictions on opportunities for employment/education; Civil Liberties restricted; Anti-Jewish signs displayed in shops/restaurants/cafes
5. 1935 Nuremburg Laws for the Protection of German Blood and Honour: ban on marriage between Jews and non-Jews
6. sexual relations between Jews and non-Jews outside marriage – criminal/prison offence
7. 1935 National Law of Citizenship meant Jews lost citizenship – no vote/ rights
8. 1938 only Aryan doctors were allowed to treat Aryan patients

9. **any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

Section 3, 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
53.			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, a smaller number of developed reasons, or a combination of these. Up to the total mark allocation 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.	**6**	*Candidates can be credited in a number of ways* ***up to a maximum of 6 marks.*** **Candidates must show a causal relationship between events.** Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these. **Possible reasons may include:** 1. the Fundamental Laws gave the Tsar autocratic power 2. the nobility controlled the peasants on their estates 3. Civil Service enforced the Tsar's decisions 4. the Secret Police (Okhrana) arrested opponents and exiled them to Siberia 5. the Okhrana had spies everywhere listening for criticism of the Tsar 6. censorship used to restrict opposition 7. army used to crush opponents 8. Orthodox Church taught people to obey Tsar 9. Government Minister was put in charge of church and he passed on the Tsar's instructions to the Bishops 10. **any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)**

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td>54.</td><td></td><td></td><td>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or to its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.

Up to the total mark allocation for this question:
• up to 5 marks can be given for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge
• a further 3 marks can be given for providing the answer in a structured way and coming to a reasoned conclusion.</td><td>8</td><td>Candidates can be credited in a number of ways up to a maximum of 8 marks.

Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion. Up to 5 marks are allocated for relevant points of knowledge used to address the question. 1 mark should be given for each relevant, factual key point of knowledge used to support a factor. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.

<table>
<tr><th>Possible factors may include:</th><th>Relevant, factual, key points of knowledge to support this factor may include:</th></tr>
<tr><td>Problems caused by the First World War</td><td>1. defeats in 1914 at Tannenburg/Masurian Lakes reduced public confidence
2. Tsar became Commander in Chief so could now be blamed for defeats
3. Tsar blamed for the shortages of weapons
4. high casualty rates made the Tsar even more unpopular
5. shortages of food/fuel in Petrograd led to widespread discontent
6. rising prices due to inflation/food prices were rising faster than wages and this upset the Russian people
7. growing political opposition/due to the continuation of the war</td></tr>
</table>
</td></tr>
</table>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
		8	

Dislike of the Royal Family	8. Tsarina was seen as a German spy who could not be trusted 9. she replaced ministers regularly who disagreed with her which caused confusion – "Ministerial Leapfrog"
Rasputin	10. people resented his sinister influence over the Tsarina 11. brought his friends into important positions which was not popular 12. seen as drunkard and people disapproved of his corrupt influence
Other factors	13. Any other relevant point

Up to 3 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:

1 mark for the answer being presented in a structured way, with knowledge being organised in support of different factors.
1 mark given for a conclusion with a valid judgement **or** overall summary.
1 mark given for a reason being provided in support of the judgement.

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td>55.</td><td></td><td></td><td>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.

For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.

Up to the total mark allocation 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 points of significant omission.</td><td>6</td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.

1 mark should be given for each relevant comment made, up to a maximum of 6 marks in total.
• A maximum of 4 marks can be given for evaluative comments relating to the author, type of source, purpose and timing.
• A maximum of 2 marks may be given for comments relating to the content of the source.
• A maximum of 2 marks may be given for comments relating to points of significant omission.

Examples of aspects of the source and relevant comments:

<table><tr><th>Aspect of the source</th><th>Possible comment</th></tr><tr><td>Author:
British Ambassador</td><td>Useful because he was an eyewitness</td></tr><tr><td>Type of Source:
Diary</td><td>Useful because it will usually give an honest opinion</td></tr><tr><td>Purpose:
To record</td><td>Less useful because it gives his biased opinions on the Russian Government</td></tr><tr><td>Timing:
24 October 1917</td><td>Useful because it is from the time of the Bolshevik seizure of power</td></tr></table></td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>I heard this morning that the Bolsheviks would overthrow the Government in the course of the next few days because they had captured enough weapons</td><td>Useful because it accurately shows the Bolsheviks were well armed</td></tr>
<tr><td>I was not convinced that the Government had enough force behind them to deal with the situation</td><td>Useful because it accurately shows how weak the Government was</td></tr>
<tr><td>I told him that I could not understand how the Government could allow Trotsky to go on encouraging the population to murder and steal</td><td>Useful because it accurately shows that the Government had little control of Petrograd</td></tr>
</table>
Possible points of significant omission may include:

no mention of the reasons why Provisional Government was unpopular eg continuing the war, land problem, high food price and shortages
Bolshevik promises of peace, bread and land gained support
no mention of Military Revolutionary Council or its influence over army units
Red Guards provided Bolsheviks with a disciplined army
no mention of the lack of military support for the Government
any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left).

</td></tr>
</table>

Section 3, Part F, Mussolini and Fascist Italy, 1919-1939

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th colspan="2">Specific Marking Instructions for this question</th></tr>
<tr><td>56.</td><td></td><td></td><td>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or to its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.

Up to the total mark allocation for this question:
• up to 5 marks can be given for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge
• a further 3 marks can be given for providing the answer in a structured way and coming to a reasoned conclusion.</td><td>8</td><td colspan="2">Candidates can be credited in a number of ways up to a maximum of 8 marks.

Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion. Up to 5 marks are allocated for relevant points of knowledge used to address the question. 1 mark should be given for each relevant, factual key point of knowledge used to support a factor. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.
<table>
<tr><th>Possible factors may include:</th><th>Relevant, factual, key points of knowledge to support this factor may include:</th></tr>
<tr><td>Widespread appeal</td><td>1. by 1921 fascism was anti-communist/ anti-trade union/anti-socialist/ nationalist and thus became attractive to the middle and upper classes
2. Fascism became conservative/appealed to family values/supported church/ monarchy
3. the Fascists were able to exploit the anger of various different sections of Italian society at the post war peace settlement eg the failure to give Fiume to the Italians</td></tr>
<tr><td>The personal appeal of Mussolini</td><td>4. Mussolini attracted many with his oratory
5. Fascist propaganda presented Mussolini as a strong man who could save Italy
6. Mussolini was able to exploit his own humble background to present himself as a man of the people</td></tr>
</table></td></tr>
</table>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question

Fascist opponents were weak	7. parliamentary government was weak – informal 'liberal' coalitions 8. Mussolini's political opponents were divided and this weakened them 9. the King gave in to Fascist pressure during the March on Rome/he failed to call Mussolini's bluff
Use of violence	10. Mussolini's Blackshirts terrorised the cities and provinces 11. destruction of opposition press severely weakened them 12. the murder of Matteotti intimidated potential opponents
Other factors	13. Any other valid reason

Up to 3 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:

1 mark for the answer being presented in a structured way, with knowledge being organised in support of different factors.
1 mark given for a conclusion with a valid judgement **or** overall summary.
1 mark given for a reason being provided in support of the judgement.

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td>57.</td><td></td><td></td><td>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.

For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.

Up to the total mark allocation 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 points of significant omission.</td><td>6</td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.

1 mark should be given for each relevant comment made, up to a maximum of 6 marks in total.
• A maximum of 4 marks can be given for evaluative comments relating to the author, type of source, purpose and timing.
• A maximum of 2 marks may be given for comments relating to the content of the source.
• A maximum of 2 marks may be given for comments relating to points of significant omission.

Examples of aspects of the source and relevant comments:

<table><tr><th>Aspect of the source</th><th>Possible comment</th></tr><tr><td>Author:
Historian</td><td>Useful because he is well informed/an expert</td></tr><tr><td>Type of Source:
Book</td><td>Useful because it will have been well researched</td></tr><tr><td>Purpose:
To inform</td><td>Useful because it contains details of aspects of life in Fascist Italy</td></tr><tr><td>Timing:
2006</td><td>Useful because it will have been written with the benefit of hindsight</td></tr></table></td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>The Battle for Grain began in 1925 and was a major attempt to promote Fascist power and national self-sufficiency</td><td>Useful because it is accurate, the Fascist regime constantly sought propaganda opportunities</td></tr>
<tr><td>The government tried to boost grain production by giving farmers grants so that they could buy tractors, fertiliser and any other machinery necessary for wheat production</td><td>Useful because it is accurate, the Fascists were willing to intervene directly in the economy when they felt this was necessary</td></tr>
<tr><td>Farmers were also guaranteed a high price for the grain they produced</td><td>Useful because it is accurate, the Fascists were willing to intervene directly in the economy when they felt this was necessary</td></tr>
</table>
Possible points of significant omission may include:
1. initially, under de Stefani, economic policy limited spending in order to control inflation.
2. the currency was revalued in the “battle for the lira.”
3. tariffs were placed on many foreign imports.
4. corporations composed of workers, bosses and Fascist trade unions were set up in each sector of the economy.
5. public works schemes were used to build motorways.

6. any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left).
</td></tr>
</table>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
58.			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, a smaller number of developed reasons, or a combination of these Up to the total mark allocation 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	**6**	*Candidates can be credited in a number of ways* ***up to a maximum of 6 marks*****.** **Candidates must show a causal relationship between events.** Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these. **Possible reasons may include:** 1. many opponents of the regime were murdered which removed potential rivals 2. some opponents were sent to concentration camps which scared people 3. opponents were denied a platform for their views as political activity outside of the Fascist Party was banned 4. censorship made it difficult to oppose Mussolini 5. the banning of trade unions removed another potential source of opposition 6. opponents were spied upon by the Secret Police 7. the rewards given to loyal journalists and academics discouraged opposition 8. the Lateran Agreements neutralised opposition from the Catholic Church 9. **any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td>59.</td><td></td><td></td><td>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or to its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.

Up to the total mark allocation for this question:
• up to 5 marks can be given for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge
• a further 3 marks can be given for providing the answer in a structured way and coming to a reasoned conclusion.</td><td>8</td><td>Candidates can be credited in a number of ways up to a maximum of 8 marks.

Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion. Up to 5 marks are allocated for relevant points of knowledge used to address the question. 1 mark should be given for each relevant, factual key point of knowledge used to support a factor. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.

<table>
<tr><th>Possible factors may include:</th><th>Relevant, factual, key points of knowledge to support this factor may include:</th></tr>
<tr><td>Fear of white violence</td><td>1. lynching of black Americans was commonplace in the South
2. black Americans were beaten/crippled to punish them and to intimidate others
3. the Ku Klux Klan bombed churches, schools and other meeting places /burned crosses to intimidate black Americans
4. masked Klansmen marched through the streets of towns and cities carrying posters threatening black Americans with punishment and warning others to leave town
5. black American businesses were destroyed to ensure black Americans would not prosper</td></tr>
</table>
</td></tr>
</table>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question	
			Segregation	6. Southern states enforced segregation of the races through Jim Crow laws 7. the Jim Crow laws affected all areas of life – education, entertainment, housing, travel, health, leisure, marriage, work 8. typically, facilities for blacks were far inferior to those for whites
			Political Disenfranchisement	9. Southern states had restricted voting rights for blacks through literacy tests, poll taxes and Grandfather Clauses
			Sharecropping	10. many blacks were poor sharecroppers heavily in debt to white landowners for farming equipment and seeds for planting 11. the boll weevil damaged crops throughout the South between 1910 and 1920 - as a result, there was less demand for agricultural workers, leaving many blacks unemployed

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question	
			Employment Opportunities	12. in the South blacks suffered from discrimination in jobs and were only employed in low paid unskilled work. 13. during the First World War workers were in great demand in Northern factories and steel works. 14. agents from various industrial sectors arrived in the South, enticing black men and women to migrate North by paying their travel expenses. 15. wages in the Northern factories were typically double those received by most black workers in the South.
			Other pull factors	16. publications (such as the Chicago Defender) published train schedules and lists of jobs to persuade Southern blacks to migrate North. 17. other publications (such as the Pittsburgh Courier and the Amsterdam News) published editorials and cartoons showing the promise of moving from the South to the North. 18. these promises included better education for children, the right to vote, access to various types of employment and improved housing conditions
			Other factors	19. any other relevant points
			Up to 3 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows: **1 mark** for the answer being presented in a structured way, with knowledge being organised in support of different factors.	

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					1 mark given for a conclusion with a valid judgement **or** overall summary. **1 mark** given for a reason being provided in support of the judgement.

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
60.			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, a smaller number of developed reasons, or a combination of these. Up to the total mark allocation 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.	**6**	*Candidates can be credited in a number of ways* ***up to a maximum of 6 marks****.* **Candidates must show a causal relationship between events.** Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these. **Possible reasons may include:** 1. it proved that blacks had economic power and could use it to end segregation/the bus company had no choice but to desegregate the buses as they were losing so much money 2. it gave other blacks the confidence and determination to campaign for civil rights/proved that non-violent protest could work (other bus boycotts followed in over 20 of the Southern states) 3. non-violence became a useful and popular tactic in the civil rights campaign 4. it generated a lot of publicity and support/funding for the Civil Rights Movement, particularly in the North 5. it led to a district court ruling that segregation on the buses in Montgomery was unconstitutional /this was later supported by the Supreme Court 6. it brought Martin Luther King to the forefront of the Civil Rights Movement 7. it led to the setting up of the Southern Christian Leadership Conference (SCLC) – which was to become involved in many of the most famous protests of the 1960s **8. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td>61.</td><td></td><td></td><td>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.

For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.

Up to the total mark allocation 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 points of significant omission.</td><td>6</td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.

1 mark should be given for each relevant comment made, up to a maximum of 6 marks in total.
• A maximum of 4 marks can be given for evaluative comments relating to the author, type of source, purpose and timing.
• A maximum of 2 marks may be given for comments relating to the content of the source.
• A maximum of 2 marks may be given for comments relating to points of significant omission.

Examples of aspects of the source and relevant comments:

<table>
<tr><th>Aspect of the source</th><th>Possible comment</th></tr>
<tr><td>Author:
Malcolm X</td><td>More useful as it will give an insight to the beliefs of Malcom X at first hand</td></tr>
<tr><td>Type of Source:
Speech</td><td>May be less useful as it may not include all of his beliefs/could be tailored to a particular audience</td></tr>
<tr><td>Purpose:
To persuade</td><td>More useful as it will explain the beliefs of Malcolm X/gives several reasons to support the Nation of Islam</td></tr>
<tr><td>Timing:
December 1962</td><td>More useful as by this time Malcolm X had emerged as a leading public figure in the Black Power movement/less useful as does not reflect his later beliefs</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>The teaching of the Honourable Elijah Muhammad is making our people, for the first time, proud to be black, and that is most important</td><td>More useful as it accurately reflects Malcom X’s support for the Nation of Islam/belief in the need for black Americans to celebrate their black heritage and culture</td></tr>
<tr><td>I just wanted to point out that whites are a race of devils</td><td>More useful as it accurately reflects Malcolm X’s belief that whites were evil</td></tr>
<tr><td>If we separate then we have a chance for salvation</td><td>More useful as it accurately reflects Malcom X’s belief in the need for black Americans to separate themselves from white Americans</td></tr>
</table>
Possible points of significant omission may include:
1. Malcolm X also disagreed with the methods of Martin Luther King - he criticised his non-violent tactics and argued that for black Americans “non-violence is another word for defenceless.”
2. Malcolm X later renounced his support for Elijah Muhammad and the Nation of Islam
3. Malcolm X later adopted a more moderate view of white Americans

4. any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left).
</td></tr>
</table>

Section 3, 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
62.	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, a smaller number of developed reasons, or a combination of these. Up to the total mark allocation 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.	**6**	*Candidates can be credited in a number of ways* ***up to a maximum of 6 marks****.* **Candidates must show a causal relationship between events.** Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these. **Possible reasons may include:** 1. Hitler wanted to restore German national pride 2. Hitler hated the Treaty of Versailles and was determined to break the military restrictions it imposed on Germany 3. the Treaty of Versailles was loathed by most Germans and Hitler believed that by rearming he could strengthen his support amongst the German people 4. Hitler was a militarist and believed in a country having strong armed forces 5. Hitler also knew that recruiting men into the army would reduce unemployment, further increasing his popularity amongst the German people 6. Hitler believed it was Germany's right to have an army of equal size to the other major powers in Europe 7. Hitler believed that Germany would have to rearm to achieve lebensraum - the policy required land to be taken from other countries and armed conflict was likely 8. Hitler believed that a stronger army was required to resist the Communist threat from Soviet Russia 9. Hitler was encouraged by the lack of firm action against him by Britain and France 10. **any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td>63.</td><td></td><td></td><td>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or to its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.

Up to the total mark allocation for this question:
• up to 5 marks can be given for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge
• a further 3 marks can be given for providing the answer in a structured way and coming to a reasoned conclusion.</td><td>8</td><td>Candidates can be credited in a number of ways up to a maximum of 8 marks.

Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion. Up to 5 marks are allocated for relevant points of knowledge used to address the question. 1 mark should be given for each relevant, factual key point of knowledge used to support a factor. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.

<table><tr><th>Possible factors may include:</th><th>Relevant, factual, key points of knowledge to support this factor may include:</th></tr><tr><td>Public opinion</td><td>1. majority of the public were still fearful of war after the huge losses suffered during World War One
2. public fears of war were further heightened by novels and films giving terrifying portrayals of the devastation that bombers would bring in any modern war/these fears were further heightened by newsreel footage of the Nazi bombing of Guernica in the Spanish Civil War
3. public concerns over the cost of rearmament (welfare vs warfare)
4. there was a significant pacifist movement in the 1930s which was strongly against war
5. the problems of Czechoslovakia seemed remote to the majority of the public who cared little about a problem in a country far away inhabited by ‘people of whom we know nothing’</td></tr></table></td></tr>
</table>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question	
			German demands	6. Chamberlain believed that Hitler had a genuine grievance over the Sudetenland/Versailles was unjust and Germans should have some form of self-determination 7. Chamberlain felt Hitler had only limited demands/was a man he could do business with
			Military reasons	8. Britain's air preparations were inadequate, with insufficient fighter planes, radar systems or anti-aircraft artillery 9. Britain's military chiefs stressed Britain's military weakness and the need to avoid a major war with Germany, Italy and Japan at the same time 10. the Munich agreement allowed Chamberlain to 'buy time' to rearm 11. ten year rule to avoid conflict
			Lack of allies	12. France was unwilling to support conflict over the Sudetenland 13. USA was isolationist 14. Chamberlain did not trust Soviet Russia
			Concerns over Empire	15. Australia, Canada and South Africa would not be easily convinced to support conflict over Czechoslovakia. 16. Empire was unwilling to fight eg disturbances in India
			Other factors	17. Any other valid point

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

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td>64.</td><td></td><td></td><td>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.

For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.

Up to the total mark allocation 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 points of significant omission.</td><td>6</td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.

1 mark should be given for each relevant comment made, up to a maximum of 6 marks in total.
• A maximum of 4 marks can be given for evaluative comments relating to the author, type of source, purpose and timing.
• A maximum of 2 marks may be given for comments relating to the content of the source.
• A maximum of 2 marks may be given for comments relating to points of significant omission.

Examples of aspects of the source and relevant comments:

<table>
<tr><th>Aspect of the source</th><th>Possible comment</th></tr>
<tr><td>Author:
Historian</td><td>More useful as he is well informed/expert</td></tr>
<tr><td>Type of Source:
Book</td><td>More useful as it will have been well-researched</td></tr>
<tr><td>Purpose:
To inform</td><td>More useful as it is likely to be a balanced/comprehensive account of the events leading up to the outbreak of war in 1939</td></tr>
<tr><td>Timing:
Published in 1989</td><td>More useful as written with the benefit of hindsight</td></tr>
</table>
</td></tr>
</table>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question

Content	Possible comment
On 15th March 1939, German troops marched in to Prague and within two days Czechoslovakia ceased to exist.	More useful as accurately reflects the destruction of Czechoslovakia as a nation state.
On 29th March the British government gave Poland a guarantee to protect it against any threat to its independence.	More useful as accurately reflects Britain's issue of the 'Polish Guarantee'.
On 22nd May Hitler and Mussolini strengthened the ties between their two countries by signing an agreement which required them to help each other in time of war.	More useful as accurately reflects the signing of the 'Pact of Steel' between Germany and Italy.

Possible points of significant omission may include:

1. the day after entering Prague, Hitler declared Bohemia and Moravia as a 'Protectorate' of Germany
2. Slovakia remained independent but had to sign a treaty accepting German protection
3. Ruthenia was given to Hungary
4. France joined Britain in the 'Polish Guarantee'
5. just days following the 'Polish Guarantee', Hitler gave secret orders for the German army to be ready to invade Poland by 1st September
6. in August, Germany and the Soviet Union signed the Nazi-Soviet Pact whereby they agreed not to attack each other and to divide Poland
7. on 1st September, German forces attacked Poland
8. both Britain and France issued ultimatums to Hitler to withdraw German forces from Poland or face war
9. Hitler did not respond to the ultimatums and on 3rd September Britain and France declared war on Germany

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					10. any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left).

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

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td>65.</td><td></td><td></td><td>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.

For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.

Up to the total mark allocation 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 points of significant omission.</td><td>6</td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.

1 mark should be given for each relevant comment made, up to a maximum of 6 marks in total.

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

Examples of aspects of the source and relevant comments:

<table><tr><th>Aspect of the source</th><th>Possible comment</th></tr><tr><td>Author:
Sailor</td><td>Useful because the sailor was an eyewitness</td></tr><tr><td>Type of Source:
Interview</td><td>Useful because it provides honest personal opinions</td></tr><tr><td>Purpose:
To inform</td><td>Useful because it gives a balanced account of the events</td></tr><tr><td>Timing:
May 1940</td><td>Useful because it is from the time of the evacuation from Dunkirk</td></tr></table></td></tr>
</table>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question

Content	Possible comment
Soldiers coming back without equipment	Useful because it is accurate - the army at Dunkirk had to leave a lot of equipment behind
Began to think it was the end of our way of life	Useful because it is accurate that many people did see it as a defeat
We knew we had the Navy, and that we could fight/however we didn't know what our soldiers would be able to do if Jerry invaded, because they had nothing	Useful because although it is accurate that some people wanted to fight, others were worried that they could not continue the war

Possible points of significant omission may include:

1. British military had been pushed back to the beaches of Dunkirk by the advancing German army
2. British government requested all available civilian boats to travel across the Channel to evacuate the stranded British army
3. over 300,000 British and French soldiers rescued

4. **any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
66.			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, a smaller number of developed reasons, or a combination of these. Up to the total mark allocation 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.	**6**	*Candidates can be credited in a number of ways* ***up to a maximum of 6 marks****.* **Candidates must show a causal relationship between events.** Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these. **Possible reasons may include:** 1. Japanese were angered at the US economic restrictions placed on them after their expansion into French Indochina/Chinese mainland 2. Japanese were confident in their military superiority over the US 3. Pearl Harbour was chosen because the entire US fleet was based there 4. Japanese wanted to extend their influence into South East Asia/needed to knock out the US Pacific fleet in order to gain control of the Pacific 5. Japanese hoped to crush US morale by destroying its prestigious naval fleet 6. Japan hoped to destroy the US naval fleet in order to gain breathing space - aircraft carriers were a particular target 7. Japanese confident of the support of Hitler/Pact with Germany 8. **any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td>67.</td><td></td><td></td><td>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or to its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.

Up to the total mark allocation for this question:
• up to 5 marks can be given for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point.
• If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge
• a further 3 marks can be given for providing the answer in a structured way and coming to a reasoned conclusion.</td><td>8</td><td>Candidates can be credited in a number of ways up to a maximum of 8 marks.

Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion. Up to 5 marks are allocated for relevant points of knowledge used to address the question. 1 mark should be given for each relevant, factual key point of knowledge used to support a factor. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.

<table>
<tr><th>Possible factors may include:</th><th>Relevant, factual, key points of knowledge to support this factor may include:</th></tr>
<tr><td>Effective Allied planning</td><td>1. deception plans led German intelligence to believe an attack would target Calais
2. use of dummy staging areas in Dover fooled the Germans
3. lessons learned after the failure of Dieppe invasion in 1942
4. Allies took advantage of bad weather to surprise the Germans</td></tr>
<tr><td>Allied resources</td><td>5. Allied superiority in men and equipment
6. use of Mulberry harbours
7. use of Pluto – pipeline transporting fuel across the Channel
8. gaining of naval and air superiority during the invasion
9. paratroopers landed the night before to secure bridges and roads near Normandy landing sites</td></tr>
</table>
</td></tr>
</table>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question

Failure of German counter-attack	10. Communication problems caused German commanders to fail to react to the assault 11. German High Command remained fixated on the Calais area even after the attack on Normandy had started 12. German troops of poorer quality
Other factors	13. Any other valid point

Up to 3 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:

1 mark for the answer being presented in a structured way, with knowledge being organised in support of different factors.
1 mark given for a conclusion with a valid judgement **or** overall summary.
1 mark given for a reason being provided in support of the judgement.

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• a further 3 marks can be given for providing the answer in a structured way and coming to a reasoned conclusion</td><td>8</td><td>Candidates can be credited in a number of ways up to a maximum of 8 marks.

Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion. Up to 5 marks are allocated for relevant points of knowledge used to address the question. 1 mark should be given for each relevant, factual key point of knowledge used to support a factor. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.

<table>
<tr><th>Possible factors may include:</th><th>Relevant, factual, key points of knowledge to support this factor may include:</th></tr>
<tr><td>Difference in political beliefs</td><td>1. a clash of political beliefs led to division - Capitalism v Communism
2. a multi-party system operated in the West, while the Soviet Union and its satellites were one party states which led to tension
3. the Soviets claimed that Western societies were run by the rich, while the Americans claimed the Eastern bloc countries were totalitarian dictatorships which led to mistrust</td></tr>
<tr><td>Military reasons</td><td>4. the Soviets were angry that the Americans had not shared nuclear technology with them
5. the Soviets believed the atom bomb was used against Japan so that America could bully other countries
6. suspicions were raised as each side raced to develop new technology, eg the H Bomb
7. NATO vs Warsaw Pact</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General Marking Instructions for this type of question</th><th>Max Mark</th><th>Specific Marking Instructions for this question</th></tr>
<tr><td colspan="3"></td><td></td><td></td><td>
<table>
<tr><td>The Berlin Blockade</td><td>8. tensions rose in Berlin as the wartime alliance between the Americans and the Soviets broke down
9. the Soviets closed routes into West Berlin in an attempt to force the Western powers to leave which upset the West
10. the Berlin airlift showed the determination of the Western powers to keep hold of West Berlin which annoyed the Soviets
11. the Blockade cemented division by leading to the creation of West and East Germany</td></tr>
<tr><td>Soviet actions in Eastern Europe</td><td>12. Soviet troops occupied most of Eastern Europe and this caused tension
13. the Americans believed the Soviets had violated the Yalta agreement which annoyed the US
14. the Soviets claimed control of Eastern Europe was vital to stop future attacks on their homeland and resented Western interference</td></tr>
<tr><td>Other factors</td><td>15. Any other valid point</td></tr>
</table>
Up to 3 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:

1 mark for the answer being presented in a structured way, with knowledge being organised in support of different factors.
1 mark given for a conclusion with a valid judgement or overall summary.
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<tr><td>69.</td><td></td><td></td><td>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.

For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.

Up to the total mark allocation 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
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Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.

1 mark should be given for each relevant comment made, up to a maximum of 6 marks in total.
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• A maximum of 2 marks may be given for comments relating to the content of the source.
• A maximum of 2 marks may be given for comments relating to points of significant omission.

Examples of aspects of the source and relevant comments:

<table>
<tr><th>Aspect of the source</th><th>Possible comment</th></tr>
<tr><td>Author:
Journalist</td><td>useful because he was an eyewitness</td></tr>
<tr><td>Type of Source:
Newspaper</td><td>more useful as it should accurately reflect opinion at the time/less useful because it only gives British view</td></tr>
<tr><td>Purpose:
To inform/persuade</td><td>more useful as it gives a detailed account of events during the Hungarian revolution in 1956/ less useful as he may exaggerate the level of support for the revolution</td></tr>
<tr><td>Timing:
23 October 1956</td><td>useful because it dates from the time of the Hungarian revolution</td></tr>
</table>
</td></tr>
</table>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question

Content	Possible comment
Rebellion against their Soviet masters/Send the Red Army home	more useful as it is accurate, Soviet occupation was deeply unpopular
We want free and secret elections	more useful as it is accurate, people were tired of Communist/ one party rule
Demanding the sacking of the present government	more useful as it is accurate, the old regime was associated with corruption

Possible points of significant omission may include:

1. the Hungarian secret police were hated
2. many wanted repression of the Catholic Church to end
3. central control had stifled economic growth
4. Krushchev's move away from Stalinism led Hungarians to believe the Soviets would allow them to exercise more independence
5. many in Hungary believed the Americans would give support to their revolution

6. **any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
70.			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, a smaller number of developed reasons, or a combination of these. Up to the total mark allocation 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.	**6**	*Candidates can be credited in a number of ways* ***up to a maximum of 6 marks.*** **Candidates must show a causal relationship between events.** Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these. **Possible reasons may include:** 1. America was trying to supply a war 8,000 miles from home which made it very difficult for them 2. the Vietcong were able to make use of local knowledge/familiarity with the terrain which gave them a clear advantage 3. many Vietnamese gave shelter to the Vietcong/it was very difficult for the Americans to identify the enemy 4. the Vietcong were highly motivated as they were fighting to drive out invaders from their country 5. the morale of US soldiers was very low and this reduced their combat effectiveness 6. most Vietnamese wanted to see the defeat of the US and the corrupt South Vietnamese regime 7. the brutality of the Americans (eg My Lai Massacre) alienated the Vietnamese 8. **any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).**

[END OF MARKING INSTRUCTIONS]