National Qualifications 2022

2022 History

National 5

Finalised Marking Instructions

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General marking principles for National 5 History

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

(a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.

(b) If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.

(c) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.

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

(ii) There are six types of question used in this question paper. Each assesses a particular skill, namely

A. Describe . . .
B. Explain the reasons why . . .
C. To what extent or How important or How successful. . .
D. Evaluate the usefulness of Source X as evidence of . . .
E. Compare the views of Sources X and Y. . .
F. How fully does Source X describe/explain. . .

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

A Questions that ask candidates to *Describe* . . . (4 marks)
Candidates must make a number of relevant, factual points. The points do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.

Up to **the total mark allocation of 4 marks for this question:**
- **1 mark** should be given for each accurate relevant point
- **a second mark** should be given for any reason that is developed, as in the following example

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Marking instructions for each question

Section 1 — Scottish Contexts

PART A — The Wars of Independence, 1286—1328

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.			*Candidates can be credited in a number of ways* up to ***a maximum of 4 marks****. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. Prince Edward of England was to marry Margaret, Maid of Norway 2. Scotland was to remain an independent country 3. the Scottish and English churches would not be merged together 4. Scottish Parliaments could not be held outside of Scotland 5. taxes in Scotland were only to be imposed by the Scottish king 6. the borders of England and Scotland were to remain unchanged 7. Scottish legal matters would continue to be settled in Scotland under Scots law 8. Scots would not pay homage for Scottish lands to anyone outside Scotland 9. any other valid point of knowledge.

<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>2.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:

Overall — the sources disagree about Scottish attitudes towards Margaret, Maid of Norway becoming Scotland’s queen.

<table>
<tr><th>Source A</th><th>Source B</th></tr>
<tr><td>Many Scots claimed that Margaret was too young to become Scotland’s monarch.</td><td>Although she was a child some Scots pointed out that Alexander was a successful king despite being only seven when he was crowned.</td></tr>
<tr><td>Others said that it was not possible for a woman to be a national leader.</td><td>It was also argued that countries such as France and England had previously had queens rule in the absence of a king.</td></tr>
<tr><td>Some Scottish nobles, including Robert Bruce, felt they had a better claim than Margaret to succeed Alexander.</td><td>As Alexander’s closest living relative, Margaret was seen by many powerful Scots as his rightful replacement.</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.			*Candidates can be credited in a number of ways up to **a maximum of 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 but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and a **second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. Balliol was weakened from the start of his reign because he paid homage to King Edward 2. Balliol struggled due to a lack of support from some Competitors who lost out during the Great Cause 3. Edward's right to intervene in Scottish legal affairs gave him power over the Scots 4. Balliol's agreement that the Treaty of Birgham no longer applied meant Edward could challenge Scotland's independence 5. the appointment of Englishmen to powerful Scottish positions undermined Scotland's laws and customs 6. Balliol was required to attend Court in England, reducing his authority in Scotland 7. Edward was a more experienced military leader than Balliol, enabling him to easily defeat Scotland's army, for example, Dunbar 8. England's army was stronger than the Scots, making English victory more likely in battles 9. after Balliol was removed as Scottish King, there was no-one to stop Edward controlling Scotland 10. England's removal of the Stone of Destiny hindered the Scots choosing a new king to challenge Edward 11. the Scottish nobles gave control to Edward when they agreed to sign the Ragman Rolls 12. any other valid reason.

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<tr><td>4.</td><td></td><td></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 extent to which the source provides a full explanation of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. The Scots' position on high ground at Abbey Craig helped them see English movements and plans.</td><td>Scots could see what the English were doing.</td></tr>
<tr><td>2. After defeating Scotland's army, the previous year, English commanders had become overconfident and expected an easy victory.</td><td>English underestimated the Scots.</td></tr>
<tr><td>3. The soft ground of the battlefield made the English cavalry much less effective.</td><td>The battle ground reduced English effectiveness.</td></tr>
<tr><td>4. Wallace's leadership inspired the Scots to overcome a much larger English army.</td><td>Wallace's leadership was important to Scottish victory.</td></tr>
</table>
Possible points of significant omission may include:
5. Cressingham ignored advice to cross at a nearby ford
6. the English were trapped due to the river
7. English army were poorly organised including numerous bridge crossings and false starts before the battle
8. Scots attacked before the English army expected them to do so
9. less than half of the English army had crossed the bridge when the battle began
10. any other valid point of significant omission.
</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>5.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 5 marks.

Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source and make a comment which shows why this aspect makes the source more or less useful.

A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing.

A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source.

A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.</td><td>5</td><td>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: modern historian</td><td>Useful as modern historians are likely to be experts on the issue and have carried out research.</td></tr>
<tr><td>Type of Source: textbook</td><td>Useful as a factual account of the problems faced by Bruce before 1314.</td></tr>
<tr><td>Purpose: to inform</td><td>Useful as it is a detailed account of problems faced by Bruce before 1314.</td></tr>
<tr><td>Timing: 2009</td><td>Useful as written with the benefit of hindsight.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>However, King Edward sent Aymer de Valance to Scotland displaying a Dragon banner to show that Bruce would receive no mercy.</td><td>Useful because it is accurate (Edward did send English soldiers to Scotland with a Dragon banner).</td></tr>
<tr><td>Valance captured many Bruce supporters, including Bishops Wishart and Lamberton.</td><td>Useful because it is accurate (many Bruce supporters were captured).</td></tr>
<tr><td>Valance’s men eventually found Bruce’s army and killed most of them.</td><td>Useful because it is accurate (most of Bruce’s army were killed).</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 1. the Comyn family and their supporters hated Bruce and joined in military action against him, for example, Dalry 2. members of Bruce's family were captured and imprisoned and/or executed 3. Bruce was forced into hiding (possibly in Ireland or western Scottish islands) 4. parts of Scotland were controlled by English soldiers, for example, castles 5. any other valid point of significant omission.

Section 1 — Scottish Contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
6.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. James VI controlled the religion of the country 2. James VI had control over taxes and income from the church 3. they owned the land and most ordinary people depended on them 4. they were in charge of law and order locally 5. they influenced who received church appointments in their area 6. they dominated the top positions in the country 7. they formed alliances amongst themselves to gain more power 8. they supplied soldiers to the monarch and could withhold them if unhappy 9. any other valid point of knowledge.

<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>7.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

Candidates must interpret the evidence and make direct comparisons between sources.

Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:

Overall — the sources disagree about the reasons for the ‘Rough Wooing’.

<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>Henry VIII invaded Scotland in order to end Scotland’s alliance with France.</td><td>In 1544 Henry VIII sent an army into Scotland to force the marriage of his son Edward, and Mary, Queen of Scots.</td></tr><tr><td>Henry was also upset at senior Scottish nobles such as the Earl of Arran who changed their attitude to Henry himself and his religion.</td><td>Henry was also encouraged by the support of some Scots who hoped to see a change in religion.</td></tr><tr><td>For Henry VIII, the invasion of Scotland was about using military force to secure his Northern borders against France.</td><td>Henry VIII believed that an invasion would persuade Scots of the benefits of closer links with England.</td></tr></table></td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.			*Candidates can be credited in a number of ways up to **a maximum of 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 but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. religious pamphlets were brought over from abroad spreading protestant belief 2. Bible was available in English meaning those who could not read Latin could now understand it 3. Protestant worship allowed congregation to sing psalms and say prayers meaning people were involved in the services 4. Protestant leaders like John Knox preached in Scotland whose arguments appealed to many 5. resentment at the way Protestant preachers had been treated led to more sympathy for Protestants, for example, Wishart burned as a heretic 6. Protestant religion used to counter French influence over Scotland which some felt was overbearing 7. death of Mary of Guise in 1560 allowed for Protestant regents to control the royal household 8. celebration of mass was banned meaning Protestantism was promoted as the only acceptable form of worship 9. criticisms of the Catholic church also contributed to the growth of Protestantism. for example, Sale of Indulgences, Pluralism 10. any other valid reason.

<table>
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<tr><td>9.</td><td></td><td></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 extent to which the source provides a full explanation of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. She was suspected of being involved in the murder of her husband, Lord Darnley, in February 1567.</td><td>Mary was under suspicion for being involved in her husband’s death.</td></tr>
<tr><td>2. Mary’s half-brother, the Earl of Moray, rebelled against the queen as he hoped to take control of Scotland by acting as regent to her infant son.</td><td>Mary’s brother wanted to control the Scottish throne.</td></tr>
<tr><td>3. Protestant Lords joined Moray as they wanted Mary’s son James on the throne.</td><td>Protestant nobles conspired against Mary to replace her with her son.</td></tr>
<tr><td>4. The nobles said they would withdraw if Mary handed over Bothwell, she refused and was forced to surrender.</td><td>Nobles refused to support Mary with Bothwell at her side.</td></tr>
</table>
Possible points of significant omission may include:
5. Mary married Bothwell only three months after Darnley’s death, which many people thought proved her involvement in Darnley’s death
6. the marriage ceremony to Bothwell was conducted using Protestant rites which made Mary look hypocritical
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					7. Mary allowed Bothwell to prevent an investigation into Darnley's death which many people thought proved her involvement in the crime 8. the Lords' reaction was so quick after Mary's marriage to Bothwell that some have argued it was a planned Protestant plot 9. some people had never supported Mary as a female ruler 10. some people have never supported Mary as a Catholic ruler 11. any other valid point of significant omission.

<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>10.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 5 marks.

Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source and make a comment which shows why this aspect makes the source more or less useful.

A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing.

A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source.

A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.</td><td>5</td><td>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: modern historian</td><td>Useful because they are a well-informed expert.</td></tr>
<tr><td>Type of Source: textbook</td><td>Useful as it is likely to have been thorough research in Mary’s involvement in plots.</td></tr>
<tr><td>Purpose: to inform</td><td>Useful as it is intended to give balanced information.</td></tr>
<tr><td>Timing: 2008</td><td>Useful because it was written with the benefit of hindsight.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>In the Ridolfi plot, a letter written by Mary named the Duke of Norfolk as head of a movement to restore the Catholic faith to England.</td><td>Useful because it is accurate (Mary did have knowledge of the plot of Norfolk planning to overthrow Elizabeth).</td></tr>
<tr><td>The letter went on to say Mary would become Queen of England.</td><td>Useful because it is accurate (Mary did claim in letters her right to the throne of England).</td></tr>
<tr><td>Furthermore, she declared that she would personally lead an army to take Dumbarton and Edinburgh castles.</td><td>Useful because it is accurate (Mary intended on returning to Scotland and ruling alongside her son).</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 1. Mary manipulated several jailers into supporting her plots against Elizabeth 2. Mary was blamed for the Throckmorton plot that planned the murder of Elizabeth 3. Mary was held responsible for the Parry plot to murder Elizabeth 4. Mary's letters showed her compliance in the Babington plot to put her on the throne 5. any other valid point of significant omission.

Section 1 — Scottish Contexts

PART C — The Treaty of Union, 1689—1715

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
11.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. the Worcester (ship) under the control of Captain Green was seized at Leith 2. its crew was captured by an angry mob 3. the crew were questioned over the disappearance of two Scottish ships 4. Captain Green and two of the crew were charged with piracy 5. the evidence against Green was unproven 6. they were hanged on Leith Sands on 11th April 1705 7. a crowd of 80,000 people watched the execution 8. any other valid point of knowledge.

<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>12.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:

Overall — the sources disagree about the economic problems in Scotland before the Union.

<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>Although famine in Scotland had a negative impact it was not disastrous as the economy was able to recover.</td><td>The most serious problem was a run of poor harvests which resulted in severe famine and economic downturn.</td></tr><tr><td>Transatlantic trade continued after the English Navigation Acts, as Scottish merchants avoided the restrictions through smuggling.</td><td>Scottish trade was disadvantaged by reinforced Navigation Acts as it treated Scots as aliens in the American colonies which stopped trade.</td></tr><tr><td>Many burghs were still making profits from manufacturing and overseas trade but lied about having debt to avoid paying taxes.</td><td>The Convention of Royal Burghs found evidence of a significant debt increase in some burghs due to an economic downturn.</td></tr></table></td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
13.			*Candidates can be credited in a number of ways up to **a maximum of 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 but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. Scots feared that Union would result in an increase on taxes for Scottish goods making them more expensive 2. Scots feared that Scottish industries would not be able to compete with the more developed English industries 3. Scots feared that the British parliament would prioritise English trade interests over Scottish interests at home and abroad 4. Scottish MPs would be outnumbered in the new British parliament so would have less influence over laws 5. Union would end Scotland's national identity and independence as Scottish laws and liberties would be at risk 6. royal burghs feared that the Union would end their special privileges 7. Presbyterians opposed Union as it threatened the independence of the Scottish church, for example, the English church had bishops and the monarch was its head 8. many Scottish Catholics opposed Union as they supported the Jacobite claim to the throne 9. Scottish Episcopalians opposed Union as it provided more power to the Presbyterian church 10. any other valid reason.

<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>14.</td><td></td><td></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 extent to which the source provides a full explanation of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. The passing of the Treaty was helped along by the indecisiveness of the Duke of Hamilton at key points in the parliamentary debate.</td><td>The actions of the Duke of Hamilton helped the passing of the Treaty.</td></tr>
<tr><td>2. The Act of Security of the Church of Scotland guaranteed the protection of Presbyterianism in Scotland after Union.</td><td>The Act of Security gave protection to Presbyterianism.</td></tr>
<tr><td>3. Scottish nobles were satisfied that Union maintained private courts of the landed class.</td><td>Scottish nobles were happy that Union would maintain their power.</td></tr>
<tr><td>4. In addition, the Scots were granted free trade with England and her colonies which Scots had wanted for some years.</td><td>Gave Scots access to the English colonies for trading.</td></tr>
</table>
Possible points of significant omission may include:
5. the Equivalent was given as compensation to Scots for taking on part of England’s national debt
6. self-interested reasons from Scottish nobles to accept Union, such as pensions
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					7. £20,000 was secretly dispatched north from the English treasury to pay overdue salaries or as bribes 8. Squadron Volante held the balance of power and were able to pass every vote on the articles of the Treaty 9. movements of the English army northwards may have scared Scottish MPs into accepting Union 10. any other valid point of significant omission.

<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>15.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 5 marks.

Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source and make a comment which shows why this aspect makes the source more or less useful.

A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing.

A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source.

A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.</td><td>5</td><td>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:
modern historian</td><td>Useful because they have expert knowledge on the Jacobite rebellion in 1715.</td></tr>
<tr><td>Type of Source:
textbook</td><td>Useful because it contains information which is well researched.</td></tr>
<tr><td>Purpose:
to inform</td><td>Useful because it provides detailed information.</td></tr>
<tr><td>Timing:
2010</td><td>Useful because it has the benefit of hindsight.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>The Episcopalians disliked the idea of a Presbyterian church dominating Scotland and were willing to accept a Roman Catholic monarch.</td><td>Useful as this is accurate (because many Episcopalians were willing to support the Jacobites to stop the Presbyterian church gaining more control in Scotland).</td></tr>
<tr><td>Many Scots were angry as the Union did not have an immediate positive effect on trade or industries in Scotland.</td><td>Useful as this is accurate (because many Scots were unhappy with the lack of economic benefits after Union so looked to the Jacobites to dissolve it).</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>Furthermore, the Earl of Mar, who led the Jacobites in 1715, used the threat of force to ensure the support of his tenants for the Jacobite rebellion.</td><td>Useful as this is accurate (because some landlords forced their tenants to fight for the Jacobites).</td></tr>
</table>
Possible points of significant omission may include:
1. some MPs believed that they would be rewarded with important positions if the Jacobite rebellion was successful
2. George I was very unpopular which led to many Scots no longer supporting the Hanoverian succession
3. the expectation of French support for the rebellion encouraged many to fight
4. many Scots supported the Stuarts as it was believed that a successful rebellion would reverse the Union
5. any other valid point of significant omission.
</td></tr>
</table>

Section 1 — Scottish Contexts

PART D — Migration and Empire, 1830—1939

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
16.			*Candidates can be credited in a number of ways, up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making **two** developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. Empire cultures and religions brought to Scotland 2. provided raw materials for factories, such as cotton, jute and sugar 3. many jobs were created in manufacturing industries to produce goods for export to the Empire for example, locomotives and ships 4. trade with the Empire increased the wealth of individuals and/or cities such as Glasgow 5. profits from the Empire led to impressive new public buildings and mansions being built for example, Broughty Ferry 6. provided jobs for Scots in the Empire for example, the armed forces and civil service 7. Opportunities in the Empire led to loss of skilled workers 8. later the Empire became a source of competition to Scottish economy for example, farm produce from Australia, Jute mill development in India, etc 9. any other valid point of knowledge.

<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>17.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:

Overall — the sources disagree about the reasons why Lithuanians settled in Scotland.

<table>
<tr><th>Source A</th><th>Source B</th></tr>
<tr><td>Lithuanians came to Scotland fleeing oppression in their homeland.</td><td>In the late 19th century, Lithuanian immigrants came to Scotland because of poverty in their homeland.</td></tr>
<tr><td>Many Lithuanians chose to come to Scotland because they had been recruited by employers in Coatbridge.</td><td>Most of the Lithuanians found themselves stranded in Scotland because they lacked funds to travel to America.</td></tr>
<tr><td>Lithuanian immigrants continued to be attracted to Scotland because it offered family and community connections.</td><td>By the end of the First World War, Lithuanians were no longer coming to Scotland as the community had broken up because of disagreements over which country they should fight for.</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
18.			*Candidates can be credited in a number of ways up to **a maximum of 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 but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. many migrants faced language difficulties on their arrival in Scotland 2. many migrants were poor, leading to difficulties establishing themselves in Scotland 3. many migrants had difficulty gaining employment 4. many migrants could only get poorly paid jobs leading to poverty 5. some immigrants faced ill feeling over undercutting wages and 'sweated labour' 6. some immigrants were stereotyped and blamed for bad behaviour 7. many Catholics faced religious discrimination and/or prejudice because of differences in religion 8. Education in Catholic run schools was often less well funded 9. Many immigrants were regarded as strike breakers by Scots leading to hostility 10. Some Italian immigrants faced hostility due to café opening times 11. immigrants were blamed for spreading disease 12. immigrants to Scotland were resented for increasing pressure on housing conditions 13. any other valid reason.

<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>19.</td><td></td><td></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 extent to which the source provides a full explanation of a given event or development.

Up to a maximum of 6 marks in total. 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source, which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. The headmaster gave a speech; he said many former pupils had left to go to Canada and were living a better life.</td><td>Scots emigrated for the opportunities abroad.</td></tr>
<tr><td>2. They sent letters encouraging their family and friends to move too.</td><td>Emigrants wrote letters encouraging others to emigrate.</td></tr>
<tr><td>3. The agent said Canada was a huge country, which had great opportunities for farming.</td><td>Canada was attractive to emigrant farmers.</td></tr>
<tr><td>4. He enthusiastically persuaded us of the merits of emigration with film clips and views of Canada.</td><td>Scots were persuaded of the attractions of Canada.</td></tr>
</table>
Possible points of significant omission may include:
5. poverty in Scotland encouraged emigration
6. unemployment encouraged many to leave
7. decline in industries also encouraged emigration after the First World War, for example, agriculture, fishing, heavy industries
8. governments of the overseas countries offered land and helped with the cost of travel
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					9. lack of opportunities in Scotland persuaded many people to leave 10. some emigrants went for missionary work: hoped to spread Christianity 11. any other valid point of significant omission.

<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>20.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 5 marks.

Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source and make a comment which shows why this aspect makes the source more or less useful.

A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing.

A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source.

A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.</td><td>5</td><td>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: modern historian</td><td>Useful as they are a well-informed expert on Scottish emigration.</td></tr>
<tr><td>Type of Source: textbook</td><td>Useful because the issue would have been researched thoroughly.</td></tr>
<tr><td>Purpose: to inform</td><td>Useful as it is intended to give factual information about the Scottish contribution to other countries.</td></tr>
<tr><td>Timing: 2008</td><td>Useful as it has the benefit of hindsight.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>John Ewing set up a highly successful mining operation.</td><td>Useful because it is accurate (Scots did set up mining companies).</td></tr>
<tr><td>The Burt Brothers also established a nationwide plumbing and gas fitting business.</td><td>Useful because it is accurate (Scots did contribute to engineering).</td></tr>
<tr><td>The Scottish education system was the model for New Zealand’s education system.</td><td>Useful because it is accurate (Scots had a big impact on education).</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 1. Scottish farmers used their skills and knowledge to improve farming practices 2. Scots contributed greatly to trading, for example, fur 3. Scots contributed to the development of professions, for example, medicine, surveying 4. Scottish settlers often had a negative impact on native peoples 5. any other valid point of significant omission.

Section 1 — Scottish Contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
21.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. A **second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. destroyed enemy defences, for example, barbed wire 2. provided cover for advancing soldiers 3. the tracks allowed tanks to crossed No Man's Land 4. their bulletproof exterior protected soldiers inside 5. invoked fear in opposing soldiers when first used 6. very slow 7. got stuck in the mud 8. often broke down 9. any other valid point of knowledge.

<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>22.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:

Overall — the sources disagree about military tactics on the Western Front.

<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>General Haig was worried about attacking at Loos as he knew his soldiers would have almost no cover and would find it hard to advance.</td><td>General Haig however, was accused of being over-ambitious about his attacking troops achieving a breakthrough.</td></tr><tr><td>Haig also wanted to keep the reserve troops close to the Front Line to exploit a breakthrough.</td><td>Haig's commander, Sir John French, thought that Haig’s tactics for the reserve troops risked high casualties without guaranteed success.</td></tr><tr><td>The Battle of Loos was a total tactical failure for the British.</td><td>The British had some tactical success at Loos.</td></tr></table></td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
23.			*Candidates can be credited in a number of ways up to **a maximum of 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 but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. some people objected to the war on moral grounds, for example, belief in the idea that killing was wrong 2. some people belonged to religious groups who were pacifists, for example, the Quakers 3. some soldiers became conscientious objectors after their experience of the fighting 4. some thought it was wrong to fight because Scotland and the UK was not being directly threatened 5. some people believed that peace should be achieved by negotiation not fighting 6. some people had political ideas which meant they believed the war was a rich man's fight, for example, socialism 7. some people had political ideas which meant they could not accept the government control over peoples' lives, for example, Liberals 8. some people belonged to political parties who were opposed to the war, for example, the ILP 9. some people were conscientious objectors because they could not accept the increasing power of the state, for example, John Maclean 10. any other valid reason.

<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 can be credited in a number of ways up to a maximum of 6 marks.

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

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. Foreign competition helped cause over half of Scotland’s iron furnaces to be dismantled by 1927.</td><td>Foreign competition hit the Scottish iron industry hard.</td></tr>
<tr><td>2. The mining industry suffered due to coal being much cheaper abroad.</td><td>Coalmining was affected badly by cheap coal from abroad.</td></tr>
<tr><td>3. New fuels being made available led to further decrease in coal production and many of Scotland’s pits began to close.</td><td>Coal mining was affected by new fuels leading to pit closures.</td></tr>
<tr><td>4. The failure of many Scottish industries to modernise also made it more difficult to compete because of higher costs.</td><td>Many Scottish industries did not modernise leading to their failure.</td></tr>
</table>
Possible points of significant omission may include:
5. lack of demand for ships after the war caused a decline in the shipbuilding industry on the Clyde
6. jute industry in Dundee was affected by the post-war decline in demand for sandbags
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					7. jute industry in Dundee was affected by foreign competition when the industry moved to Calcutta, India 8. valuable export markets to Germany and Russia were lost during the war and were never recovered, for example, fishing markets 9. Scottish farmers came under pressure due to the expansion of cheap food imports from abroad 10. poor industrial relations in Scotland gave industries a bad reputation, reducing orders 11. any other valid point of significant omission.

<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>25.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 5 marks.

Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source and make a comment which shows why this aspect makes the source more or less useful.

A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing.

A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source.

A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.</td><td>5</td><td>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:
modern historian</td><td>Useful because they would be a well-informed expert on the rent strikes.</td></tr>
<tr><td>Type of Source:
textbook</td><td>Useful because the book would have been thoroughly researched.</td></tr>
<tr><td>Purpose:
to inform</td><td>Useful as it is intended to give detailed information about the rent strikes.</td></tr>
<tr><td>Timing: 2013</td><td>Useful as it is a secondary source with the benefit of hindsight.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>The threat of eviction led to a woman in some tenement blocks being posted as a sentry to warn others if the bailiffs arrived.</td><td>Useful because it is accurate (lookouts were posted to watch for bailiffs coming to evict people).</td></tr>
<tr><td>Everyone in the building would then run to defend their neighbour against eviction.</td><td>Useful because it is accurate (crowds would gather to defend their neighbour against evictions).</td></tr>
<tr><td>Flour, rotting food and even wet clothes were thrown at the bailiffs to stop them from entering the building.</td><td>Useful because it is accurate (items were thrown at the bailiffs to prevent evictions).</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 1. during the war demand for housing in Glasgow soared and many landlords increased rent prices 2. in February 1915 local women (led by Mary Barbour) formed the Glasgow Women's Housing Association to resist rent increases 3. in May 1915, 25,000 tenants in Glasgow had joined the protest (rent strikes spread to other areas of Scotland) 4. male factory workers also striked for wage increases 5. any other valid point of significant omission.

Section 2 – British Contexts

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

<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 can be credited in a number of ways up to a maximum of 6 marks.

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

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. David granted land to nobles who had been part of the Norman conquest.</td><td>Land was given to Norman nobles to support David.</td></tr>
<tr><td>2. He created a new ruling elite in Scotland.</td><td>David created a new elite to support him.</td></tr>
<tr><td>3. In southern Scotland, a language developed that was similar to Old English, called Scots.</td><td>The Scots language developed in the south of Scotland.</td></tr>
<tr><td>4. Royal burghs were established which promoted trade in towns such as Roxburgh and Berwick.</td><td>Royal burghs were set up to boost trade.</td></tr>
</table>
Possible points of significant omission may include:
5. David helped spread the Norman ideals of feudalism
6. castles were built and/or rebuilt
7. Scottish royal coinage was introduced
8. Abbeys were established, for example, Melrose in the Borders
9. new sheriffdoms were created that enabled the king to effectively administer royal lands
10. Justiciarships were created
11. any other valid point of significant omission.
</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>27.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 5 marks.

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A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing.

A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source.

A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.</td><td>5</td><td>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: a monk</td><td>Useful as he would likely be honest about the events of the murder (as a churchman).</td></tr>
<tr><td>Type of Source: chronicle</td><td>Useful as it is a written record so it will be detailed.
Less useful as it could be exaggerated.</td></tr>
<tr><td>Purpose: to inform</td><td>Useful because it contains a detailed account of the murder.</td></tr>
<tr><td>Timing: 1171</td><td>Useful as it was written close to the time of the murder of Becket.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>The Archbishop was told that four knights had arrived from the king who wanted to speak with him.</td><td>Useful as accurate. (Four knights did enter the monastery to speak to Becket.)</td></tr>
<tr><td>One of the knights approached him, striking the Archbishop on the shoulder with his sword.</td><td>Useful as accurate. (A knight did strike Becket on the shoulder.)</td></tr>
<tr><td>After the first blow, the knights attacked and butchered him, scattering his brains across the floor.</td><td>Useful as accurate. (He was murdered and the top of his head was cut off.)</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 1. the knights demanded that Becket pardon the men he had excommunicated 2. the knights insisted that Becket attend a court to answer for his actions 3. Becket refused to leave with the knights 4. Becket declared he was willing to die as a martyr 5. any other valid point of significant omission.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
28.			*Candidates can be credited in a number of ways up to **a maximum of 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 but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. the Church taught people how to be good Christians, giving people a sense of purpose in life 2. the Church heard confessions which gave people comfort 3. the Church carried out key ceremonies, which were important moments in people's lives, for example, baptisms, marriages 4. the Church performed last rites for the dying which was an important aspect of religious life 5. the Church kept tithes for villages in case of harvest failure which provided a level of security 6. the Church decided on holidays which provided people with enjoyment, for example, Church festivals and saint's days 7. the Church educated boys for a career in the church which was seen as a noble profession 8. the Church owed service to the king which was important as they raised an army for the king 9. the Church was an active political advisor to the king 10. the Church employed large numbers of people from the community 11. any other valid reason.

<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>29.</td><td>(a)</td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

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

A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Poll Tax</td><td>1. the peasants were worried because they could not pay the new Poll Tax (which had been introduced in 1377, 1379 and 1381)
2. the peasants were angry with the 1381 Poll Tax because every person over 15 had to pay 4d per year</td></tr>
<tr><td>Resentment towards the government</td><td>3. King Richard II was still young for example, the peasants believed he was being badly advised by his commissioners
4. the peasants disliked the King’s commissioners because they were enforcing the collection of new taxes, for example, in Essex and Kent
5. the peasants were tired of paying for the war with France
6. the peasants feared the French might invade as the war was going badly</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>Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors).
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors).
• 1 mark for a conclusion with a valid judgement (or overall summary).
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td></td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Black Death</td><td>7. the peasants were unhappy because after 1351 no peasant could ever be paid more than he was before the Black Death, for example, the Statute of Labourers
8. the peasants were angry because since the Black Death not all had been able to buy their freedom from their lord</td></tr>
<tr><td>The Church</td><td>9. the peasants resented having to work on the Church’s land for free
10. the peasants were angry when John Ball, a priest who supported them, was jailed
11. John Ball’s speeches argued that the peasants should not be under control of the land, lords or churches</td></tr>
<tr><td>Other factors</td><td>12. any other valid point.</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>(b)</td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

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

A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.

Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors)
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors)
• 1 mark for a conclusion with a valid judgement (or overall summary)</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this support this factor may include:</th></tr>
<tr><td>Relationship with Edward</td><td>1. William supported Edward during the rebellion in England
2. William was related to Edward the Confessor through marriage
3. William claimed Edward had promised him the throne</td></tr>
<tr><td>Support from others</td><td>4. William received the support of the Pope prior to the invasion
5. Holy Roman Emperor Henry IV supported William’s claims
6. William felt God was on his side</td></tr>
<tr><td>William’s ambitions/ military success</td><td>7. William had been a successful leader in unifying Normandy
8. William had successfully dealt with threats from France while ruling Normandy</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>• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td></td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this support this factor may include:</th></tr>
<tr><td>Actions of Harold Godwinson</td><td>9. William claimed that Harold had vowed to accept William as the rightful heir
10. William claimed Harold was unworthy of the throne because he had broken his oath</td></tr>
<tr><td>Other factors</td><td>11. any other valid point.</td></tr>
</table>
</td></tr>
</table>

Section 2 — British Contexts

PART B — War of the Three Kingdoms, 1603—1651

<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>30.</td><td></td><td></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 extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. A significant difference was that James VI and I was based in London.</td><td>James based his government in London.</td></tr>
<tr><td>2. Communication was greatly improved with the development of a postal service between Edinburgh and London to keep the King in touch with his government in Edinburgh.</td><td>A postal service was developed between Scotland and England improving communication.</td></tr>
<tr><td>3. However, after 1603 Scotland found it more difficult to influence foreign policy.</td><td>After 1603 Scots found it harder to advance their interests in foreign policy.</td></tr>
<tr><td>4. In addition, Scotland was to be ruled by a Privy Council to ensure the King’s will was followed in Scotland.</td><td>Scotland was governed by a Privy Council.</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 5. James VI and I rarely visited Scotland after his coronation 6. no new institutions or government structures were put in place 7. James declared himself to be 'King of Great Britain' 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 valid point of significant omission.

<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 can be credited in a number of ways up to a maximum of 5 marks.

Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source and make a comment which shows why this aspect makes the source more or less useful.

A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing.

A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source.

A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.</td><td>5</td><td>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 Charles I</td><td>Useful, as he had first-hand experience of the Bishops’ Wars.</td></tr>
<tr><td>Type of Source: letter</td><td>Useful, as it is an official document.</td></tr>
<tr><td>Purpose: to warn the Scots</td><td>Useful, as it shows Charles’ view of Scotland.</td></tr>
<tr><td>Timing: 1639</td><td>Useful, as it is from the time of the Bishops’ Wars.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>We have advanced with our army and nobles of this kingdom and intend to end the current disorderly actions of some Scots.</td><td>Useful, as it is accurate (the English army marched north to deal with the Scots).</td></tr>
<tr><td>This nation knows that there is a plan of some Scots to invade England.</td><td>Useful, as it is accurate (some Scots planned an invasion of England).</td></tr>
<tr><td>If these men raise troops without our authority and come within 10 miles of the English border then we shall see that as an invasion and treat all such men as rebels.</td><td>Useful, as it accurate (Charles viewed the Scots actions as a rebellion).</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 1. Charles was slow to gather an army so the Scottish army had time to prepare 2. Charles sought a truce demanding the disbanding of both armies, the Truce of Berwick, that was rejected by the Scots 3. Charles was forced to call a Parliament to ask for money but dissolved it after he refused to compromise, for example, the short Parliament 4. the Scottish army invaded England and met little resistance 5. any other valid point of significant omission.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
32.			*Candidates can be credited in a number of ways up to **a maximum of 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 but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. King Charles I believed in the Divine Right of Kings which annoyed Parliament as they objected to the power it gave him 2. Charles' period of Personal Rule (1629 – 1640) increased opposition because he ruled without consulting parliament for 11 years 3. Charles' personality caused problems because he was considered extravagant and Parliament accused him of wasting money 4. the foreign policy of Charles I caused opposition, as it was unpopular and unsuccessful, for example, war with Spain 5. money raising methods of Charles led to opposition as they were seen as unfair, for example, Ship Money 6. Charles attempted to reform the Church by introducing religious policies that were opposed by parliament and Puritans because they believed they were returning to more Catholic worship 7. Charles showed favoritism to some individuals at court, for example, Buckingham, who was distrusted by parliament 8. any other valid reason.

<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>33.</td><td>(a)</td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

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

A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Religious disputes</td><td>1. Charles was married to the Catholic Henrietta Maria of France, who was allowed to practice her religion, and this created mistrust of Charles
2. Charles preferred a form of worship that made some fear he was leaning to Catholicism
3. Charles clashed with Scots over the issue of the new Prayer Book and this angered the Scots so much that they invaded England in 1639
4. new forms of worship were imposed which were disliked by Protestants</td></tr>
<tr><td>Finances</td><td>5. rich men were forced to buy their titles or be fined which caused resentment
6. Charles ordered that everyone pay Ship Money, previously limited to coastal areas, for example, some MPs arrested such as in Hampden
7. Parliament refused to raise money for Charles to go to war in Scotland causing tension</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>Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
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• 1 mark for a conclusion with a valid judgement (or overall summary)
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td></td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Politics</td><td>8. in 1629, Charles refused to let Parliament meet for 11 years, angering MPs
9. Charles used the Court of Star Chamber to rule without Parliament, which was seen by many as an abuse of power
10. Parliament was angry that Charles had tried to arrest critical MPs in the House of Commons</td></tr>
<tr><td>King’s character</td><td>11. Charles was arrogant which led to a poor relationship between him and Parliament
12. Parliament and the King clashed over Charles’ strong belief in the Divine Right of Kings.</td></tr>
<tr><td>Other factors</td><td>13. any other valid point.</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>(b)</td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

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

A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.

Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors)
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors)
• 1 mark for a conclusion with a valid judgement (or overall summary)
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>The King’s personality</td><td>1. some in the Parliament were offended by the King’s belief in the Divine Right of Kings
2. James was criticised for neglecting the business of government in favour of leisure pursuits
3. James was intelligent but his inflexibility led to conflict with parliament</td></tr>
<tr><td>Political disputes</td><td>4. quarrels over the King’s choice of leading minister, for example, the Duke of Buckingham
5. James ruled without Parliament from 1614 to 1621</td></tr>
<tr><td>Religious differences</td><td>6. the Millenery Petition of 1603 requested changes be made to practices in the Church of England; James rejected most changes which caused tension
7. James demanded that the clergy had to follow 39 articles and the Prayer book, which annoyed many</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question

Possible factors:	Key points of knowledge to support this factor may include:
Religious differences	8. James gave bishops more control in the Church which worried Puritans that he was attempting to Anglicise the Church of Scotland, causing unrest 9. Parliament was suspicious of James' perceived Catholic smpathies
Financial reasons	10. Crown and Parliament quarrelled over the sale of monopolies 11. James was viewed as extravagant, for example, his coronation 12. James was financially wasteful, and was over generous to his favourites
Other factors	13. any other valid point.

Section 2 — British contexts

PART C — The Atlantic Slave Trade, 1770—1807

<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>34.</td><td></td><td></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 extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. When captured Africans are brought from the inland areas, they are held in prison.</td><td>Enslaved people were gathered in prisons.</td></tr>
<tr><td>2. When we buy the captives, they are all brought out together and thoroughly examined by our surgeons.</td><td>Enslaved people were examined by doctors.</td></tr>
<tr><td>3. Slaves were often put in punishment cells for rebellious behaviour.</td><td>Enslaved people were put in punishment cells for rebelling.</td></tr>
<tr><td>4. Slaves were often kept chained up during their time in slave factories.</td><td>Enslaved people were often shackled whilst in the slave factories.</td></tr>
</table>
Possible points of significant omission may include:
5. enslaved Africans would be separated by gender in factories
6. the enslaved people passed as fit were branded on the chest with a hot iron to stop the African traders from switching bought slaves for unfit ones
7. enslaved women would suffer sexual exploitation
8. enslaved people would be whipped for anything they did wrong
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					9. enslaved people were fed little amounts of food to keep them docile 10. prisoners could be kept in slave factories for months 11. any other valid point of significant omission.

<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 can be credited in a number of ways up to a maximum of 5 marks.

Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source and make a comment which shows why this aspect makes the source more or less useful.

A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing.

A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source.

A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.</td><td>5</td><td>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: visitor to Jamaica</td><td>Useful because it is an eyewitness account of Jamaica.</td></tr>
<tr><td>Type of Source: a letter</td><td>Useful as it is more likely to be an honest account.</td></tr>
<tr><td>Purpose: to inform</td><td>Useful because it is intended to give an accurate description.</td></tr>
<tr><td>Timing: 1774</td><td>Useful as it is written when the slave trade was having a significant impact on the island of Jamaica.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>Smallpox is a dreadful disease which has frequently caused many deaths here among the enslaved Africans.</td><td>Useful because it is accurate (many infectious diseases were fatal to enslaved people).</td></tr>
<tr><td>I am also concerned at the deep divisions that can be seen between rich white and poor free black communities.</td><td>Useful because it is accurate (slavery did create a divide in Caribbean society).</td></tr>
<tr><td>The focus only on sugar is stopping this island from developing other businesses which will harm the island’s economy if sugar prices go down.</td><td>Useful because it is accurate (sugar prevented the growth of other industries in the Caribbean).</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 1. Native people (Arawaks) died out ending their culture 2. the natural beauty of the island was destroyed because land was cleared for plantations 3. small farms were replaced by large plantations causing a loss of employment and income for islanders 4. slavery increased racism and hindered the development of the island 5. any other valid point of significant omission.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
36.			*Candidates can be credited in a number of ways up to **a maximum of 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 but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. harsh punishments such as whipping meant that enslaved people were too scared to resist 2. enslaved people were afraid to resist in case they were sold off away from their families 3. enslaved people were branded which made runaways very easy to spot and so they would be recaptured quickly 4. large rewards were given for the capture of runaways which deterred escapes 5. slave owners were very well armed with guns and so were able to put down any attempts of resistance by enslaved people 6. enslaved people were not given much free time so they would find it difficult to be able to organise rebellions 7. there were heavily armed militia which were a deterrent to resistance 8. rebel ringleaders were publicly tried and executed which deterred others from resisting 9. any other valid reason.

<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>37.</td><td>(a)</td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>William Wilberforce</td><td>1. Wilberforce introduced many bills into parliament, which put pressure on MPs to end the slave trade
2. Wilberforce had the support of important politicians who backed his campaign
3. in 1804 the Abolition Bill Wilberforce introduced was passed by the House of Commons</td></tr>
<tr><td>Other Abolitionists</td><td>4. Newton wrote a book describing the horrors of the slave trade which shocked the public and increased support
5. Equiano’s autobiography and speaking tours highlighted the plight of enslaved people
6. Clarkson collected evidence of the slave trade which horrified people, for example, manacles, thumbscrews and the Brookes ship diagram
7. role of religious belief in changing attitudes towards slavery, for example, Quakers</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			Up to **4 marks** should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows: • **1 mark** for an introduction (which places the question in its historical context or outlines relevant factors). • **1 mark** for the answer being presented in a structured way (with knowledge being organised in support of different factors). • **1 mark** for a conclusion with a valid judgement (or overall summary). • **1 mark** for a reason in support of the judgement (a summary cannot be supported).		**Possible factors:** / **Key points of knowledge to support this factor may include:** Campaign methods — 8. many petitions sent to parliament highlighting the support of the public against the Slave Trade; 9. women refused to buy sugar produced by enslaved people and persuaded grocers not to sell it; 10. slogans such as 'Am I not a man and a brother' on Wedgewood Economic reasons — 11. slave trade ceased to be profitable Resistance of enslaved people — 12. reactions of plantation owners to increasing slave rebellions made the trade less viable for example, Haiti Other factors — 13. any other valid point.

<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>(b)</td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

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

A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.

Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors)
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors)
• 1 mark for a conclusion with a valid judgement (or overall summary)
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Loss of population</td><td>1. over twelve million people taken from Africa during the slave trade
2. six million Africans died on the way to the coast to be sold
3. it’s estimated the population should have been 50 million instead of 25 million
4. disease spread more easily due to the movement of captured enslaved people within Africa, further reducing the population</td></tr>
<tr><td>Agriculture</td><td>5. fewer young, strong, healthy Africans to grow food which led to famine
6. agricultural improvements were not made in Africa due to lack of experienced farmers
7. to avoid slavers good farmland on the coast was abandoned leading to fewer crops and greater hunger</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>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Conflict</td><td>8. villages were often destroyed or deserted
9. wars between African tribes became more common to enable the capture of prisoners to trade as slaves
10. use of guns traded for enslaved people meant conflict was more violent
11. tribal conflict to capture prisoners created an atmosphere of hatred and distrust among tribes that lasted long after the slave trade</td></tr>
<tr><td>Racism</td><td>12. ideas of African inferiority remained among Europeans for many years as a result of the slave trade</td></tr>
<tr><td>Other factors</td><td>13. any other valid point.</td></tr>
</table>
</td></tr>
</table>

Section 2 — British contexts

PART D — Changing Britain, 1760—1914

<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 can be credited in a number of ways up to a maximum of 6 marks.

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

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. It (the census) demonstrated that a significant number of all houses only had one room.</td><td>Many homes were small.</td></tr>
<tr><td>2. An estimated 1% of families lived in houses without any windows.</td><td>Some families lived in homes without fresh air.</td></tr>
<tr><td>3. Yet, there was much resentment at being trapped in these houses with rats and other vermin.</td><td>Some houses were infested with rats and other vermin.</td></tr>
<tr><td>4. There was also the problem of outside toilets which were shared by the entire building.</td><td>Often outside toilets had to be shared by many people.</td></tr>
</table>
Possible points of significant omission may include:
5. problems of overcrowding were common
6. poor tenements and slum housing caused disease to spread easily
7. houses were often built close to factories that caused pollution
8. houses were built very close together which led to poor lighting and/or ventilation
9. many houses suffered from damp
10. most houses did not have fresh running water
11. any other valid point of significant omission.
</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>39.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 5 marks.

Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source and make a comment which shows why this aspect makes the source more or less useful.

A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing.

A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source.

A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.</td><td>5</td><td>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:
a female mine worker</td><td>Useful as it is an eyewitness account by someone who experienced working in a coalmine.</td></tr>
<tr><td>Type of Source:
interview</td><td>Useful as it will be a factual account.</td></tr>
<tr><td>Purpose:
to inform</td><td>Useful as it gives us a detailed account of conditions in the coal mines.</td></tr>
<tr><td>Timing:
1842</td><td>Useful as it was written at the time of poor working conditions in coalmines.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>The pay is so low that I have always had to work until nearly giving birth, and then forced to return within days.</td><td>Useful because it is accurate (wages were so low that women could not afford to take time off work.</td></tr>
<tr><td>It is extremely dangerous carrying large sacks of coal to the surface.</td><td>Useful because it is accurate (women were expected to carry heavy baskets of coal which caused injury and back problems).</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>Women get so weak that they are forced to take their little ones down to help them, even children of 6 years old.</td><td>Useful because it is accurate (young children worked in coalmines, helping their mothers or working as trappers).</td></tr>
</table>
Possible points of significant omission may include:
1. hewers cut coal with pickaxes in narrow seams, at times only 18 inches high
2. accidents such as roof falls, explosions, shaft accidents and drowning were frequent
3. poor ventilation meant dust stayed in the air and caused health problems
4. it was very hot in the mines
5. any other valid point of significant omission.
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
40.			*Candidates can be credited in a number of ways up to **a maximum of 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 but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. canals lost business as they were slower than trains 2. canals were affected by seasonal weather and were therefore unreliable, for example, freezing in winter or low water level in summer 3. canals were more expensive to build than railways, so railways attracted more investment than canals 4. trains could transport bulk goods more cheaply than canals 5. canals were built to different specifications making it difficult to use the same barge in various locations 6. railways were more popular than canals as more passengers could travel on them 7. canals could not go everywhere especially in hilly country 8. factories could have their own sidings which were more convenient than canals 9. railways used more by passengers as they were comfortable 10. railways ran to a more reliable timetable than canals 11. any other valid reason.

<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>(a)</td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

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

A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.

Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors).
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors).
• 1 mark for a conclusion with a valid judgement (or overall summary).
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Division among the Chartists</td><td>1. some Chartists had different aims, which caused tension within the movement, for example, education, sobriety
2. Lovett and O'Connor disagreed overuse of militancy, splitting the movement
3. many middle-class Chartists withdrew their support which led to the movement becoming less influential</td></tr>
<tr><td>Poor organisation</td><td>4. lack of a single leader weakened the movement
5. Chartist groups were spread out in small groups all over the country making coordination difficult</td></tr>
<tr><td>Failure of petitions</td><td>6. the Chartists submitted three petitions to Parliament and all were ignored
7. the third petition was criticised for containing fake names</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question

Possible factors:	Key points of knowledge to support this factor may include:
Improvements to the economy	8. the economy improved, reducing interest in the Chartists, for example, unemployment fell, food prices came down
Impact of other movements	9. new movements attracted support away from Chartism, for example, the Anti-Corn Law League, the Ten-Hour Movement
Press	10. Chartists were ridiculed in the press, so lost respect
Other factors	11. any other valid point.

<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>(b)</td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.

Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors)
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors)
• 1 mark for a conclusion with a valid judgement (or overall summary).</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this support this factor may include:</th></tr>
<tr><td>Piped water supply</td><td>1. provision of clean water reduced diseases such as cholera
2. wash houses and public baths introduced in 1878 which improved hygiene and health</td></tr>
<tr><td>Other improvements in Public Health</td><td>3. introduction of public health acts gave local authorities power to improve conditions
4. proper drainage and sewage systems reduced spread of disease
5. appointment of Medical Officer of Health meant a qualified official enforced improvements</td></tr>
<tr><td>Medical advances</td><td>6. the introduction of vaccination, for example, for smallpox improved health
7. new developments in surgery (for example, chloroform, carbolic acid) prevented infection and deaths
8. improvements in hospital hygiene
9. improvements in medical standards and training led to better doctors, nurses and midwives</td></tr>
<tr><td>Improvements in hygiene</td><td>10. cheaper soap improved hygiene and health</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>Possible factors:</th><th>Key points of knowledge to support this support this factor may include:</th></tr>
<tr><td>Better diet</td><td>11. railways transported fresh foods across the country, which led to better, more nutritious diet</td></tr>
<tr><td>Other factors</td><td>12. any other valid point.</td></tr>
</table>
</td></tr>
</table>

Section 2 — British contexts

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

<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>42.</td><td></td><td></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 extent which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. Charles Booth’s study of London’s population showed that poverty was not always the poor person’s own fault.</td><td>The level of poverty in London was not always the fault of the individual.</td></tr>
<tr><td>2. Booth’s survey brought new methods to study the amount of poverty that existed.</td><td>The study used new methods to find out how much poverty existed.</td></tr>
<tr><td>3. Rowntree showed that poverty was not just a problem in London but in towns like York too.</td><td>Poverty did not just exist in the UK’s capital.</td></tr>
<tr><td>4. The survey by Rowntree found that one third of the population of York lived in poverty.</td><td>The problem of poverty was also large in York.</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 5. Booth's report concluded that approximately 30% lived in poverty 6. Rowntree's report showed that there was a cycle of poverty, so helped convince people that the poor needed help at certain times of their lives 7. Booth worked out a poverty line, a level of income needed for a family to stay out of starvation 8. Booth found that the scale of poverty could not be met with the help of charities alone 9. Rowntree identified two types of poverty; Primary and secondary 10. any other valid point of significant omission.

<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 can be credited in a number of ways up to a maximum of 5 marks.

Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source and make a comment which shows why this aspect makes the source more or less useful.

A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing.

A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source.

A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.</td><td>5</td><td>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:
David Lloyd George</td><td>Useful because he was an eyewitness and/or a Liberal politician who would know about the Liberal reforms.</td></tr>
<tr><td>Type of Source:
speech</td><td>Useful because this reflects the views of a Liberal politician.</td></tr>
<tr><td>Purpose:
to inform</td><td>Useful as the information is likely to be accurate (about the limitations of the Liberal reforms).</td></tr>
<tr><td>Timing:
1914</td><td>Useful as it is from the time of the Liberal reforms.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>Concerns have been raised that compulsory contributions for sickness and unemployment have led to poor people falling further into poverty.</td><td>Useful as it is accurate (many were worried that the contributions would cause workers to fall below the poverty line).</td></tr>
<tr><td>It has also been suggested that the payments do not last long enough to sustain the poor if they are sick or unemployed.</td><td>Useful as it is accurate (unemployment benefit only lasted for 15 weeks).</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 National Insurance Act has been a great social experiment but only covers the better off workers.	Useful as it is accurate (the Act did not support all workers).

Possible points of significant omission may include:

1. Free School Meals Act — did not support children during holidays and many continued to go hungry
2. Medical Inspections Act — free treatment not available until 1912
3. Old Age Pensions Act — many did not live long enough to receive their pension
4. Labour Exchanges — voluntary, not compulsory, which meant that many vacancies went not advertised
5. any other valid point of significant omission.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
44.			*Candidates can be credited in a number of ways up to **a maximum of 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 but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. the British public were happy with the Beveridge Report because it proposed improvements to the lives of all British citizens, not just particular groups 2. the Beveridge Report recommended the removal of the 'means-test' which many British people liked as they had found this to be a humiliation 3. identification of the Five Giant Evils was met with approval by the British public 4. the report simplified the system of national insurance, which was popular 5. indefinite payment of unemployment benefits was met with approval by those struggling to find work 6. introduction of family allowances were popular with those who had large families 7. suggestion of a National Health Service which would meet the needs of all British citizens was popular with many 8. proposed changes to the system of social insurance, for example, old age pensions, funeral grants would benefit many people and was therefore popular 9. the Beverage report was popular as it was seen as a reward for the difficulties endured during the war 10. any other valid reason.

<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>(a)</td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

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

A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Reforms to tackle disease</td><td>1. NHS treatment was free at point of delivery
2. treatment was comprehensive which met a range of needs, for example, doctors, dentists, opticians
3. NHS had a significant cost which caused charges to be introduced</td></tr>
<tr><td>Reforms to tackle want</td><td>4. National Insurance Act gave all workers benefits, for example, pensions, maternity grants.
5. did not cover individuals who were out of work and had not paid enough National Insurance</td></tr>
<tr><td>Reforms to tackle idleness</td><td>6. nationalisation of key industries reduced chances of unemployment, for example, NCB
7. working conditions and wages were generally unimproved</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>Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors).
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors).
• 1 mark for a conclusion with a valid judgement (or overall summary).
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td></td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Reforms to tackle squalor</td><td>8. New Towns Act planned 12 New Towns which eased overcrowding
9. building of more prefabricated and council houses helped with the housing shortages after WWII
10. still a significant shortage of housing after 1951</td></tr>
<tr><td>Reforms to tackle ignorance</td><td>11. Education Act raised the school leaving age to 15
12. 11+ exam proved socially divisive and many children felt a sense of inferiority if they were sent to a technical school</td></tr>
<tr><td>Other factors</td><td>13. any other valid point.</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>(b)</td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

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

A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.

Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors)
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors)
• 1 mark for a conclusion with a valid judgement (or overall summary)
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this support this factor may include:</th></tr>
<tr><td>Successes of the voluntary system</td><td>1. some people argued that a voluntary system ensured the poor were encouraged to keep working their own way out of poverty
2. Friendly Societies gave people the opportunity to save for future challenges they may face
3. savings banks encouraged people to save their money
4. The Cooperative Movement allowed poor people access to goods at cheaper prices, making it easier to afford food
5. voluntary hospitals provided healthcare
6. charities existed to help the poor for example, Barnardos for children</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question

Possible factors:	Key points of knowledge to support this support this factor may include:
Failures of the voluntary system	7. poverty was widespread in Britain in the early 1900s, suggesting that the voluntary system was failing to tackle social problems 8. lack of success of voluntary system clear in high child mortality 9. school inspections showed that child poverty was a particular issue 10. many people were forced to rely on the Poor House, which was seen as a huge social embarrassment and avoided 11. voluntary hospitals were often overwhelmed by demand, meaning treatment was limited 12. voluntary system did nothing to try and break the cycle of poverty.
Other factors	13. any other valid point.

Section 3 — European and world contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
46.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. heavily armoured, for example, helmet and chainmail skirt 2. Knights wore a padded jacket, or jerkin 3. a shield, for example, round or kite, made of wood or metal 4. often carried a spear or a lance 5. a sword, generally one handed, around 80cm long 6. some carried maces or axes 7. many rode horses 8. any other valid point of knowledge.

<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>47.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

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

A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.

Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors).
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors).
• 1 mark for a conclusion with a valid judgement (or overall summary).
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Religion</td><td>1. the Pope stated that it was a holy duty to protect Christians in the East
2. wanted to protect Christian churches and shrines that had been damaged and/or destroyed
3. wanted to re-open and/or secure pilgrim routes to Jerusalem
4. the Pope wanted to direct the violence of European knights against Muslims rather than other Christians</td></tr>
<tr><td>Economic</td><td>5. desire to re-open trade routes with the East and increase money from trading
6. Crusade would allow money to be made from pilgrims, increasing wealth, for example, for the Church and nobility</td></tr>
<tr><td>Politics</td><td>7. wanted to unite the Christian Churches behind a popular Crusade
8. Pope wanted to increase his own power
9. Pope wanted to demonstrate power of the Christian Church to other European rulers, for example, Holy Roman Emperor</td></tr>
</table>
</td></tr>
</table>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question

Possible factors:	Key points of knowledge to support this factor may include:
Threat of Islam	10. wanted to stop the spread of Islam into Europe, for example, Muslims already conquered parts of Spain 11. Byzantium had recently requested military aid from the West to halt the spread of Islam
Other factors	12. any other valid point.

<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>48.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:

Overall — the sources agree about the reasons for the success of the First Crusade.

<table>
<tr><th>Source A</th><th>Source B</th></tr>
<tr><td>The Muslim side was disadvantaged by significant religious and political division.</td><td>There were significant divisions within the Muslim forces that made their military efforts to resist the Crusaders less successful.</td></tr>
<tr><td>The Crusaders also showed effective military planning and used their supplies well.</td><td>They also managed to keep their supply lines open allowing them to be generally well supplied.</td></tr>
<tr><td>They also benefited from very effective naval support.</td><td>The Crusaders enjoyed powerful support from the sea, which they would use to help them win battles along the coast.</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
49.			*Candidates can be credited in a number of ways up to **a maximum of 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 but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. the Crusader army was so small that it was difficult to defend the land that had been captured 2. the Crusaders were constantly attacked by Muslims, costing men and supplies 3. the Crusader states were far apart from each other and so they were difficult to defend and/or supply 4. the land was infertile, so it was hard to grow crops 5. there was a lack of peasants to farm the land 6. there was a lack of important materials, for example, wood to build siege engines 7. the Crusaders did not have enough ships so could not capture coastal towns 8. the Crusaders were divided and so were not united against the Muslims 9. any other valid reason.

<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>50.</td><td>(a)</td><td></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 extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. Richard arrived with an effective fighting force that resupplied the Crusaders and enabled them to attack the city of Acre.</td><td>Richard led a force that allowed the Crusaders to attack Acre.</td></tr>
<tr><td>2. The tight naval blockade put in place by Richard’s Crusaders was successful and the people of Acre began to starve.</td><td>Richard put in place an effective naval blockade of Acre.</td></tr>
<tr><td>3. Richard ordered the Crusaders to dig trenches around the city so that there was no hope of Saladin driving them away.</td><td>Richard used tactics to maintain the siege at Acre.</td></tr>
<tr><td>4. Thanks to Richard’s leadership, Acre fell soon after his arrival.</td><td>Richard’s leadership led to the capture of Acre.</td></tr>
</table>
Possible points of significant omission may include:
5. Richard led the English contingent in the Third Crusade
6. Richard raised large sums of money to finance the Crusade
7. Richard quarrelled with other military leaders
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					8. Richard showed effective military leadership, for example, when picking the right time to attack at Arsuf 9. Richard was a skilled and/or tough warrior, and even took part in battles when he was wounded and/or ill 10. Richard was never able to recapture Jerusalem 11. any other valid point of significant omission.

<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>(b)</td><td></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 extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

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A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. Saladin was ruthless in the way he used military conquest to build alliances between Muslim lords.</td><td>Saladin used his military victories to unite Muslims.</td></tr>
<tr><td>2. When Saladin conquered a Muslim region he respected local interests and allowed them to keep some traditions.</td><td>Saladin allowed some local decision making in captured Muslim areas.</td></tr>
<tr><td>3. He was then able to proclaim himself as leader of the military struggle against the infidels.</td><td>Saladin appointed himself leader of the military struggle against Crusaders.</td></tr>
<tr><td>4. The unification of Muslims in the 12th century has also been linked to a Muslim religious revival.</td><td>Saladin’s unification of Muslims also included a renewed interest in the Muslim faith.</td></tr>
</table>
Possible points of significant omission may include:
5. Saladin used their common enemy, the Crusaders, to unite the Muslim lords
6. Saladin was in a position to unite Muslims thanks to a series of deaths allowing him to establish his own power
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					7. his victory in battle proved to Muslims that Saladin was an effective military commander 8. Saladin was a skilled diplomat and established pacts with other Muslim lords 9. Saladin used bullying and bribery to convince reluctant lords to side with him 10. any other valid point of significant omission.

Section 3 — European and world contexts

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
51.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. The Revenue Act (Sugar Act) 1764 cut duty on sugar and molasses 2. The Revenue Act (Sugar Act) 1764 was more strictly enforced than previous legislation 3. Currency Act 1764 placed a ban on colonial paper money 4. Stamp Act 1765 required stamps to be fixed to all legal documents, commercial papers, newspapers and pamphlets 5. Declaratory Act 1766 asserted that laws passed by Parliament were legally binding within the colonies, including those raising taxes 6. Townshend Duties 1767 imposed duties on colonial imports of glass, wine, China, lead, paint, paper and tea 7. Tea Act 1773 permitted the East India Company to export tea to the colonies directly but the colonists had to continue paying the Townshend duties 8. any other valid point of knowledge.

<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>52.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

Up to 5 marks can be awarded 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 awarded for relevant points of knowledge.

A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.

Up to 4 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors).
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors).
• 1 mark for a conclusion with a valid judgement (or overall summary).
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Benefits of the British Empire</td><td>1. British trade had helped make many colonists wealthy
2. some colonists had positions of influence within the British administration and wanted to protect this
3. Loyalists wanted to continue receiving protection from the British Army, for example, against Native American tribes</td></tr>
<tr><td>Loyalty to Britain</td><td>4. King George III still commanded respect among many colonists
5. many groups had sworn loyalty to the crown so felt obligated to keep their oaths
6. most colonists had British ancestors and were proud of being British
7. prominent individuals such as Flora Macdonald remained loyal to Britain and encouraged other Highlanders to do the same</td></tr>
</table>
</td></tr>
</table>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question

Possible factors:	Key points of knowledge to support this factor may include:
Fear of unknown	8. some colonists feared that without British institutions law and order would break down 9. most loyalists were conservative and feared the spread of revolutionary ideas
Incentives	10. the British army paid bounties to colonists to join loyalist regiments, which enticed many poorer Americans 11. the British government promised to free slaves who fled their patriot masters' plantations.
Other factors	12. any other valid point.

<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>53.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:

Overall — the sources agree about the events which took place in Lexington and Concord.

<table>
<tr><th>Source A</th><th>Source B</th></tr>
<tr><td>The first shots of the war were fired at Lexington, although it is still not clear who fired first.</td><td>To this day, no one knows which side began the fighting.</td></tr>
<tr><td>General Gage had sent 700 men from Boston to Concord to seize rebel arms.</td><td>On the night of 18 April, hundreds of troops marched from Boston to nearby Concord in order to capture a weapons reserve.</td></tr>
<tr><td>When they reached Lexington, shots were fired, and eight colonists were killed.</td><td>When the smoke cleared, eight militiamen were dead and nine were wounded.</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
54.			*Candidates can be credited in a number of ways up to **a maximum of 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 but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. the American colonists had to build a professional army, which was time consuming 2. states were slow to fulfil their troop quotas for the Continental Army, which resulted in shortages in the number of soldiers available 3. the American colonists remained 13 distinct states guarding their own interests, reluctant to fight in other states 4. the American colonists lacked unity which made coordination of troops and resources difficult 5. many recruits lacked military experience so struggled against a professional British Army 6. the American colonists suffered from shortages for example, fuel, food, firearms 7. most Native American tribes supported the British, causing American forces to be heavily outnumbered 8. the American colonists lacked a strong navy to challenge the Royal Navy moving British soldiers and supplies 9. any other valid reason.

<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>(a)</td><td></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 extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. After being made Commander in Chief, he forced the British to withdraw by placing artillery on Dorchester Heights in Boston.</td><td>Washington forced the British to withdraw from Boston.</td></tr>
<tr><td>2. He planned a successful hit and run attack at Trenton in December 1776.</td><td>Washington had military success at Trenton.</td></tr>
<tr><td>3. Washington kept up the morale of his troops throughout the war.</td><td>Washington encouraged and supported his troops.</td></tr>
<tr><td>4. He commanded American and French troops at Yorktown in 1781 which resulted in a humiliating surrender for the British.</td><td>Washington’s command at Yorktown forced the British to surrender.</td></tr>
</table>
Possible points of significant omission may include:
5. Washington worked hard to keep the Continental Army alive despite severe shortages for example, Valley Forge
6. he trained and improved the quality of American soldiers
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					7. he demanded better treatment for American soldiers from the Continental Congress, helping to secure supplies of food and munitions 8. he used the army to protect colonists from British foraging parties 9. he contained British forces in New York, rather than attempting to take the city 10. he convinced Congress to grant a 5-year bonus for soldiers in March 1783, preventing a near-mutiny 11. any other valid point of significant omission.

<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>(b)</td><td></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 extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. The great majority of new British recruits became efficient soldiers as a result of sound training and strong discipline.</td><td>British soldiers were well trained and so fought well.</td></tr>
<tr><td>2. British soldiers fought under officers who had little formal training.</td><td>British officers tended not to have formal military training.</td></tr>
<tr><td>3. Soldiers found that most officers were very experienced from fighting in Britain’s many wars.</td><td>Most officers had a lot of fighting experience</td></tr>
<tr><td>4. The British army was under the command of generals who tended to have a lack of imagination and initiative.</td><td>Generals tended not have good leadership skills.</td></tr>
</table>
Possible points of significant omission may include:
5. in some battles, the British were outnumbered by American forces
6. the British Army suffered from delays in orders from London
7. British uniforms were unsuitable for fighting in North America
8. British troops were not used to colonial guerrilla warfare
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					9. British soldiers carried smooth-bore muskets that took time to load 10. British Army suffered from poor quality rations 11. any other valid point of significant omission.

Section 3 — European and world contexts

PART C — USA, 1850—1880

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
56.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. wagons could be damaged, for example, canvas torn or wheels broken 2. wagons could be swept away during river crossings 3. poor weather conditions slowed journeys, for example, blizzards and sandstorms 4. Native Americans could attack settlers 5. animal attacks could be fatal, for example, snake bites or stampeding buffalo 6. lack of doctors meant that illnesses such as cholera could be fatal 7. wagon trains could be easily lost causing delays to the journey 8. settlers could run out of supplies of food and/or water 9. any other valid point of knowledge.

<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 can be credited in a number of ways up to a maximum of 9 marks.

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

Up to 5 marks can be awarded 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 awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.

Up to 4 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors).
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors).
• 1 mark for a conclusion with a valid judgement (or overall summary).
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor mav include:</th></tr>
<tr><td>Abraham Lincoln</td><td>1. rise of the Republican Party was seen as representing Northern interests which upset the South
2. Lincoln was elected President in 1860 and the South feared he would abolish slavery
3. Lincoln re-supplied Fort Sumter, in response Confederate troops opened fire</td></tr>
<tr><td>Territorial expansion</td><td>4. Kansas – Nebraska Act meant that states could choose if they were free/slave which delighted the south and angered the North causing tension</td></tr>
<tr><td>Secession by Southern states</td><td>5. growing anger in the South over failure in the North to respect individual states' rights
6. Southern states left the union after Lincoln's election as they believed they would not be fairly treated
7. soon after Lincoln's election, South Carolina seceded and were quickly followed by others which angered the North</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question

Possible factors:	Key points of knowledge to support this factor may include:
Slavery	8. the southern economy depended on slavery and so they were anxious about the North trying to get rid of it 9. the North disliked slavery as it didn't suit their economy 10. abolitionists caused tension and made the South even more suspicious, for example, the raid on Harpers Ferry
Other factors	11. any other valid point.

<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>58.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:

Overall — the sources agree about slave life on Southern plantations.

<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>Work in the sugar fields was extremely hard, especially when the crop was being harvested.</td><td>Sugar made the harshest of demands: six months of heavy harvesting and gathering in hot tropical weather.</td></tr><tr><td>Their diet was inadequate and at times even basic food was in short supply.</td><td>Slaves were given little to eat which was barely enough to keep them from hunger.</td></tr><tr><td>Slaves were punished in a variety of ways such as being shifted to other parts of the country or even sold to a different owner.</td><td>Slaves everywhere faced the possibility of having their family lives disrupted by removal to another plantation.</td></tr></table></td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
59.			*Candidates can be credited in a number of ways up to **a maximum of 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 but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. African Americans were not able to vote which meant they had no political power 2. African Americans were not allowed to carry firearms which meant they were unable to defend themselves against white violence 3. African Americans could not buy land in some areas which made life difficult 4. some African American marriages were not recognised by white Americans 5. unemployed African Americans could be arrested, fined or imprisoned which forced them to remain in poorly paid jobs 6. some states introduced segregation meaning that African Americans did not have access to the same level of facilities as White Southerners, for example, housing 7. a curfew of 10pm was imposed on African Americans which restricted their freedom 8. it was very difficult for African Americans to sue a white person in court which meant they had fewer legal rights 9. African Americans were not allowed to hold any public meetings after sunset which restricted their freedom of movement 10. African Americans were not able to preach to a congregation without permission which restricted their rights to free speech 11. any other valid reason.

<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>60.</td><td>(a)</td><td></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 extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. At the Battle of Little Bighorn, General Custer led the 7th Cavalry to try and round up the rebellious Native Americans and take them back to their reservation.</td><td>General Custer fought the Native Americans at Little Bighorn to try and control them.</td></tr>
<tr><td>2. Unknown to Custer, around 2,000 Native American warriors were waiting for him.</td><td>A large number of Native Americans ambushed Custer.</td></tr>
<tr><td>3. Many of the warriors had horses and modern repeating rifles.</td><td>The Native Americans were well armed.</td></tr>
<tr><td>4. Custer ignored his scouts thinking they had exaggerated Native American numbers.</td><td>Custer ignored the intelligence of his military scouts.</td></tr>
</table>
Possible points of significant omission may include:
5. many of Custer’s men’s guns jammed at Bighorn
6. 225 of Custer’s men including Custer were killed at little Bighorn
7. Custer did not wait for back up before he attacked
8. 450 Native Americans were killed at Sand Creek
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					9. at Sand Creek, two-thirds of the dead were women and children 10. Native Americans raised the American flag; white flag at Sand Creek as the warriors were away hunting 11. any other valid point of significant omission.

<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>(b)</td><td></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 extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. The Freedmen’s Bureau was set up to help former slaves get legal help.</td><td>The Freedman’s Bureau offered legal aid to former enslaved people.</td></tr>
<tr><td>2. Freedman would get temporary shelter and packages of clothing and food to relieve their suffering.</td><td>Freedmen got help with necessaries of life.</td></tr>
<tr><td>3. The bureau would confiscate abandoned land to rent to Freedmen.</td><td>The Bureau rented land to Freedmen.</td></tr>
<tr><td>4. The bureau helped legalise former slaves’ marriages.</td><td>The Bureau helped Freedmen legalise their marriages.</td></tr>
</table>
Possible points of significant omission may include:
5. hospitals for former enslaved people were built
6. schools were built for former enslaved people
7. teachers trained for schools
8. the bureau helped find their families after the war
9. helped former enslaved people find jobs
10. built churches for ex-enslaved people
11. any other valid point of significant omission.
</td></tr>
</table>

Section 3 — European and world contexts

PART D — Hitler and Nazi Germany, 1919—1939

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
61.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. A **second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. War Guilt Clause 2. army limited to 100,000 men 3. navy limited to six warships 4. Germany not allowed an Airforce 5. Alsace and Lorraine returned to France 6. Union (Anschluss) with Austria was forbidden 7. the Rhineland was to be demilitarised 8. reparations were to be paid to the Allies 9. any other valid point of knowledge.

<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>62.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

Up to 5 marks can be awarded 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 awarded for relevant points of knowledge.

A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.

Up to 4 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors)
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors)
• 1 mark for a conclusion with a valid judgement (or overall summary)
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Discontent against the Weimar Republic</td><td>1. Weimar was blamed for defeat in the war
2. resentment that Weimar accepted the terms of the Treaty of Versailles
3. lack of popular support for the new form of democratic government after 1918
4. coalition governments didn’t seem to govern effectively
5. dissatisfaction with failure to solve Weimar’s early economic problems
6. lost support due to the mishandling of the economic problems of the Great Depression</td></tr>
<tr><td>Appeal of the Nazis</td><td>7. promises by the Nazis, for example, to restore German pride, give people jobs, destroy Treaty of Versailles
8. Nazi propaganda made the Party stand out from all other parties, for example, Swastika, smart brown uniforms, cinema, radio
9. the Nazis gave the German people a scapegoat for all their problems in the Jews</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><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Fear of Communism</td><td>10. many thought only Hitler and the Nazis could stop the Communists</td></tr>
<tr><td>Hitler’s leadership</td><td>11. Hitler was a compelling and charismatic speaker
12. Hitler was perceived as a dynamic leader, who campaigned using modern methods, for example, used an aeroplane to campaign</td></tr>
<tr><td>Other factors</td><td>13. any other valid point.</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>63.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:

Overall – the sources agree about the importance of the Reichstag fire.

<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>The Reichstag fire helped to boost Nazi popularity among the German public.</td><td>The Reichstag fire helped the Nazis to increase their share of votes and seats in the election of March 1933.</td></tr><tr><td>This crime was blamed on the Communists.</td><td>A Dutch Communist, Marinus van der Lubbe, was quickly identified as the man responsible.</td></tr><tr><td>The day after the fire President Hindenburg signed the Decree for the Protection of the People and the State, which gave many new powers to the Nazi Government.</td><td>The so-called Reichstag fire law moved Germany ever closer to dictatorship by allowing the Nazis to censor newspapers and limit meetings.</td></tr></table></td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
64.			*Candidates can be credited in a number of ways up to **a maximum of 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 but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. many Germans credited the Nazis with resolving economic problems 2. Hitler was viewed as a great leader who had restored German pride 3. political opposition was difficult after the banning of other political parties 4. people worried they could be arrested by the Gestapo 5. press censorship made it difficult for Germans to read any criticism of Hitler or the Nazis 6. the Night of the Long Knives showed the deadly consequences of opposition 7. Nazi propaganda helped maintain support for the regime 8. many Germans supported Nazi policies, for example, harsh treatment of minority groups 9. any other valid reason.

<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>(a)</td><td></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 extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. The Nuremberg rallies were usually held in late August or early September and lasted several days.</td><td>Rallies were usually held in August/ September lasting several days.</td></tr>
<tr><td>2. They were designed by Albert Speer who used lighting to create an effect similar to today’s pop concerts.</td><td>The rallies were designed by Albert Speer using modern lighting techniques.</td></tr>
<tr><td>3. Music by the great German composer Wagner was played.</td><td>Music by Wagner was played at the rallies.</td></tr>
<tr><td>4. Torchlit processions at night created an amazing spectacle.</td><td>Rallies featured spectacular torchlit processions.</td></tr>
</table>
Possible points of significant omission may include:
5. Hitler made a speech each year
6. hundreds of thousands of party members/spectators attended
7. Nazi brownshirts marched in formation at the rallies
8. Nazi symbols were displayed prominently
9. members of Hitler youth groups attended
10. rallies were filmed and later shown in cinemas all over Germany
11. any other valid point of significant omission.
</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>(b)</td><td></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 extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

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A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. Jews were hounded from their jobs, businesses and homes.</td><td>Shows that Jewish people lost their livelihoods and houses.</td></tr>
<tr><td>2. Crude racial propaganda presented Jews as a threat to the pure German nation.</td><td>Shows that the Nazis scapegoated the Jewish people.</td></tr>
<tr><td>3. Soon, Jews were being banned from social clubs and schools.</td><td>Shows that Jewish people were excluded from normal life.</td></tr>
<tr><td>4. Bishop Galen attacked the Nazis for killing patients in clinics and homes for the mentally ill.</td><td>Shows that the Nazis killed vulnerable people.</td></tr>
</table>
Possible points of significant omission may include:
5. the Nazis organised boycotts of Jewish shops
6. Jews were beaten up on streets
7. Nazi violence and destruction on ‘Kristallnacht’, 1938
8. the Nuremburg Laws were passed in 1935 for example, discriminating against Jews, Roma, Sinti
9. religious groups like the Jehovah’s Witnesses were offered forced conversions to mainstream Christianity
10. any other valid point of significant omission.
</td></tr>
</table>

Section 3 —European and world contexts

PART E — Red Flag: Lenin and the Russian Revolution, 1894—1921

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
66.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. Tsar was an autocrat so nobody was able to challenge his authority 2. the Okhrana (Secret Police) was used to identify and spy on enemies of the state 3. political opponents routinely imprisoned or exiled 4. the army was used to enforce the Tsar's power 5. the Russian Orthodox Church reinforced the Tsar's authority 6. the Russian legal system was designed to maintain autocracy and the power of the Tsar 7. the Civil Service was used by the Tsar to control everyday life, for example, censorship 8. Russification used to control non-Russian peoples 9. any other valid point of knowledge.

<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 can be credited in a number of ways up to a maximum of 9 marks.

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

Up to 5 marks can be awarded 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 awarded for relevant points of knowledge.

A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.

Up to 4 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors)
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors)
• 1 mark for a conclusion with a valid judgement (or overall summary)
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Bloody Sunday</td><td>1. Russian troops fired on an unarmed and peaceful crowd led by Father Gapon
2. strikes broke out in all major towns and cities
3. Tsar blamed for the massacre and many Russians held him responsible</td></tr>
<tr><td>Opposition to Tsar Nicholas II</td><td>4. Tsarist autocratic rule caused growing unhappiness among the middle class who preferred a constitutionally elected government
5. political challenges from organised opposition groups such as the Kadets, Social Revolutionaries and the Social Democrats
6. Tsar Nicholas II was seen as being too weak and unable to make good decisions for Russia in a crisis
7. national minorities hated the policy of Russification as it repressed their language, customs and religion</td></tr>
</table>
</td></tr>
</table>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question

Possible factors:	Key points of knowledge to support this factor may include:
Defeat in the Russo-Japanese War	8. defeats by Japan were humiliating for Russia and led to widespread discontent 9. defeat in the war increased discontent in Russia over the Tsar's leadership 10. Potemkin naval mutiny in the Black Sea fleet over poor conditions and incompetent leadership threatened to spread and weakened support for the Tsar 11. the government was accused of providing inadequate supplies and equipment to Russia's armed forces, for example, Lake Baikal bottleneck on the Trans-Siberian Railway 12. increased discontent in the Russian armed forces because of successive defeats, for example, Tsushima Strait
Other factors	13. any other valid point.

<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>68.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:

Overall – the sources agree about Stolypin’s reforms.

<table>
<tr><th>Source A</th><th>Source B</th></tr>
<tr><td>In November 1905, redemption payments had been abolished.</td><td>In addition, redemption payments for peasants were stopped.</td></tr>
<tr><td>Stolypin also extended the Peasants’ Land Bank, whereby peasants would be given loans to buy land.</td><td>Similarly, Stolypin also improved the peasant land bank which gave individual farmers loans so that they could buy their own land.</td></tr>
<tr><td>Moreover, the Stolypin reforms increased the number of schools in Russia, particularly in the countryside.</td><td>Stolypin also wished for more peasants to read, so he built around 50,000 more schools.</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
69.			*Candidates can be credited in a number of ways up to **a maximum of 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 but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. Tsar decided to take personal control of the army during the First World War so was held responsible for defeats 2. many Russians resented that the Tsar had left the Tsarina in charge because they thought she was a German spy 3. the Tsarina allowed Rasputin to influence her decision making which discredited the Tsarist government 4. heavy losses demoralised the army and soldiers became reluctant to fight for the Tsar 5. continued shortage of weapons and ammunition during First World War further discredited the Tsar's leadership 6. Generals lost faith in the Tsar and encouraged him to abdicate 7. war effort devastated the economy and the Tsar was blamed for this 8. shortages and poor working conditions led to great discontent and many Russians blamed the Tsar for this 9. the Tsar no longer had the support of the middle classes 10. Tsar tried to return to Petrograd but the train was stopped and he had no choice but to abdicate 11. any other valid reason.

<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>70.</td><td>(a)</td><td></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 extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. The Reds controlled the central areas where the war was fought.</td><td>The Red Army benefitted from control of the centre.</td></tr>
<tr><td>2. They could also make better use of the railways, based around Moscow and Petrograd.</td><td>The Red Army used the railway system around Moscow and Petrograd.</td></tr>
<tr><td>3. The Bolshevik secret police, known as the Cheka, hunted down and executed any potential opposition to the Red Army.</td><td>The secret police eliminated opposition to the Red Army.</td></tr>
<tr><td>4. The Red Army was well supplied with food because of the Food Dictatorship.</td><td>The Red Army had good food supplies for fighting.</td></tr>
</table>
Possible points of significant omission may include:
5. Red Army used experienced ex-Tsarist officers effectively
6. Trotsky provided strong leadership using his armoured train
7. Red Army discipline was effective (ruthlessness in dealing with desertion whilst promoting those with ability)
8. conscription for the Red Army ensured they outnumbered the Whites
9. Red Army was better motivated because Communist ideas offered them a better future
10. any other valid point of significant omission.
</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>(b)</td><td></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 extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. The Provisional Government was challenged by the system of Dual Power and the power of the Petrograd Soviet.</td><td>The Provisional Government had rivals to its authority.</td></tr>
<tr><td>2. Part of their problem was that the Provisional Government lacked political support as there had not been an election.</td><td>The people had not voted for the Provisional Government, affecting its authority.</td></tr>
<tr><td>3. However, soon economic problems resulted in many calling for a change of government.</td><td>Continued economic problems affected support for the Provisional Government.</td></tr>
<tr><td>4. These problems were most visible in terms of the lack of food and fuel in the cities.</td><td>Lack of food and fuel in the cities affected support for the Provisional Government.</td></tr>
</table>
Possible points of significant omission may include:
5. problems due to continuing the War
6. The Summer offensive in 1917 was a disaster
7. the government could not solve the problem of land distribution
8. the Provisional Government were challenged by the Bolsheviks
9. Kerensky was challenged by the schemes of opponents such as Kornilov
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					10. The Provisional Government has access to only a limited transport network 11. any other valid point of significant omission.

Section 3 — European and world contexts

PART F — Mussolini and Fascist Italy, 1919—1939

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
71.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. Mussolini was elected to Parliament in 1921 2. Fascists 'Marched on Rome' 3. Mussolini appointed as Prime Minister by the King 4. Acerbo Law used to secure Fascist parliamentary majority 5. removal of opponents from civil service 6. disruption of political meetings of the opposition 7. press intimidated if speaking against the fascists 8. Blackshirts terrorised cities and spread fear 9. any other valid point of knowledge.

<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>72.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

Up to 5 marks can be awarded 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 awarded for relevant points of knowledge.

A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.

Up to 4 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors).
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors).
• 1 mark for a conclusion with a valid judgement (or overall summary).
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Control of Trade</td><td>1. Labour Charter — supported the employers not the workers
2. advisory corporations set up covering nearly every aspect of industry
3. self-sufficiency not achieved as large imports of oil, coal and iron ore were still required</td></tr>
<tr><td>Agriculture</td><td>4. battle for the Land to clear marshland for farms created thousands of jobs, for example, Pontine Marshes
5. limited amount of land reclaimed
6. Battle for Grain was a success for farmers as they had a guaranteed price for their crop
7. Battle for Grain was a failure for the poor as they could not afford bread</td></tr>
<tr><td>Battle for the Lira</td><td>8. Mussolini raised the value of the Lira increasing the price of exports which led to firms not being able to sell goods
10. high tariffs put on foreign imports was not good for Italian consumers</td></tr>
</table>
</td></tr>
</table>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question

Possible factors:	Key points of knowledge to support this factor may include:
Public Works	11. public work schemes introduced which helped combat the impact of the Depression, for example, motorways and hydroelectric plants 12. construction of public monuments did little to improve the economy
Trade Unions	13. outlawing of Socialist and Catholic trade unions by the Vidoni Palace Pact reduced industrial disputes making the economy more productive
Other factors	13. any other valid point.

<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>73.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:

Overall — the sources agree about the aims of Mussolini’s youth policies.

<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>Mussolini prioritised the young in his policies because his aim was to create a nation of fascists.</td><td>Ultimately the youth policies were intended to indoctrinate the young to become fascists.</td></tr><tr><td>Schools and the youth organisations looked to prepare young people for war through sports in the curriculum and after-school activities.</td><td>The school curriculum had an emphasis on sport in order to build up a potential army.</td></tr><tr><td>A central aim of youth organisations was to promote unwavering loyalty and love for Benito Mussolini.</td><td>The ONB prioritised love of Il Duce through songs which included lines such as ‘Swear loyalty to Mussolini’.</td></tr></table></td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
74.			*Candidates can be credited in a number of ways up to **a maximum of 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 but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. to help spread Fascism throughout Europe 2. to consolidate an alliance with Spain which would be geographically important in a future conflict with France 3. Franco would allow Italian military bases in Spain if a war with France was to break out 4. Mussolini had become overambitious after the victory in Abyssinia 5. to strengthen Italian influence in Europe 6. to fight against democracy and socialism 7. to stop French left-wing influence in Spain 8. to boost Mussolini's political reputation 9. any other valid reason.

<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>75.</td><td>(a)</td><td></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 extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. By the end of 1925 only the Fascist Party was allowed to operate by law, all other political parties were banned in Italy.</td><td>Only the Fascist Party was allowed to exist.</td></tr>
<tr><td>2. Not only were political parties banned but the Lateran Agreements neutralised opposition from the Church as well.</td><td>The Lateran Agreements ensured that there was not opposition from the Catholic Church.</td></tr>
<tr><td>3. In addition, 400 people were killed by the State for political reasons.</td><td>Opponents of the State were killed.</td></tr>
<tr><td>4. Many opponents were forced into exile on Italian islands such as Lipari and Lampedusa.</td><td>Many opponents were sent to internal exile.</td></tr>
</table>
Possible points of significant omission may include:
5. some opponents were sent to concentration camps
6. censorship was introduced
7. anti-fascist propaganda was viewed as treason
8. the secret police spied on people
9. the Blackshirts were used to terrorise anyone not supporting the Fascists
10. any other valid point of significant omission.
</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>(b)</td><td></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 extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. However, by December 1934 Italian and Abyssinian forces clashed at the Wal Wal oasis.</td><td>A clash at Wal Wal caused tension.</td></tr>
<tr><td>2. From February of the following year, Italy started to send extra troops to Italian East Africa.</td><td>Italians escalated their troops in Italian East Africa.</td></tr>
<tr><td>3. Mussolini launched the full invasion of Abyssinia on 3 October 1935 and had captured Adowa by 6 October.</td><td>Italy invaded Abyssinia in 1935.</td></tr>
<tr><td>4. The Abyssinians were not equipped for modern warfare and the Italians won the war after seven months of fighting.</td><td>The Italians won the war quickly.</td></tr>
</table>
Possible points of significant omission may include:
5. the Italians were aided by the British and French desire to avoid conflict
6. the Italians used mustard gas on Abyssinian villages
7. Mussolini ordered the killing of ten Abyssinians for each Italian casualty
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					8. the Italians used machine guns and aircraft 9. Eritreans from Italy's first colony did a lot of the fighting for the Italians 10. any other valid point of significant omission.

Section 3 — European and world contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
76.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. some new immigrants experienced a language barrier which made it difficult to find employment 2. lack of education often led to new immigrants having to accept low paying jobs 3. new immigrants were often disliked as they were frequently used by employers to break strikes 4. new immigrants were often poor so could only afford to rent houses in slum areas of the city 5. housing in which new immigrants lived in was often poorly maintained 6. some new immigrants lived in communities which consisted of people from their native country, for example, Little Italy 7. some immigrants enjoyed a greater freedom of religion in the USA 8. some immigrants enjoyed a higher standard of living in the USA 9. any other valid point of knowledge.

<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>77.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

Up to 5 marks can be awarded 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 awarded for relevant points of knowledge.

A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.

Up to 4 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors).
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors).
• 1 mark for a conclusion with a valid judgement (or overall summary).
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Ku Klux Klan</td><td>1. the KKK would burn crosses outside the homes of black Americans in order to intimidate them
2. the KKK would kidnap and assault/murder black American who spoke out against them
3. in the South, the KKK had powerful members, including police, politicians and judges</td></tr>
<tr><td>Jim Crow Laws</td><td>4. the ‘Separate but Equal’ decision of the Supreme Court made the Jim Crow laws
5. transport was segregated, for example, black Americans had to sit at the back of buses</td></tr>
<tr><td>Voting restrictions</td><td>6. some Southern states introduced qualifications which made it difficult for black Americans to register to vote
7. literacy tests were failed by most black Americans as they were marked by a white registrar</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question

Possible factors:	Key points of knowledge to support this factor may include:
Attraction of the Northern cities	8. there were more employment opportunities in industrial factories in the Northern States 9. it was believed that the Northern cities had better housing conditions
Other factors	10. any other valid point.

<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>78.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:

Overall — the sources agree about the experiences of black Americans during World War Two.

<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>The ‘Double V’ campaign demanded victory for democracy at home as well as abroad, which was popular amongst black servicemen.</td><td>Additionally, black soldiers supported the ‘Double V’ campaign as they fought to defeat Nazi Germany but also demanded civil rights at home.</td></tr><tr><td>Philip Randolph used the March on Washington Movement to secure a Presidential order to end segregation in the war industries.</td><td>President Roosevelt was pressured to issue an Executive order to prohibit discrimination in defence industries.</td></tr><tr><td>In the military, black Americans were given more opportunities such as the flight programme training pilots at Tuskegee, Alabama.</td><td>The outbreak of war provided opportunities for black Americans to train as military pilots for the first time.</td></tr></table></td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
79.			*Candidates can be credited in a number of ways up to **a maximum of 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 but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. protesters were united over the year-long protest showing the power of their collective action 2. the bus boycott illustrated that non-violence was an effective protest method against the segregation laws 3. the boycott broke no laws which made it difficult for Southern whites, the police or state government to challenge the protests 4. the success of the protest inspired the NAACP and other civil rights groups to adopt non-violent methods for future protests 5. the bus boycott highlighted the power of the black community, since they made up 60 - 70% of the bus passengers 6. the success of the boycott illustrated that putting economic pressure on private companies could lead to changes to segregation laws 7. the boycott pushed Martin Luther King Jr to the forefront of civil rights as an effective leader 8. the TV image of King and protestors was non-threatening which led to some white people supporting black protests 9. any other valid reason.

<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>80.</td><td>(a)</td><td></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 extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td></td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. They set up projects for black American communities which included its free ambulance programme.</td><td>Black Panthers set up community support programmes.</td></tr>
<tr><td>2. The Black Panthers had other welfare programmes, such as shoe distribution in ghetto areas.</td><td>Black Panthers operated welfare programmes in poor areas</td></tr>
<tr><td>3. They also helped provide free transportation for black Americans to visit relatives in prison.</td><td>Panthers operated transport programmes to help with prison visits.</td></tr>
<tr><td>4. What is remembered most about them is that Black Panthers on patrol would openly carry loaded weapons.</td><td>Panthers carried weapons on patrol.</td></tr>
</table>
Possible points of significant omission may include:
5. the Black Panthers helped to protect the rights of Black Americans from police brutality, for example, carried law books, cameras and tape recorders
6. the Black Panthers distributed free clothing to those in need in the ghettos
7. they set up free health clinics for black Americans
8. they set up a free breakfast programme to feed needy black children
9. any other valid point of significant omission.
</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>(b)</td><td></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 extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. The Riders travelled on buses through the American South using facilities such as lunch counters which were supposed to be white-only.</td><td>Freedom Riders protested at lunch counters.</td></tr>
<tr><td>2. Before starting, the Riders completed a few days of training on how to respond to any harassment.</td><td>Riders had harassment training before stating their Rides.</td></tr>
<tr><td>3. Hundreds of protesters were arrested during the campaign.</td><td>Riders were often arrested on their protests.</td></tr>
<tr><td>4. The first Freedom Riders were unable to finish their journey by bus, so flew to New Orleans instead.</td><td>The first Freedom Riders were unable to complete their bus journey.</td></tr>
</table>
Possible points of significant omission may include:
5. Freedom Rides also included white riders who used facilities designated for blacks
6. some buses carrying Freedom Riders were firebombed
7. members of the Ku Klux Klan sometimes boarded buses and attacked Freedom Riders
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					8. some Riders had to be taken to hospital due to their injuries 9. many Freedom Riders were sent to prison for crimes such as breach of the peace 10. there was huge media coverage of the Freedom Rides 11. any other valid point of significant omission.

Section 3 — European and world contexts

PART H — Appeasement and the Road to War, 1918—1939

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
81.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. the League resettled 500,000 prisoners of war after World War I 2. the League assisted refugees, for example, set up camps, provided food, built farms and homes 3. Sweden and Finland accepted the League's arbitration to award the Aaland Islands to Finland 4. the League fought worldwide slavery, for example, slave trade in Africa and Burma, freed 200,000 enslaved people 5. the League tackled the illegal drugs trade, for example, blacklisting large German, Dutch, French and Swiss companies which were involved in the sale of illegal drugs 6. the League worked to prevent the spread of leprosy 7. the League improved health by starting a global campaign to exterminate mosquitoes and the spread of malaria 8. Greece complied with a request to withdraw from Bulgaria in 1925 9. any other valid point of knowledge.

<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>82.</td><td></td><td></td><td>
Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

Up to 5 marks can be awarded 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 awarded for relevant points of knowledge.

A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.

Up to 4 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors)
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors)
• 1 mark for a conclusion with a valid judgement (or overall summary)
• 1 mark for a reason in support of the judgement (a summary cannot be supported).
</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Desire to overturn the Treaty of Versailles</td><td>1. Hitler was determined to unite all Germans in defiance of the Treaty
2. Hitler wanted to end the division of Germany caused by the Polish Corridor
3. German desire to get revenge for the humiliation of the Treaty of Versailles</td></tr>
<tr><td>Desire for Lebensraum</td><td>4. more land would be needed to accommodate an ever growing population
5. land in the east would also provide raw materials
6. Nazi racism made them think it would be easy to defeat Slavs</td></tr>
<tr><td>Encouraged by Appeasement</td><td>7. Hitler came to believe he could break the terms of the Treaty of Versailles without being stopped
8. Appeasement reinforced Nazi beliefs about the weakness of democracies</td></tr>
<tr><td>Weaknesses of the League</td><td>9. the League was unable to stop Nazi aggression
10. attempted action in Abyssinia was ineffective and so encouraged Hitler</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><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Domestic reasons</td><td>11. aggressive foreign policy distracted from failure to increase living standards
12. foreign policy successes increased the popularity of Hitler</td></tr>
<tr><td>Other factors</td><td>13. any other valid point.</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>83.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a 2 mark.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:

Overall — the sources agree about the Munich Agreement.

<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>Chamberlain was anxious to avoid a military confrontation with Germany at almost any cost.</td><td>At Munich Hitler was able to take advantage of the fact that the British were desperate to avoid another war.</td></tr><tr><td>It was agreed that all areas with a population that was more than 50% German be turned over to Germany.</td><td>The agreement meant that all areas of Czechoslovakia with majority German populations would be handed over to Germany.</td></tr><tr><td>Perhaps the most shameful aspect of the agreement was the failure to consult the Czechoslovaks.</td><td>The Czechoslovakian government was not asked for its view and was forced to accept the loss of the Sudetenland.</td></tr></table></td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
84.			*Candidates can be credited in a number of ways up to **a maximum of 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 but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. many British politicians believed that Germany had been treated harshly at Versailles 2. the British public were still haunted by memories of World War I and were unwilling to back military action 3. the Treasury warned against the financial consequences of war 4. belief that German action in the Rhineland was acceptable since this was German territory 5. Chiefs of the armed forces advised that that the British military was unprepared for war 6. British government reluctant to confront a rearmed Germany 7. by appeasing Hitler Britain bought itself time to rearm and strengthen the military 8. there was fear of war due to the likely destruction caused by bombing from the air 9. Britain had few reliable allies, for example, USA isolationist and France not trusted 10. Britain could not rely on backing from within the Empire 11. Britain wanted a stronger Germany to prevent Communist expansion 12. fear that war could hasten the collapse of the Empire 13. any other valid reason.

<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>85.</td><td>(a)</td><td></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 extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. On 15 March 1939, thousands of German troops marched into the Czechoslovakian capital of Prague.</td><td>In 1939, the Germans occupied Prague.</td></tr>
<tr><td>2. The day after entering Prague, Hitler declared Bohemia and Moravia as a ‘Protectorate’ of Germany.</td><td>Germany declared Czechoslovakia to be part of Germany.</td></tr>
<tr><td>3. Then Ruthenia was given to Hungary.</td><td>Part of Czechoslovakia was given to Hungary.</td></tr>
<tr><td>4. On 22 May Adolf Hitler and Benito Mussolini strengthened the ties between their two countries by signing an agreement which required them to help each other in time of war.</td><td>Germany and Italy signed an alliance agreement in case of war.</td></tr>
</table>
Possible points of significant omission may include:
5. the British government gave Poland a guarantee to protect it from aggression
6. Hitler gave secret orders for the German army to prepare to invade Poland
7. Germany and the Soviet Union signed the Nazi-Soviet Pact
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					8. German forces attacked Poland 9. Britain/France issued ultimatums to Hitler to withdraw German forces from Poland or face war 10. Britain/France declared war on Germany 11. any other valid point of significant omission.

<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>(b)</td><td></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 extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. Britain condemned the breaking of the peace treaty, but took no military action.</td><td>Britain did nothing about German aggression.</td></tr>
<tr><td>2. The British also took no direct action in the Spanish Civil War to avoid possible conflict with Germany.</td><td>Some sympathised with Germany’s actions.</td></tr>
<tr><td>3. The French were unwilling to act without the support of Britain but criticised Germany while reinforcing the Maginot Line.</td><td>The French were unwilling to act without Britain.</td></tr>
<tr><td>4. Britain and France reaffirmed the Locarno Treaty offering assurances to Belgium in the hope this would prevent a German invasion.</td><td>Britain and France hoped to deter Germany by offering assurances to Belgium.</td></tr>
</table>
Possible points of significant omission may include:
5. Britain and France took no action after the failure of the disarmament talks
6. Anglo-German Naval Agreement allowing Germany to increase the number of warships and build U-boats
7. British delegations were sent to appease Hitler including Anthony Eden
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					8. Britain and France took no action following announcement of German conscription 9. any other valid point of significant omission.

Section 3 — European and world contexts

PART I — World War II, 1939—1945

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
86.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. A **second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. the citizens had to make fortifications to defend the city 2. when the Germans arrived they were unable to enter the city 3. the siege lasted two and a half years 4. the only supply route in or out of the city was across Lake Ladoga, by boat in the warm months and by truck when it was frozen in winter 5. the city faced constant bombardment by the Luftwaffe 6. there were documented cases of cannibalism 7. one million civilians died of starvation 8. cats, dogs and rats were caught and eaten 9. any other valid point of knowledge.

<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>87.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

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

A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.

Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors)
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors)
• 1 mark for a conclusion with a valid judgement (or overall summary)
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td>9</td><td colspan="2"><table><tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr><tr><td>Code breakers</td><td>1. the Americans were able to confirm the Japanese target was Midway by intercepting radio communications
2. US Admiral Chester Nimitz used code breaker information to plan a deadly pre-emptive ambush
3. owing to code breaking intelligence, US was aware that the attack on the Aleutian Islands was a diversion</td></tr><tr><td>Japanese problems</td><td>4. the Japanese underestimated the US naval strength, for example, repair of Yorktown
5. Japanese mismanaged their resources, for example, they could have used more aircraft carriers but did not do so
6. the Japanese commander in charge, Nagumo, made crucial mistakes in the battle
7. the Japanese kept to their original plan even when they realised there was a US fleet nearby
8. the Japanese did not have radar and instead relied on the human eye to spot threats
9. Japanese maintained radio silence sailing to Midway thus Nagumo did not change course</td></tr></table></td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question

Possible factors:	Key points of knowledge to support this factor may include:
American tactics	10. Nimitz was able to stock Midway Island with bombers, fighters, AA guns and ammunition so it effectively acted as another 'carrier' 11. the Americans used Midway as the bait and allowed the Japanese to strike first before sending in the counterattack, catching them off-guard 12. at a crucial point in the battle, Enterprise bomber pilots spotted a lone Japanese warship in the middle of the ocean. Rather than attack it, they chose to follow it which led them to the main Japanese fleet 13. leadership and battle decisions made by US commanders, for example, Nimitz and Spruance
Other factors	14. any other valid point.

<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>88.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:

Overall — the sources agree about the Japanese attack on Pearl Harbour.

<table>
<tr><th>Source A</th><th>Source B</th></tr>
<tr><td>The enemy attack was fierce and took us totally by surprise.</td><td>The attack caught both the army and the navy completely off guard.</td></tr>
<tr><td>The bombs sent filthy black smoke pouring up into the sky.</td><td>Black columns of smoke were rising into the sky from the harbour.</td></tr>
<tr><td>The Arizona exploded and a deep red flame burst upwards followed by white smoke to a height of 3,000 feet.</td><td>I ran outside unsure of what to do and was shocked to see the Arizona explode in a ball of fire and white smoke.</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
89.			*Candidates can be credited in a number of ways up to **a maximum of 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 but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. only a small minority of people participated in organised resistance which made armed resistance more difficult 2. the resistance movements of Europe had found it hard to make much of an impression on the might of the German military 3. the devastating Blitzkrieg attacks had given little time for each country to prepare resistance 4. the savage repression of local populations usually did enough to put people off joining any local resistance force 5. clashes between the two separate ideologies of the different wings of the Resistance movement, for example, Communist and non-communist limited their effectiveness 6. resistance was dangerous work and if caught those involved could expect the harshest of treatment, including execution 7. the Night and Fog decree deterred resistance 8. it was difficult to know who to trust as some were Nazi collaborators which made organising resistance difficult 9. in Eastern Europe, German forces were often welcomed into towns and villages as saviours from Soviet rule 10. Nazi restrictions made meeting with other resistance groups difficult 11. any other valid reason.

<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>90.</td><td>(a)</td><td></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 extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source, which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. ‘Market Garden’ was the highly ambitious plan in September 1944 to reach Germany quickly through the Netherlands.</td><td>Market Garden aimed to help the Allied advance to Germany.</td></tr>
<tr><td>2. Paratroopers dropped into the Netherlands and secured all bridges en-route to Germany.</td><td>Paratroopers helped in capturing key bridges.</td></tr>
<tr><td>3. Armoured forces moved as quickly as possible through the Netherlands.</td><td>Armoured forces played a role in advancing through Holland.</td></tr>
<tr><td>4. The allies succeeded in liberating the Dutch cities of Eindhoven and Nijmegen.</td><td>The allies had success in capturing some cities.</td></tr>
</table>
Possible points of significant omission may include:
5. the town (and bridge) of Arnhem was the third major objective
6. the Allies hoped to move quickly by attacking along a narrow front
7. the ground forces attack in the Netherlands was slowed by resistance from German forces
8. US paratroopers attacked Eindhoven and Nijmegen
9. British plans to attack Arnhem went wrong and the attack failed
10. the British were surrounded near Arnhem (Oosterbeek) and forced to withdraw
11. any other valid point of significant omission.
</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>(b)</td><td></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 extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. Some people took advantage of the opportunities for power or cruelty gained by working for the Nazis.</td><td>Some worked for the Nazi because it gave them power and ability to use violence.</td></tr>
<tr><td>2. Others in Eastern Europe helped the Nazis clear the local populations to make way for German incomers.</td><td>Some helped the Nazis clear Eastern Europe so the Germans could move in.</td></tr>
<tr><td>3. The leaders of Vichy France were eager to develop a partnership with the Germans.</td><td>The Vichy Government wanted to cooperate with the Nazis.</td></tr>
<tr><td>4. In Norway, Vidkun Quisling headed the government in a joint administration with the Germans, making sure Nazi policies were followed.</td><td>Norway had a pro-Nazis government making sure German rules were followed.</td></tr>
</table>
Possible points of significant omission may include:
5. assistance to Germany in rounding up Jewish peoples
6. assistance to Germany in guarding Jewish peoples in ghettos and concentration camps
7. forming relationships with German soldiers
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					8. Nazi sympathisers volunteered to fight for Germany 9. collaborators informed on resistance groups 10. in France, the government formed a militia to repress the resistance 11. any other valid point of significant omission.

Section 3 — European and world contexts

PART J — The Cold War, 1945—1989

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
91.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. North Korean troops invaded South Korea in June 1950 2. North Korea received military support from China and the USSR 3. the United Nations sent troops to help South Korea 4. both sides gained and lost control of Seoul at different stages of the war 5. the Battle of Inchon involved UN forces defeating the North Korean army after the UN had launched an amphibious invasion 6. more than 500,000 soldiers were killed during the conflict 7. up to 3 million civilians were killed during the war 8. the two sides agreed an armistice in July 1953 (for example, Korea was divided at the 38th Parallel between north and south) 9. any other valid point of knowledge.

<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>92.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

Up to 5 marks can be awarded 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 awarded for relevant points of knowledge.

A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Population loss</td><td>1. desire to curtail huge numbers of East Germans moving west, for example, between 1949 and 1961, up to 3 million left
2. prevent younger East Berliners from moving to West Berlin
3. too many skilled East Germans left, for example, scientists
4. stop East Germans going to West Berlin before travelling out of Germany to other Western countries</td></tr>
<tr><td>Western spies</td><td>5. East German government claimed that Western spies used Berlin to get into East Germany and Eastern Europe
6. wanted to stop East Berliners from spying on behalf of Western countries
7. desire to stop acts of sabotage by Western spies in East Berlin</td></tr>
<tr><td>Protect and defend Communism</td><td>8. East German government claimed the wall stopped Western ideology spreading across East Germany, for example, wall was called ‘anti-fascist bulwark’
9. Soviets didn’t want the embarrassment of people appearing to choose Capitalism over Communism</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>Up to 4 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors)
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors)
• 1 mark for a conclusion with a valid judgement (or overall summary)
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td></td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Attitudes towards the West</td><td>10. East Germans resented Western control of parts of Berlin
11. wanted to secure official recognition of East Germany by the West
12. growing concerns in East Germany and the USSR at the increasing military strength of West Germany (such as joining NATO)</td></tr>
<tr><td>Other factors</td><td>13. any other valid point.</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>93.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:

Overall — the sources agree about domestic pressures on US President Kennedy.

<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>Many senators pushed him to reduce the advantage that the USSR seemed to have in the space race.</td><td>In addition, Soviet success in sending Yuri Gagarin into outer space scared politicians who wanted action to improve their space programme.</td></tr><tr><td>The growing civil rights campaign urged him to take action to tackle prejudice against black people.</td><td>Kennedy also struggled with pleas to stop the racism that many Americans suffered from each day.</td></tr><tr><td>Other Americans lived in poverty and pressed Kennedy to try to end unemployment.</td><td>He became President during an economic crisis and faced demands to create jobs.</td></tr></table></td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
94.			*Candidates can be credited in a number of ways up to **a maximum of 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 but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. some Americans were pacifists and opposed all wars 2. many Americans were angry at the number of US soldiers being killed 3. some Americans disliked the high financial cost of war, for example, President Johnson asked Congress to raise taxes to pay for war costs 4. other Americans worried about environmental damage being done by chemical weapons, for example, Agent Orange and napalm 5. many Americans were outraged when they heard about atrocities committed by US soldiers, for example, My Lai 6. some civil rights campaigners believed that too many black people were being sent to fight in the war 7. many American soldiers believed it was impossible to defeat a guerrilla enemy 8. TV coverage showed the horrors of war, increasing public opposition 9. some Americans did not want to be forced to fight in Vietnam as part of 'the draft' 10. many Americans believed that 'the draft' was unfair towards poor people, for example, men with a college place could defer being drafted 11. any other valid reason.

<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>95.</td><td>(a)</td><td></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 extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. Richard Nixon made history when he became the first American President to travel to Moscow.</td><td>Nixon was the first President to visit Moscow for talks.</td></tr>
<tr><td>2. Partly as a result of this meeting, the two countries agreed actions to limit their submarine-launched missiles.</td><td>An agreement was made to limit the number of submarine based missiles.</td></tr>
<tr><td>3. One significant development was the normalisation of relations between the two superpowers through trade agreements.</td><td>Trade agreements were used to normalise relations.</td></tr>
<tr><td>4. The USA also sought to improve their links with China through the famous ‘Ping Pong’ diplomacy exchange of table tennis players.</td><td>Ping Pong was used by the USA to improve diplomatic relations with China.</td></tr>
</table>
Possible points of significant omission may include:
5. the joint space programme, for example, Apollo-Soyuz Test Project
6. attempts to limit nuclear weapons, for example, SALT agreement
7. USA tried to show goodwill by promising to respect Eastern European borders
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					8. Soviet Union committed to improving human rights in the Eastern Bloc 9. Soviet Premier Brezhnev travelled to Washington for another summit 10. agreement to not develop or use biological weapons 11. any other valid point of significant omission.

<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>(b)</td><td></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 extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. At first the US sent military advisors, whose job it was to oversee the South Vietnamese use of American weaponry.</td><td>The US sent military advisors to train South Vietnamese troops.</td></tr>
<tr><td>2. America also tried strategic hamlets, moving South Vietnamese peasants to protected villages.</td><td>US used the tactic of strategic hamlets for South Vietnamese peasants.</td></tr>
<tr><td>3. Later President Johnson ordered a major bombing campaign of North Vietnam military targets.</td><td>US heavily bombed North Vietnam.</td></tr>
<tr><td>4. President Nixon followed a plan of Vietnamisation, training South Vietnam forces whilst reducing American forces.</td><td>Nixon implemented the reduction of US troops and Vietnamisation of fighting.</td></tr>
</table>
Possible points of significant omission may include:
5. the USA sent combat troops whose job it was to directly fight in the conflict
6. chemical weapons (such as napalm and Agent Orange) were used to destroy the jungle where Vietcong fighters hid
7. search and destroy missions aimed to kill any Vietcong found in villages
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					8. helicopters were used to transport troops and also in combat operations 9. Operation Phoenix involved the CIA capturing and killing Vietnamese people, including members of the Vietcong 10. USA began to spread military operations to Cambodia to cut supplies from North Vietnam to the south 11. any other valid point of significant omission.

[END OF MARKING INSTRUCTIONS]