National Qualifications 2024

2024 History

National 5

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

Example response *(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

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>1.</td><td></td><td></td><td>Candidates 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. Alexander had no living children to succeed him.</td><td>Alexander had no children to take over the throne.</td></tr>
<tr><td>2. After his death, there was a strong fear of civil war.</td><td>Nobles were worried there would be civil war.</td></tr>
<tr><td>3. Fearing that Scotland would fall under English control, some Scottish nobles met in Scone to discuss the problem.</td><td>Some nobles met in Scone because they were worried that England would take control of Scotland.</td></tr>
<tr><td>4. It was decided that Alexander’s only living relative, his three-year-old granddaughter, Margaret, Maid of Norway, would become Queen of Scotland.</td><td>Alexanders’ heir Margaret Maid of Norway was only three years old.</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. Scottish nobles feared a female monarch could lead to problems over choosing a future husband 6. six Guardians were chosen to rule Scotland 7. Margaret died on her way to Scotland 8. John Balliol, Robert Bruce and others claimed rights to the throne 9. Edward I was asked to choose a new king of Scotland 10. **any other valid point of significant omission.**

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<tr><td>2.</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:
John Balliol</td><td>Useful as he was an eyewitness and King of Scotland.</td></tr>
<tr><td>Type of Source:
letter</td><td>Useful as it is likely to give an opinion about Edward’s subjugation of Scotland.</td></tr>
<tr><td>Purpose:
to inform</td><td>Useful as it provides a detailed account of Edward’s subjugation of Scotland.</td></tr>
<tr><td>Timing:
1296</td><td>Useful as it was written during Edward’s subjugation of Scotland.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>You have entered the realm of Scotland and have committed violent acts against us and the defenceless people of Berwick.</td><td>Useful because it is accurate (Edward’s army did attack Berwick).</td></tr>
<tr><td>In a warlike manner you have committed acts of brutal slaughter and burning in Dunbar.</td><td>Useful because it is accurate (Edward’s army did attack Dunbar).</td></tr>
</table>
</td></tr>
</table>

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<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>You have travelled north through Scotland, seizing castles and burning villages.</td><td>Useful because it is accurate (Edward’s army did seize castles and burn villages).</td></tr>
</table>
Possible points of significant omission may include:
1. Edward I appointed English nobles to govern Scotland
2. Edward I captured many Scottish nobles and Guardians
3. Edward I forced Balliol to surrender, stripping him of his royal insignia
4. Edward I removed important records and symbols from Scotland, for example, Crown Jewels, Stone of Destiny
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
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. Scots positioned on high ground giving them an advantage, for example, Abbey Craig 2. chose battleground well, for example, knew marshy ground would not be suited to the English cavalry 3. the Scots had good leadership, for example, Wallace, Moray 4. the English were overconfident which meant that they underestimated the Scots 5. the English were missing experienced commanders 6. the English army got trapped in the loop of the river 7. Cressingham rejected easier options for crossing the river, for example, the Ford of Drip 8. Cressingham wanted the battle to be over quickly to save money which meant that they rushed decisions 9. English start to the battle was chaotic, revealing their plans to the Scots 10. the Scots attacked before all the English army had crossed the bridge 11. **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 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>Victory at Bannockburn</td><td>1. Bruce’s victory consolidated his kingship in Scotland
2. Bruce’s defeat of a larger English force increased his support</td></tr>
<tr><td>Defeat of Scottish enemies</td><td>3. Bruce killed main rival John Comyn in 1306
4. Bruce defeated another main opponent, the Earl of Buchan, in 1308
5. Bruce defeated the MacDougalls in 1308, further consolidating his power</td></tr>
<tr><td>Capture of castles</td><td>6. Bruce damaged castles so that they couldn’t be recaptured by the English
7. by 1314, Bruce had managed to recapture all of the Scottish castles from the English, apart from Stirling and Berwick</td></tr>
<tr><td>Defeat of English enemies</td><td>8. Bruce gained support in Scotland through defeat of small English forces, for example, Glen Trool, Loudoun Hill
9. death of Edward I who was Bruce’s most formidable enemy</td></tr>
</table>
</td></tr>
</table>

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<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Support from the Church</td><td>10. in 1309 Scottish bishops officially announced their support for Bruce in the Declaration of the Clergy</td></tr>
<tr><td>Diplomatic successes</td><td>11. Declaration of Arbroath showed support for Bruce from Scottish nobles
12. The Treaty of Edinburgh – Northampton recognised Scotland as an independent country</td></tr>
<tr><td>Other factors</td><td>13. any other valid point.</td></tr>
</table>
</td></tr>
</table>

Section 1 — Scottish Contexts

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

<table>
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<tr><td>5.</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. The Archbishop of St Andrews passed reforms which increased the authority of Bishops but did not do enough to solve many of the problems at a local level.</td><td>Attempts to reform the Church failed as they didn’t address problems at parish level.</td></tr>
<tr><td>2. Despite being reprimanded, many priests continued to use money to support their wives and children.</td><td>Many priests continued to use Church money for their own families.</td></tr>
<tr><td>3. The leaders of the Catholic Church were also reluctant to enforce the reforms.</td><td>The reforms were not successful as they were not fully enforced.</td></tr>
<tr><td>4. These attempts ultimately failed as an increasing number of nobility were choosing Protestantism.</td><td>The reforms were limited as many leading people were choosing to follow the new Protestant faith.</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. pamphlets attempted to make religious faith easier to understand for ordinary people, but many people could not read 6. Church leaders had become accustomed to comfortable lifestyles and did not want to travel the country enforcing reforms 7. poorly educated priests struggled to preach the Catholic faith 8. many priests continued to use Church money to fund their own interests and luxurious lifestyles 9. the archbishops of St Andrews and Glasgow did not have a good relationship which meant a lack of cooperation when attempting to reform the Church 10. Mary of Guise needed the support of Protestant nobles and so offered little support for Church reform 11. **any other valid point of significant omission.**

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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.

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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:
John Knox</td><td>Useful as he was an eyewitness, one of the leaders of the Reformation in Scotland.</td></tr>
<tr><td>Type of Source:
leaflet</td><td>Useful as the leaflet would have been widely distributed.</td></tr>
<tr><td>Purpose:
to persuade</td><td>Useful as it is showing how Protestants tried to convince people of their faith.</td></tr>
<tr><td>Timing:
1559</td><td>Useful as written at the beginning of Reformation.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>The Bishops and their accomplices condemned this popular preacher to death, which increased sympathy for the Protestant faith.</td><td>Useful because it is accurate (Catholic Bishops did burn reformers who were spreading Protestantism such as George Wishart).</td></tr>
<tr><td>The Lords of the Congregation then united to promote the new faith and demand changes to the Church.</td><td>Useful because it is accurate (Scottish Lords did unite to promote Protestantism).</td></tr>
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<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>I, John Knox arrived from France on 2 May 1559 and then went to Dundee, where I preached the reformed faith amongst them.</td><td>Useful because it is accurate (John Knox did arrive in Scotland in 1559 to preach the Protestant faith).</td></tr>
</table>
Possible points of significant omission may include:
1. English language bibles were distributed in Scotland in the 1540s, encouraging the Protestant faith
2. George Wishart inspired future Protestant leaders such as John Knox
3. Scottish nobles objected to Mary of Guise’s relationship with Catholic France, helping the growth of Protestantism
4. Protestant congregations began to meet for worship
5. any other valid point of significant omission.
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7.			*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. Mary's marriage to Darnley caused nobles to rebel because he was an unpopular choice 2. Mary's marriage to Darnley lost her the support of her half-brother James Stewart in governing Scotland 3. Darnley's behaviour reflected badly on Mary, for example, drinking and infidelity 4. Darnley and leading nobles were involved in Riccio's murder undermining Mary's authority 5. Bothwell was believed to be responsible for Darnley's murder, and led to Mary being accused of being part of the conspiracy 6. Mary married Bothwell very soon after Darnley's murder, which led to criticism 7. the wedding was a Protestant ceremony which upset Catholics within the country and overseas 8. despite being a Protestant, Bothwell was not popular among the nobility or the Protestant Lords, which caused tension 9. the Protestant Lords raised arms against Mary and Bothwell, which placed Mary in danger, for example, Carberry Hill, Edinburgh, 1567 10. Mary was taken prisoner and publicly humiliated, which damaged her authority 11. **any other valid reason.**

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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>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Catholic Plots</td><td>1. The Ridolfi Plot planned to depose Elizabeth and replace her with Mary (1571)
2. The Throckmorton plot planned the murder of Elizabeth and replacement with Mary (1583)
3. The Parry Plot where the double agent William Parry planned to kill Elizabeth in a private meeting or by ambushing her (1585)
4. Babington, an English Catholic nobleman, plotted to restore the Catholic religion by placing Mary on the English throne (1586)
5. Mary’s letters to Babington were intercepted by Elizabeth’s spies and demonstrated her guilt</td></tr>
<tr><td>Succession</td><td>6. Catholics supported Mary as the rightful queen, threatening Elizabeth
7. Mary claimed she had a stronger claim to the English throne than Elizabeth
8. Elizabeth did not trust Mary and refused to consider her as her heir</td></tr>
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<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>Religion</td><td>9. Protestants believed that Mary was a threat due to being a Catholic
10. Mary’s continued existence was a threat to Elizabeth as it was thought she would encourage Catholic opposition to Elizabeth in England</td></tr>
<tr><td>Other factors</td><td>11. any other valid point.</td></tr>
</table>
</td></tr>
</table>

Section 1 — Scottish Contexts

PART C — The Treaty of Union, 1689—1715

<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>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 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. During the voyage to Darien, 44 colonists died and many more passed away shortly after arrival in the colony.</td><td>Some of the settlers had died at the beginning of the expedition.</td></tr>
<tr><td>2. The Company wasted shareholder money as they overpaid for the ships for the voyage.</td><td>The Company wasted money buying ships.</td></tr>
<tr><td>3. When they arrived, settlers had limited drinking water as Darien had very little rainfall.</td><td>Finding water was a problem for settlers.</td></tr>
<tr><td>4. The area was full of fatal diseases which killed many settlers, including malaria and yellow fever.</td><td>Many settlers died from tropical diseases.</td></tr>
</table>
Possible points of significant omission may include:
5. the majority of ships were lost to the Scheme, for example, only 1 ship ever returned to Scotland
6. company directors were inexperienced in setting up colonies
7. there was no insurance for any of the ships
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					8. King William did not allow English or foreign investment 9. the Scots had inappropriate goods to trade with on the first voyage 10. the success of the Darien Scheme was hampered by the hostility of the Spanish 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:
a supporter of Union</td><td>Useful as it is an eyewitness account of someone who supported Union.</td></tr>
<tr><td>Type of Source:
letter</td><td>Useful as it is a personal account.</td></tr>
<tr><td>Purpose:
to inform</td><td>Useful as it is intended to give reasons for supporting Union.</td></tr>
<tr><td>Timing:
1705</td><td>Useful as it is written when debates about Union were happening in Scotland.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>England has freedom and liberty, joining in union with them is the best way to secure the same for Scotland.</td><td>Useful because it is accurate (some thought Union would enhance Scotland’s freedoms).</td></tr>
<tr><td>I see no other way of achieving future peace than by uniting our two kingdoms in the same parliament.</td><td>Useful because it is accurate (some thought Union would keep peace with England).</td></tr>
<tr><td>However, Scotland would still benefit as it will gain free trade with the English colonies, which will increase our riches.</td><td>Useful because it is accurate (some thought Union would provide access to English trade networks).</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. Union would help to secure the Protestant succession 2. Union would protect the Kirk 3. Union would prevent an English invasion of Scotland 4. Scottish ships would be protected by the English Navy 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
11.			*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. money was sent to Scotland from England to ensure the passing of the treaty, for example, the Earl of Glasgow 2. many Scottish nobles were persuaded through personal gains, for example, pensions and promotions 3. Queen Anne was determined to form a union between the two countries 4. the Equivalent was appealing as compensation for taking on English debt 5. MPs who had lost money in the Darien Scheme lobbied in parliament for the passing of the treaty 6. the role of the Squadrone Volante helped to pass key articles 7. the English army was stationed on the border which pressured the Scots 8. Hamilton, the opposition leader, was weak in his opposition in Parliament 9. Hamilton refused to walk out of Parliament which helped the bill being passed 10. most Scottish Commissioners were from the Court Party who controlled the debates in Parliament 11. the debates were dominated by members of the landed classes who voted in their self interest 12. **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>12.</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. Catholics wanted the return of a Catholic King in Scotland
2. Episcopalians did not want the Presbyterian church to dominate Scotland</td></tr>
<tr><td>Intimidation</td><td>3. some landowners used the threat of force to ensure their tenants supported the rebellion</td></tr>
<tr><td>Dislike of the Union</td><td>4. James Stuart (the ‘Old Pretender’) gained support as he promised to end the Union
5. Union had not lead to economic prosperity for many</td></tr>
<tr><td>Self interest</td><td>6. some had lost their positions after Union
7. if the rebellion was successful, participants would receive land, money, and titles</td></tr>
<tr><td>Foreign support</td><td>8. Jacobites believed that the French would support a rebellion
9. Jacobites believed that street disturbances in England showed support for rebellion</td></tr>
<tr><td>Other factors</td><td>10. any other valid point.</td></tr>
</table>
</td></tr>
</table>

Section 1 — Scottish Contexts

PART D — Migration and Empire, 1830—1939

<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>13.</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. After 1830, thousands of poor Irish settled in Glasgow after landing on the west coast.</td><td>Lots of poor Irish settled near where they landed.</td></tr>
<tr><td>2. Protestant Irish established themselves in shipbuilding communities along the Clyde.</td><td>Many Protestant Irish found work in shipyards.</td></tr>
<tr><td>3. They were joined by groups of Lithuanians who found work in the mines of Lanarkshire.</td><td>Lithuanians settled in Lanarkshire to work in the mines.</td></tr>
<tr><td>4. Jewish communities were established in Edinburgh, Aberdeen, Falkirk, Greenock and Ayr where they built their own businesses.</td><td>Jewish immigrants set up their own businesses in towns and cities.</td></tr>
</table>
Possible points of significant omission may include:
5. the Gorbals in Glasgow was an area of settlement for many Jewish people
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					6. some immigrants settled in more affluent areas of Glasgow, for example, Pollokshields, attracted richer Jewish people 7. other Irish found work on farms in places like Stirlingshire and Perthshire 8. whole families of Irish immigrants often found employment working in factories, for example, textile factories in Dundee 9. many immigrants settled in large communities, for example, Italians 10. many immigrants were forced to live in the poorer parts of cities, for example, the East End of Glasgow 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>14.</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:
Irish Catholic priest</td><td>Useful as it is from an eyewitness to the Irish Catholic community in Scotland.</td></tr>
<tr><td>Type of Source:
letter</td><td>Useful as it is likely to give a personal opinion of the importance of religion to the Irish.</td></tr>
<tr><td>Purpose:
to inform</td><td>Useful as it provides a detailed account of the importance of the Church to Irish Catholics.</td></tr>
<tr><td>Timing:
1862</td><td>Useful as it is a primary source from the time Irish immigrants were settling in Scotland.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>To help, we have built Catholic churches to serve our local communities and provide places of worship and safety.</td><td>Useful because it is accurate (Catholic churches were built for the Catholic community to worship).</td></tr>
<tr><td>Priests, like me, have supported families with finding accommodation.</td><td>Useful because it is accurate (priests did assist families to find accommodation).</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>Religious charities like St. Vincent de Paul have provided significant help to many impoverished Irish people suffering terrible hardship.</td><td>Useful because it is accurate (religious charities did provide financial support).</td></tr>
</table>
Possible points of significant omission may include:
1. priests or ministers provided practical help with writing letters back home
2. the Catholic and Protestant Churches provided a place for social gatherings
3. the Church helped to provide schooling for Catholic children
4. football teams were formed by Catholic priests to raise money and to bring the community together, for example, Celtic
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
15.			*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. free or cheap land was offered to emigrants, for example, Canada and USA 2. opportunity to own their own land, for example, Australia 3. land agents promoted the benefits of moving abroad 4. opportunities for social mobility, for example, American Dream 5. better paid jobs abroad, for example, engineering, granite workers 6. career opportunities, for example, administrators, civil servants 7. letters from families and friends abroad encouraging emigration 8. churches encouraged emigration to Christian communities, for example, Dunedin 9. opportunities for Christian missionary work 10. cattle and sheep farming attracted many 11. many Scots were attracted to a better climate 12. **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>16.</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.

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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>9</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>1. some Scots became important politicians, for example, Andrew Fisher, Australia
2. Scots led policies that discriminated against indigenous people, for example, John Alexander MacDonald in Canada</td></tr>
<tr><td>Education</td><td>3. Scots set up new schools and colleges, for example, John Dunmore Lang opened the Australian College</td></tr>
<tr><td>Finance</td><td>4. Scots developed banking, for example, George Smith in Chicago</td></tr>
<tr><td>Agriculture</td><td>5. Scots helped develop large scale sheep farming, for example, Australia and New Zealand
6. Scots violently displaced indigenous people to acquire land, for example, Māori in New Zealand</td></tr>
<tr><td>Transport</td><td>7. establishment of railroads, for example, the Canadian Pacific Railroad in the 1880s was established by George Stephen</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>Culture</td><td>8. influence of Scottish music and language
9. Scots led policies which attacked indigenous people’s culture, for example, India</td></tr>
<tr><td>Industry</td><td>10. many Scots became involved in mining, for example, gold, silver, coal in Australia, the USA
11. some Scots established iron and steel companies, for example, Andrew Carnegie in the USA</td></tr>
<tr><td>Local population</td><td>12. Scots launched brutal assaults on Aboriginal Australians</td></tr>
<tr><td>Other factors</td><td>13. any other valid point.</td></tr>
</table>
</td></tr>
</table>

Section 1 — Scottish Contexts

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

<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 6 marks.

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

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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. One weapon was poison gas that blew into opposing trenches and forced soldiers out of their defences.</td><td>Gas was used to force opposing soldiers out of their trenches.</td></tr>
<tr><td>2. Mustard gas was used to burn and blind soldiers.</td><td>Mustard gas was used to injure soldiers.</td></tr>
<tr><td>3. The invention of effective gas masks meant that gas became a less effective weapon on the Western Front.</td><td>Gas masks meant that gas was less effective.</td></tr>
<tr><td>4. The use of gas often failed if the wind changed direction and it blew back onto the troops that had released it.</td><td>Gas might not work as planned and be blown into your own troops.</td></tr>
</table>
Possible points of significant omission may include:
5. the flame thrower caused terror among the enemy
6. machine guns could fire hundreds of bullets per minute
7. tanks were used to protect advancing soldiers
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					8. tanks could cross No Man's Land 9. aircraft were used to spot enemy positions 10. artillery was used to bombard enemy positions 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>18.</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.

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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: Scottish shipyard worker</td><td>Useful as they were an eyewitness to the restrictions of DORA</td></tr>
<tr><td>Type of Source: diary</td><td>Useful as it will be a truthful account of their experience of the restrictions of DORA.</td></tr>
<tr><td>Purpose: to record anger at DORA restrictions</td><td>Useful as it is not likely to be exaggerated.</td></tr>
<tr><td>Timing: 1918</td><td>Useful as it was written during the period of the restrictions of DORA.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>The Defence of the Realm Act (DORA) allows the government to tell us workers which employer we can work for.</td><td>Useful because it is accurate (DORA did restrict where workers worked).</td></tr>
<tr><td>We could be made to move to different parts of Scotland depending on where there is a shortage of skills.</td><td>Useful because it is accurate (DORA did require some workers to move).</td></tr>
<tr><td>Also, we are banned from going on strike, which is our right!</td><td>Useful because it is accurate (workers lost rights such as the right to strike).</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. DORA restricted freedom of speech through censorship, for example, Vanguard and Forward magazines were restricted 2. DORA restricted the sale of alcohol 3. DORA banned the sale of certain items, for example, binoculars, fireworks 4. DORA restricted movement around railways and docks, for example, Forth Rail Bridge and Orkney 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
19.			*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. there was an increased demand for uniforms which led to a boom in wool production 2. there was a shortage of agricultural workers which led to higher wages 3. the war changed the crops that were grown, for example, less meat was produced 4. many farms had a shortage of workers and so employed more women 5. the navy took control of many fishing boats and restricted where boats could fish 6. some fishing boats were converted into mine sweepers looking for sea mines, which meant fewer fish were caught 7. German U-boats patrolled the North Sea which meant that fishing was reduced 8. many fishing boats were damaged during the war and weren't replaced 9. the fishing industry declined due to a loss of foreign markets which led to unemployment 10. after the war, there was an increase in foreign competition which made fishing and agriculture less profitable 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>20.</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.

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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>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 suffragist campaign</td><td>1. suffragists used peaceful and legal campaigning methods to promote votes for women, for example the Women’s Freedom League
2. suffragists had a large and more inclusive membership, giving them a powerful voice
3. the suffragists were supported by well-known Scottish MPs, for example, Keir Hardie
4. some feel that suffragist tactics were too easy to ignore, for example, during the boycott of the 1911 Scottish census
5. some well-known and effective suffragists made a big impact in the campaign for women’s votes, for example, Dr Elsie Inglis</td></tr>
<tr><td>The suffragette campaign</td><td>6. the Suffragettes used violent campaigning methods to raise awareness</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></td><td>7. some suffragette tactics were peaceful, such as organising marches. For example, the 1909 march along Princes Street in Edinburgh
8. many suffragettes were arrested and force-fed, creating sympathy for their cause. For example, many were force-fed at Perth prison
9. the suffragettes stopped their violent campaigning during the war, gaining support</td></tr>
<tr><td>Women’s war work</td><td>10. women filled many key roles during the war, gaining respect as they provided a vital war service, for example in the munitions factory at Gretna</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>Improvements to women's education</td><td>11. women had been increasingly educated so the argument that they were not qualified to vote didn't work. For example, Chrystal Macmillan was one of the first women to graduate in Science from a Scottish university</td></tr>
<tr><td>Other factors</td><td>12. any other valid point.</td></tr>
</table>
</td></tr>
</table>

Section 2 — British Contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
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. William seized land from Anglo-Saxon landowners 2. William gave land to his followers 3. William built Motte and Bailey castles 4. William replaced any religious leaders who opposed him 5. William had Norman administrators take over government positions 6. William dealt with rebellion severely, for example, the harrying of the North 7. William ordered officials to count his possessions, for example, the Domesday book 8. William introduced a high level of taxation 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 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>Henry II’s treatment of his sons</td><td>1. Henry II’s children had titles but wanted more power
2. young Henry wanted more power and land as he was to become king
3. young Henry was jealous of his brothers who had been given land and titles from their father, for example, John given 3 castles, Richard given Aquitaine, Geoffrey given Brittany</td></tr>
<tr><td>Relationship with Eleanor of Aquitaine</td><td>4. Eleanor was jealous of Henry II’s infidelity so wanted to reduce his power
5. some of Eleanor’s lands in France had been taken away without consulting her, for example, Gascony
6. she had influence over her sons and encouraged their rebellion</td></tr>
<tr><td>Other leaders</td><td>7. Louis VII’s influence over young Henry (father-in-law to Young Henry) encouraging him to rebel
8. Louis VII wanted to reduce the power of the Angevin dynasty as Henry II had more land and power than him</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></td><td>9. William the Lion wanted to regain the lands David had lost to Henry II</td></tr>
<tr><td>Baronial Policy</td><td>10. barons were angered by Henry II’s policies which limited their power
11. barons wanted to regain their confiscated lands</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>23.</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 problems Henry II faced when he became king.

<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>During the previous king’s reign there had been many illegal castles built by barons without royal permission.</td><td>Unlawful castles had been constructed and many barons refused to hand these over to the king.</td></tr><tr><td>Barons were also keeping fines collected from criminals instead of giving this money to the Crown.</td><td>Barons also refused to pay over money to the king that they had collected through fines.</td></tr><tr><td>Some barons changed legal papers to support their claim that they were rightful heirs to lands which did not belong to them.</td><td>Barons were using forged documents to claim landownership.</td></tr></table></td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
24.			*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. faith in God was central to people's lives which was a comfort 2. the main function of the Church was to enable people to get to heaven where they would be in bliss with God forever 3. the Church conducted important ceremonies, for example, baptisms, marriages, funerals 4. the Church performed the last rites for the dying which was an important end to a religious life 5. the Church employed large numbers of people providing for the community 6. the Church stored tithes in case of harvest failure so people would still have food 7. the Church organised religious holidays for enjoyment, for example, saints' days and festivals 8. the Church provided education for boys as a career in the Church was seen as a noble profession 9. the Church was a political adviser to the king, which helped him maintain his rule 10. the Church maintained national security for the King by raising an army for the Crown 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>25.</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 or 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. By the 12th century, towns were growing around castles and monasteries.</td><td>Towns grew around existing communities in castles and monasteries.</td></tr>
<tr><td>2. As more people began to live in towns, they became centres of trade and industry.</td><td>The economic importance of towns grew as more people lived there.</td></tr>
<tr><td>3. Blacksmiths would make a range of goods to sell including clocks.</td><td>Blacksmiths would make clocks and other iron products.</td></tr>
<tr><td>4. Wool became the most popular item that was traded in medieval towns.</td><td>Wool was the most common item to be bought and sold.</td></tr>
</table>
Possible points of significant omission may include:
5. towns grew when farmers had surplus crops to sell
6. some towns became well known for selling specific goods, for example, weaving in York
7. towns could become independent of the Crown by purchasing a Royal Charter
8. towns grew near waterways or the coast to transport goods
9. markets selling overseas products grew in popularity which made towns grow
10. any other valid point of significant omission.
</td></tr>
</table>

Section 2 — British Contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
26.			*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. belief that God bestowed on a king the right to rule 2. the power of the monarchy was the most supreme authority on earth 3. no-one could challenge the king's authority 4. only God could punish a king 5. the king did not need to follow the law of the land unless he chose to do so 6. the king was not subject to the will of his people, for example, the aristocracy 7. the king was not subject to the commands of the Church 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>27.</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>Foreign policy failures</td><td>1. a series of foreign policy failures infuriated Parliament, for example, Cadiz, Île de Ré, La Rochelle
2. failures in foreign policy led to hatred towards Buckingham and his eventual assassination</td></tr>
<tr><td>Character of Charles</td><td>3. Charles’ strong belief and application of the Divine Right of Kings met with opposition in Parliament (some thought he was moving towards Absolutism)
4. Charles was not flexible politically, and hated debate from Parliament</td></tr>
<tr><td>Religion</td><td>5. Charles was in favour of the Arminian section of the Church of England which the Puritan minded MPs in Parliament objected to (believed Arminians to be a threat to Protestantism due to the Catholic nature of their services)
6. Charles appointed leading Arminians into positions of power (Laud, Montagu)</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>
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<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Politics</td><td>7. Charles dismissed Parliament in 1626 over its attempts to impeach Buckingham
8. Petition of Right was put forward by Parliament in 1628 in response to the illegal taxes and government measures, for example, billeting, martial law, and imprisonment of MPs without a trial
9. the incident of the Three Resolutions of 1629 led Charles to dismiss the 1629 Parliament</td></tr>
<tr><td>Finance</td><td>10. Charles collected tonnage and poundage even after Parliament voted it should be for one year only
11. those who opposed the Forced Loans of 1627 were taken to court, for example, Five Knights case 1627</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>28.</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 coronation of Charles I.

<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>Kings of Scotland were typically crowned at Scone, but the Scottish coronation of Charles I took place in Edinburgh.</td><td>Traditionally Scottish kings were crowned at Scone, however, Charles insisted that his coronation be held at Holyrood in Edinburgh.</td></tr><tr><td>It was based on a type of English church service which included kneeling and richly clothed bishops.</td><td>The Scottish coronation of Charles I was held with full Church of England practices.</td></tr><tr><td>After the ceremony, the King returned to the palace to dine privately and did not attend the public events planned for him.</td><td>Further insults to the Scots came when Charles did not attend the pre-planned public celebrations after the coronation.</td></tr></table></td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
29.			*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. people resented forest fines that were imposed on people who lived on areas deemed to be former royal forests 2. Distraint of Knighthood was detested by many 3. nuisances (City of London) were seen as unfair 4. people hated the reappearance of monopolies in different forms, for example, soap 5. recusancy fines were highly enforced which were hated by Catholics 6. merchants were angered when the Crown gave customs farmers the right to collect larger sums 7. people disliked the Court of Wards which doubled its income 8. Plantation of Ulster fines on the City of London were viewed as unfair (1632) 9. continued collection of Ship Money, especially in inland areas was hated 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>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 or 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 New Model Army was made up of full-time, paid soldiers.</td><td>New Model Army was made up of professional soldiers.</td></tr>
<tr><td>2. It consisted of cavalry, dragoons, and infantry regiments with over a thousand men in each.</td><td>New Model Army included cavalry and infantry.</td></tr>
<tr><td>3. At the Battle of Naseby, the Royalists were beaten by Cromwell’s well-trained cavalry and disciplined soldiers.</td><td>The Royalists were beaten by the Parliamentarians at Naseby.</td></tr>
<tr><td>4. Around 4500 Royalist soldiers were captured, and 1000 killed.</td><td>There were many Royalist casualties and prisoners at Naseby.</td></tr>
</table>
Possible points of significant omission may include:
5. New Model Army was led by people with military knowledge and experience
6. the Self-Denying Ordinance stated that no commanders of the New Model Army could be an MP
7. Royalist forces were heavily outnumbered by the Parliamentarians at Naseby
8. at Naseby the Royalists (under Prince Rupert) failed to destroy the Parliamentarians’ baggage train
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					9. at Naseby the New Model Army dragoons were concealed behind a long hedgerow, emerging to attack Royalist cavalry 10. Parliamentarians suffered minimal losses at Naseby (around 200 men) 11. **any other valid point of significant omission.**

Section 2 — British Contexts

PART C — The Atlantic Slave Trade, 1770—1807

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
31.			*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. ships sailed from Britain to Africa carrying manufactured goods 2. slave ships mainly departed from Liverpool, Bristol and London 3. manufactured goods were exchanged for enslaved Africans, for example, guns, alcohol, glass beads, pots and pans 4. slave ships left West Africa carrying enslaved Africans to West Indies and the Americas (the Middle Passage) 5. the Middle Passage could take from a few weeks to several months 6. profits from slave auctions were then invested in sugar, coffee, cotton, tobacco 7. ships carrying tobacco, sugar, molasses, cotton would sail back across the Atlantic 8. cotton, tobacco, sugar, coffee could be sold on return to Britain for a large profit 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>32.</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>Shipbuilding</td><td>1. increased job opportunities for skilled craftsmen
2. Port cities became bigger and created new jobs as a result of shipbuilding, for example, Liverpool</td></tr>
<tr><td>Banking</td><td>3. growth of insurance companies, for example, Lloyds of London insured many slave voyages
4. banks financed slave voyages, for example, Barclays Bank and the Bank of England
5. made London the financial capital of the British Empire</td></tr>
<tr><td>Tobacco industry</td><td>6. tobacco merchants in Glasgow, which led to a new industry boosting the wealth of the city</td></tr>
<tr><td>Textile industry</td><td>7. orders from the trade in enslaved Africans increased profits in the textile industry
8. cotton for mills came from plantations using enslaved Africans' labour allowing the industry to expand</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>Sugar industry</td><td>9. the sugar industry developed providing many jobs, for example, Bristol opened sugar houses and a sugar refinery</td></tr>
<tr><td>Slave related industry</td><td>10. chain-making and rope were boosted by the trade in enslaved Africans
11. the need for manufactured goods such as glass beads and copper led to a growth of factories producing these goods</td></tr>
<tr><td>Other factors</td><td>12. any other relevant 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>33.</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 impact of the slave trade on the Caribbean islands.

<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>The local peoples of the West Indies were almost all wiped out because they caught European diseases, such as the flu.</td><td>The Arawak people could not cope with the new diseases brought on slave ships and many died as a result.</td></tr><tr><td>There was more unrest on the islands after laws were brought in to make sure that enslaved people were severely restricted.</td><td>The Caribbean islands were made more violent as a result of the laws made to keep enslaved people under control.</td></tr><tr><td>Large areas of natural beauty were flattened to make space for plantations.</td><td>The Caribbean lost a great deal of its beautiful landscape after plantations were developed.</td></tr></table></td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
34.			*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. enslaved Africans were often given poor quality food, so they were often malnourished 2. enslaved Africans lived in run-down accommodation which was often not weatherproof which led to ill health 3. enslaved Africans were often brutally punished causing them injury, for example, whipping when they did not work hard enough 4. enslaved Africans usually worked 12 hours or more per day which was exhausting 5. the intense heat of the Caribbean made working conditions extremely difficult 6. enslaved Africans could be threatened about the sale of family members which made them fear for the loss of their families 7. enslaved African women were often subjected to mistreatment from overseers and owners 8. enslaved Africans could be injured whilst working, for example, using sugar making equipment 9. enslaved African women had to give birth and return to work straight away, giving them no time to recover 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>35.</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 or 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. Reports about the cruelty of slavery such as the story of the slave ship the Zong, were publicised by Granville Sharp.</td><td>Abolitionists published stories about the slave trade.</td></tr>
<tr><td>2. Some women helped the abolitionist cause by boycotting slave-produced goods.</td><td>Women boycotted slave products.</td></tr>
<tr><td>3. Thomas Clarkson travelled an astonishing 35,000 miles around Britain lecturing about slavery.</td><td>Clarkson travelled Britain telling people about the trade.</td></tr>
<tr><td>4. Petitions demanding an end to the slave trade attracted tens of thousands of names.</td><td>Petitions were sent to MPs.</td></tr>
</table>
Possible points of significant omission may include:
5. Olaudah Equiano published a book speaking out against slavery
6. William Wilberforce put the abolition bill forward in Parliament for 18 years
7. Sons of Africa group educated people in Britain about the plight of enslaved Africans
8. thumbscrews and shackles were shown to the public
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					9. many items were made by Wedgewood with the 'Am I not a man and a brother?' slogan 10. Christian groups and individuals lobbied MPs asking them to stop slavery, for example, Quakers, Hannah More 11. **any other valid point of significant omission.**

Section 2 — British Contexts

PART D — Changing Britain, 1760—1914

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
36.			*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. Edward Jenner developed the smallpox vaccination 2. James Young Simpson developed anaesthetics 3. Joseph Lister developed antiseptic procedures 4. John Snow discovered the link between water contamination and cholera 5. improvements made to cleanliness and safety in hospitals 6. doctors and nurses had a greater understanding of the causes of disease 7. piped water supply to towns and cities improved health 8. improvements in sanitation reduced disease 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>37.</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>New laws</td><td>1. no females were allowed underground
2. no boys under 10 were allowed underground
3. single shaft pits were outlawed
4. pit managers had to have a certificate to show they were competent</td></tr>
<tr><td>Improved safety</td><td>5. inspectors were appointed to enforce new laws
6. the work of inspectors was limited by their small number across the country
7. better supervision of pit winding gear which improved safety when lowering and raising miners
8. pit props lessened the risk of cave-ins</td></tr>
<tr><td>New technology</td><td>9. Davy Safety Lamp 1815 prevented gas explosions
10. steam pumps drained water from mines
11. ventilation fans pushed fresh air around the mines</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>38.</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 improvements made to working conditions in factories.

<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>By the 1830s, some mill owners, motivated by their religious beliefs, improved conditions for workers by shortening the working day.</td><td>Religious mill owners such as Robert Owen gave workers shorter days and better housing.</td></tr><tr><td>However, early Factory Acts were limited as few inspectors were created to ensure new laws were enforced.</td><td>Early Acts had introduced new laws but failed to appoint enough inspectors to guarantee that safety measures were enforced.</td></tr><tr><td>It would be 1878 before an Act was passed which would ensure that no child under 10 was to be employed.</td><td>The Factory Act of 1878 introduced a Factory Code which applied to all trades, meaning that children under 10 could not be employed anywhere.</td></tr></table></td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
39.			*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. railways made cheap day trips possible which led to the development of seaside towns 2. railways made possible the development of football leagues as supporters and teams could travel to matches 3. newspapers could be delivered all over the country which led to a growth in interest in politics 4. delivery of post became quicker allowing people to keep in touch 5. fresh food could be transported more quickly, which improved diets 6. canal companies could not compete with the speed and cost of the railway which led to their decline 7. people could now travel greater distances for leisure and work, which led to the development of commuter towns 8. railways created new jobs which improved employment opportunities 9. rail timetables were standardised, which led to the creation of GMT which benefitted the economy because the whole country ran to GMT 10. the development of railways created a demand for coal and iron, which meant a growth in those industries 11. factories could transport their goods to more markets, which led to an increase in profits 12. **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>40.</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 or 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. One such rally happened on 16 August on St Peter’s Field in Manchester.</td><td>A protest took place on 16 August in Manchester, England.</td></tr>
<tr><td>2. The large crowd attending included a high proportion of women and children.</td><td>The rally was attended by a large number of people, including many women and children.</td></tr>
<tr><td>3. The radical speaker, Henry Hunt, began to make a speech calling for the reform of parliament.</td><td>Speeches were made calling for changes to parliament.</td></tr>
<tr><td>4. Local officials were alarmed by the size of the crowd and ordered the army to arrest the speakers immediately.</td><td>Large crowds worried officials, who called on the army for support.</td></tr>
</table>
Possible points of significant omission may include:
5. the militia on horseback charged into the crowd
6. the militia attacked anyone who tried to prevent them from arresting the speakers
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					7. many people were killed and hundreds (400) injured 8. the militia were trapped amongst the crowd and had to fight their way out 9. the militia destroyed banners and flags in the crowd 10. **any other valid point of significant omission.**

Section 2 — British Contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
41.			*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. friendly societies gave people the opportunity to save for future needs 2. savings banks encouraged people to save money 3. the Cooperative Movement allowed poor people access to goods at a cheaper price, making it easier to get food 4. voluntary hospitals provided healthcare, for example, St Bartholomew's in London 5. charities existed to help those in need, for example, Barnardo's for children 6. many people were forced to rely on help provided by the workhouse or outdoor relief, for example, the local parish 7. conditions in the workhouse could be difficult, for example, families could be split up 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>42.</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>The young</td><td>1. free school meals made children healthier as this was often the only meal they received each day
2. medical inspections introduced at school helped to identify health issues earlier
3. Children’s Charter improved welfare as children and young people would no longer be sent to adult prisons
4. some reforms had limitations, for example, free school meals were voluntary rather than compulsory</td></tr>
<tr><td>The old</td><td>5. pensions improved the lives of the elderly as it helped them to avoid the workhouse
6. problems with pensions, for example, many people did not live until 70 so did not receive their pension</td></tr>
<tr><td>The sick</td><td>7. National Insurance gave maternity grants following the birth of a child which eased poverty
8. health insurance did not cover most hospital treatments
9. families of workers were not covered by health insurance at all</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>The unemployed</td><td>10. unemployed were helped by National Insurance as some workers received benefits, which helped them stay out of poverty
11. reforms were time-limited, for example, unemployment benefits only paid for 15 weeks
12. reforms were targeted at certain industries and did not benefit all workers</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>43.</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 those groups in Britain most at risk of falling into poverty.

<table>
<tr><th>Source A</th><th>Source B</th></tr>
<tr><td>Evidence proved that children and young people suffered from high levels of poverty meaning that they were too hungry or too weak to learn in school.</td><td>Children were a group who were living in such poverty that their basic needs were not being met, including food and shelter.</td></tr>
<tr><td>The old were also a vulnerable group likely to become even poorer because they became too elderly to work.</td><td>Elderly people often fell below the ‘poverty line’ because they were unable to continue working due to their age.</td></tr>
<tr><td>The sick were also at risk of falling into poverty due to the fact that they could not afford medical help if they were ill.</td><td>Employees who became sick did not receive support, which meant their illnesses would continue, causing families to fall deeper into poverty.</td></tr>
</table>
</td></tr>
</table>

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. evacuations showed the extent of poverty in Britain, for example, middle-class families were shocked at the physical condition of children from the cities 2. the shared experience of serving in the armed forces influenced attitudes to poverty 3. shared experience of war due to bombings increased mixing of social classes which raised awareness of the problems of the poor 4. bombings highlighted the need for government intervention in housing 5. rationing ensured an equal share for all which raised awareness of poverty 6. the need for increased government involvement as a result of the war, meant attitudes began to change, for example, support for the war-wounded 7. greater acceptance of government control during wartime was accepted to tackle post-war problems 8. Beveridge Report (1942) was popular and created the expectation of government intervention 9. war brought people together and created the determination for a 'better Britain' which changed attitudes to poverty 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></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 or 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. One of their first tasks was to house the homeless by building prefabricated temporary housing.</td><td>The Government built temporary housing.</td></tr>
<tr><td>2. Labour had some success with building these houses, managing to complete some 157,000 homes.</td><td>The Labour Government managed to build thousands of homes.</td></tr>
<tr><td>3. Various laws were passed, including the 1947 Town and Country Planning Act that gave councils more power to plan their community housing.</td><td>The Labour Government passed Acts which gave power to councils to improve housing.</td></tr>
<tr><td>4. However, by 1951, there was still a serious housing shortage in Britain, with 750,000 fewer homes than households.</td><td>By 1951, a lack of housing still existed.</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. New Towns Act (1946) allowed for the building of new towns throughout Britain, for example, East Kilbride 6. problems with the new towns, for example, they lacked amenities and transport links 7. the government's aim was to build 200,000 new homes per year, but they never achieved this target 8. success limited by fewer houses than households meant that some families had to live in former army barracks 9. shortage of building materials limited progress 10. shortage of labour limited progress 11. **any other valid point of significant omission.**

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 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. castles offered physical protection 2. castles allowed lords to control their lands 3. castles included a great hall, used by the lord to receive guests 4. castles were a symbol of a lord's power 5. castles acted as military bases 6. castles were a centre of law and justice 7. castles were economic centres, for example, markets 8. castles were used to protect allies and trade 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>47.</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 weapons and battle tactics.

<table>
<tr><th>Source A</th><th>Source B</th></tr>
<tr><td>Knights often relied on gathering large armies to defeat their opponents.</td><td>However, knights were often able to win battles despite being outnumbered by their opponents.</td></tr>
<tr><td>The main method of attack in battle was the use of heavy cavalry as shock troops to defeat opponents.</td><td>Heavily armed knights were rarely used to win battles as they were more often to be found on foot besieging castles.</td></tr>
<tr><td>Many armies fought in a highly organised formation with their archers at the back.</td><td>Some armies did not have time to get properly organised and so archers fought outwith their normal battle position.</td></tr>
</table></td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
48.			*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 Crusading ideal meant that Crusaders were motivated and determined 2. Crusading forces were more united than their opponents allowing them to work together 3. Crusading forces often consisted of experienced and professional soldiers 4. the Pope made sure that support for the Crusade was kept high back in Europe 5. Crusading armies were well led allowing them to win key battles 6. the Crusaders had support from allies helping them stay supplied 7. Muslim lands were often vulnerable and not well defended 8. Muslims were divided religiously so struggled to unite against the Crusaders 9. Muslim armies were not politically united so they couldn't gather as one force to defeat the Crusaders 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>49.</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. Saladin was a skilled general who had worked out how to outwit the Crusaders.</td><td>Saladin had improved his tactics.</td></tr>
<tr><td>2. The Crusaders could not decide on their tactics and were divided between those who wanted to defend and those who wanted to attack.</td><td>The Crusaders were divided, weakening their position.</td></tr>
<tr><td>3. The Crusaders decided to march and meet the Muslim army, giving up their strong position.</td><td>The Crusaders made the mistake of giving up their strong position.</td></tr>
<tr><td>4. The Crusaders marched to battle in the July heat with little access to water.</td><td>The Crusaders made the mistake of marching in the heat with little water.</td></tr>
</table>
Possible points of significant omission may include:
5. Crusader forces were weakened by constant attacks from Muslim archers
6. Saladin’s troops hid the movement of their army by burning the grass near the Crusaders
7. the Muslim army was larger than the Crusader army
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					8. the Crusader knights and infantry were easier to destroy because they became separated 9. Crusaders had to surrender because they failed to break the Muslim lines 10. Crusaders lost because of weak leadership, for example, Guy de Lusignan 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>50.</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 will be an expert on Richard’s roles in the Crusades.</td></tr>
<tr><td>Type of Source:
textbook</td><td>Useful as it will have been well researched.</td></tr>
<tr><td>Purpose:
to inform</td><td>Useful as it is designed to give detailed information about Richard’s military success.</td></tr>
<tr><td>Timing:
2019</td><td>Useful as it was written with the benefit of hindsight.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>Richard I was a trained and experienced military general with the skills needed to successfully lead soldiers in battle.</td><td>Useful because it is accurate (he was a successful general).</td></tr>
<tr><td>It seems that he also had a natural talent for fighting and many sources praise his individual fighting skill.</td><td>Useful because it is accurate (he was a successful fighter).</td></tr>
<tr><td>He was able to motivate the soldiers under his command through his courage and force of personality, leading to victories in battle.</td><td>Useful because it is accurate (he did motivate soldiers).</td></tr>
</table>

Possible points of significant omission may include:
1. he secured bases in Sicily and Cyprus to support his attacks in the Holy Land
2. developed tactics in raiding and siege craft</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					3. military skill was proved when he fought through Muslim lands between Acre and Jaffa 4. won key battles like Arsuf 5. he developed tactics that allowed him to keep his army supplied 6. **any other valid point of significant omission.**

Section 3 — European and World Contexts

PART B — 'Tea and Freedom': the American Revolution, 1774—1783

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
51.			*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 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. at the start of the war, the arrival of a British ship carrying tea sparked protests in Boston, for example, the *Dartmouth* 2. the Sons of Liberty sent guards to make sure no tea was unloaded 3. by December, two other ships had arrived, carrying tea from China 4. a large group of colonists refused to pay taxes on the tea 5. some Bostonians dressed up as Native Americans and boarded the ships at night 6. many chests of tea were thrown overboard, for example, 342 7. a large crowd gathered to watch 8. a naval warship and troops stationed nearby did not intervene 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>52.</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 Townshend Duties.

<table>
<tr><th>Source A</th><th>Source B</th></tr>
<tr><td>The Townshend Duties raised unpopular taxes on the colonists, including duties on lead, paper and tea.</td><td>In fact, many people did not object to the Townshend Duties on tea and lead because the amounts raised were so small.</td></tr>
<tr><td>Britain decided to introduce the new duties to help cover the cost of salaries paid to governors and judges in the colonies.</td><td>The new taxes were introduced to help Britain pay back the debts created by the Seven Years' War.</td></tr>
<tr><td>Townshend also moved British troops to the east, where the colonists were forced to provide free accommodation for them.</td><td>Local communities were offered a small fee for British officers being allowed to stay in their homes.</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
53.			*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. radicals in Britain supported American demands for reform as they also wanted reform at home, for example, no taxation without representation 2. radicals in Britain believed that threats to American liberty also threatened their own 3. many radicals in Britain had close friendships with colonists 4. some British people were opposed to war in general and disagreed with the government taking up arms 5. political pamphlets persuaded many British people that the colonists were justified, for example, Tom Paine *Common Sense* 6. some British people agreed with American objections to raising taxes for spending in Britain, for example, Edmund Burke 7. some argued against using force against the colonists as they would not surrender due to their love of freedom 8. some wanted to appease the colonists rather than resorting to conflict in order to protect trade, for example, merchants 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>54.</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. At the start of the war, the militia were unreliable because militiamen only served for a few months at a time.</td><td>Local militiamen could not be relied upon to fight for long periods of time.</td></tr>
<tr><td>2. They lacked the training and discipline of regular soldiers.</td><td>Militiamen were not professional soldiers so lacked military knowledge.</td></tr>
<tr><td>3. However, Washington’s army was often too small to challenge the British as he had no more than 20,000 men fighting at any one time.</td><td>American forces were at a disadvantage as they were much smaller than the British army.</td></tr>
<tr><td>4. The Americans were also at risk of being raided by Native Americans who fought with Britain during the War of Independence.</td><td>American forces faced the threat of surprise attacks from Native American tribes who agreed to fight with the British.</td></tr>
</table>
Possible points of significant omission may include:
5. at the beginning of the war, the American army lacked an effective national government to co-ordinate their war effort
6. the American economy was disrupted by the war leading to shortages of military supplies, for example food, firearms, munitions
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					7. American soldiers remained loyal to their individual states and were reluctant to fight elsewhere 8. a large number of Americans remained loyal to Britain, weakening the American cause 9. Britain hired mercenary soldiers, putting American forces at a numerical disadvantage, for example, Hessians 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>55.</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 the War of Independence.</td></tr>
<tr><td>Type of Source: textbook</td><td>Useful as a published work will have factual information about French intervention in the War of Independence.</td></tr>
<tr><td>Purpose: to inform</td><td>Useful as it is intended to provide a balanced account of the impact of French intervention.</td></tr>
<tr><td>Timing: 2015</td><td>Useful as it was written with the benefit of hindsight.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>French intervention meant Britain had to move most of its military resources to defend its territories in Africa, India and the West Indies.</td><td>Useful because it is accurate (French intervention did cause Britain to divert attention to the protection of the Empire).</td></tr>
<tr><td>French ships arrived in American waters in 1778 which protected American forces from the British navy.</td><td>Useful because it is accurate (France did send ships to help the American colonists).</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>Spain joined the war as France’s ally and threatened to invade Britain, which weakened the British navy’s presence in America.</td><td>Useful because it is accurate (Spain entered the war to support France and led to fears of invasion).</td></tr>
</table>
Possible points of significant omission may include:
1. France provided the colonial forces with money to help them continue fighting
2. France provided other military assistance, for example, troops and gunpowder
3. the French navy made it difficult for Britain to resupply its forces in America
4. the French tried to put pressure on Britain by attempting to take British possessions, for example, Jersey, Gibraltar
5. any other valid point of significant omission.
</td></tr>
</table>

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 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. mountains were difficult to cross 2. settlers experienced extreme weather conditions, for example, sandstorms or blizzards 3. wild animals could attack travellers 4. wagon trains often strayed off the trail and became lost 5. wagons often broke down 6. high death rate on journey 7. wagon trains were sometimes attacked, for example, by bandits from Mexico or Native Americans 8. rivers were difficult to cross 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 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 life of homesteaders.

<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>Homesteaders lived very isolated lives with their nearest neighbours often being many miles away.</td><td>Many community activities were organised for homesteaders, which meant that they were not lonely.</td></tr><tr><td>The Great Plains were usually very dry and it was difficult to get water, leading to droughts.</td><td>Many homesteaders used windmills to pump water from underground sources meaning they always had a supply.</td></tr><tr><td>There was often a lack of medical care as there were few doctors in the West, so many homesteaders died of diseases like cholera.</td><td>As more doctors began to move West, all towns had access to medical treatment, leading to fewer deaths from disease.</td></tr></table></td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
58.			*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. North and South disagreed over slavery, causing the war 2. the South were worried that Lincoln would abolish slavery after his election, leading to war 3. shots were fired at Fort Sumter leading to fighting 4. many Southerners believed their state's rights were being infringed leading to war 5. Southerners objected to the Republican Party election promises causing them to go to war 6. secession made the war more likely as Southern states started to leave, for example, the role of South Carolina 7. abolitionists increased tension over slavery, causing the Civil War, for example, John Brown's raid on Harpers Ferry 8. economic differences created divisions between North and South causing war, for example, agriculture versus industry 9. tension over the expansion of slavery into the West helped lead to Civil War 10. Kansas-Nebraska increased tension in the 1850s 11. legal disputes over slavery, for example, Dred Scott 12. **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>59.</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. States like Mississippi wouldn’t allow formerly enslaved people to own property, meaning they couldn’t support themselves.</td><td>Formerly enslaved people could not own land.</td></tr>
<tr><td>2. Previously enslaved people working for whites were made to sign labour contracts that included punishments for breaking them.</td><td>Formerly enslaved people had to follow strict rules in their job.</td></tr>
<tr><td>3. Unemployed freedmen were punished with severe fines and made to work on plantations if they were unable to pay.</td><td>Formerly enslaved people could be fined.</td></tr>
<tr><td>4. Orphaned children of formerly enslaved people were forced to enter into compulsory apprenticeships.</td><td>Orphans were forced into certain jobs.</td></tr>
</table>
Possible points of significant omission may include:
5. African-Americans were prevented from voting meaning they were not getting equal rights
6. African-Americans were not allowed to carry arms meaning they couldn’t defend themselves
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					7. African-Americans were not allowed to hold meetings after dark meaning they were controlled in their free time 8. African-Americans needed permission to leave their job meaning they were kept in employment they didn't like 9. African-Americans were not allowed to move from place to place without a permit 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>60.</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 about reasons for conflict between settlers and Native Americans.</td></tr>
<tr><td>Type of Source:
textbook</td><td>Useful as it is a well-researched account of the problems between Native Americans and the government.</td></tr>
<tr><td>Purpose:
to inform</td><td>Useful as it provides a detailed account of the causes of conflict between settlers and Native Americans.</td></tr>
<tr><td>Timing:
1984</td><td>Useful as 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 1850s, settlers and miners created tension by crossing Native American territory on their way to California and Oregon.</td><td>Useful because it is accurate (settlers crossing Native land caused friction).</td></tr>
<tr><td>The native peoples depended on the buffalo for survival but these were almost hunted to extinction by the settlers.</td><td>Useful because it is accurate (the Native Americans required buffalo to live causing conflict).</td></tr>
<tr><td>Native Americans were unhappy that settlers began to build farms on the prairies which was traditional burial land.</td><td>Useful because it is accurate (land was taken from Native Americans making them angry).</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: 6. Native Americans were put into reservations by the American government causing hostility 7. Native Americans attacked railroads leading to the army attacking villages 8. breaking of treaties by the American government caused conflict, for example, Laramie 9. discovery of precious metals led to influx of miners into Native American territory, which caused conflict, for example, Black Hills 10. **any other valid point of significant omission.**

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 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. Germany was left with huge debts from the war 2. Germany was given a reparations bill of £6.6 billion 3. lack of production in the Ruhr as a result of the French occupation 4. printing more money to pay striking workers contributed to hyperinflation 5. value of savings was eroded 6. hyperinflation caused huge problems for those on fixed incomes because their incomes became worthless 7. in the mid-1920s reliance on USA loans made the economy vulnerable 8. the Great Depression brought mass unemployment 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 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 formation and characteristics of the Weimar Republic.

<table>
<tr><th>Source A</th><th>Source B</th></tr>
<tr><td>Its new constitution was clear and easy to understand, strengthening the young democratic government.</td><td>The constitution caused several problems for the new government, not least because it was confusing.</td></tr>
<tr><td>Many welcomed the inclusion of Article 48 that gave the President the power to take control in a crisis.</td><td>A notable characteristic of the Republic was Article 48 — but this was criticised for giving too much power to the President in a crisis.</td></tr>
<tr><td>Others were happy about Proportional Representation because they felt that the electoral system was very fair.</td><td>People criticised the introduction of a proportional voting system because it allowed small anti-democratic parties into the Reichstag.</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
63.			*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 Nazis offered strong leadership which appealed to people 2. many were attracted by Hitler's speeches 3. the strength of the Nazis contrasted with the weakness of the Weimar Republic 4. Nazi Party ideas appealed to those with memories of Imperial Germany 5. many agreed with Nazi criticism of the Treaty of Versailles 6. the wealthy were attracted to their anti-Communist stance 7. many were impressed by the appearance of the SA 8. Nazi propaganda succeeded in winning many over 9. many were impressed by the displays put on at the Nuremberg rallies 10. many were convinced by the promise to provide jobs 11. racists were attracted by anti-Semitic rhetoric 12. the promise to strengthen Germany's military was popular among many 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>64.</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. By burning books, they sent out a very clear message that opposing views were never acceptable.</td><td>The Nazis made it clear to everyone that different views were not tolerated.</td></tr>
<tr><td>2. The public were terrified about telling anti-Nazi jokes as the penalties were so severe.</td><td>Even private interactions were monitored.</td></tr>
<tr><td>3. People were pressured into supporting Nazi fundraising by having their name published in the newspaper if they didn’t participate.</td><td>People were compelled to join in Nazi charity fundraising.</td></tr>
<tr><td>4. First Dachau and then a number of other concentration camps were established to imprison opponents of the Nazi Government.</td><td>Many were imprisoned in camps in which they were treated badly.</td></tr>
</table>
Possible points of significant omission may include:
5. the public were frightened that they would be taken away by the Gestapo
6. the Gestapo encouraged people to denounce others, which was intimidating
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					7. Hitler Youth leaders encouraged young people to report non-conformity which frightened people 8. banning and demonising other parties scared people off political opposition 9. **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>65.</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 modern historian</td><td>Useful as they are a well-informed expert on youth movements and education in Nazi Germany.</td></tr>
<tr><td>Type of Source:
textbook</td><td>Useful as it is likely to have been thoroughly researched about youth movements and education.</td></tr>
<tr><td>Purpose:
to inform</td><td>Useful as it is intended to give detailed information about the youth movements and education.</td></tr>
<tr><td>Timing:
2011</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>From 1933, Biology was seen as a very important subject, with German children being taught that they belonged to a master race of Aryans.</td><td>Useful because it is accurate (Nazi racial theory was taught in schools).</td></tr>
<tr><td>Teachers instructed students that ethnic minorities were inferior, especially groups such as Jews and Slavs.</td><td>Useful because it is accurate (Jews and Slavs were categorised as inferior races).</td></tr>
<tr><td>During the Nazi era, pupils were also taught Nazi ideas in their youth organisations.</td><td>Useful because it is accurate (young people were taught Nazi ideas).</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. humiliation of Jewish children in schools 2. all teachers had to join the Nazi Teachers Association 3. in the Hitler Youth boys were prepared for war 4. in the League of German Maidens girls were taught domestic skills 5. **any other valid point of significant omission.**

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 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. Russification enforced Russian culture on national minorities living in Russia 2. national minorities were made to use Russian in education 3. Russification caused significant discontent among national minorities, for example, Finland 4. regional centres of government and institutions were closed down 5. the Russian Orthodox Church became more important than any other religion 6. other religious groups objected to the suppression of their freedom to worship, for example, Catholics in Poland 7. organised attacks (pogroms) took place against Jews and Jewish property 8. the Tsar supported the Black Hundreds group which attacked national minorities who were seen as disloyal towards the Tsar 9. Russian was made the language of the law, business and government 10. **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 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 Tsarist government.

<table>
<tr><th>Source A</th><th>Source B</th></tr>
<tr><td>It was difficult to oppose the Tsar because he was an autocrat — he had unlimited power.</td><td>It would be untrue therefore to say that the Tsar had limitless authority.</td></tr>
<tr><td>Many powerful groups in Russian society, like the Russian Orthodox Church, believed that the Tsar was the best ruler for the Russian people.</td><td>There were also some priests in the Russian Orthodox Church who did not believe that the Tsar’s rule was in the interests of the Russian people.</td></tr>
<tr><td>The army was also loyal to the Tsar and enthusiastic in their breaking up of anti-government demonstrations.</td><td>However, much of the Russian army was conscripted and therefore only supported the Tsar in putting down government opposition because they were forced to.</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
68.			*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. there was peasant unrest due to redemption payments 2. bad harvests made the situation for peasants worse and caused discontent, for example, famine 3. industrial workers were angry about poor wages 4. workers were angry about working conditions, for example, long hours 5. growing number of violent strikes increased opposition to the Tsar 6. government repression made the situation worse, for example, by arresting leaders 7. radical politics among university students caused further discontent 8. defeat in the Russo – Japanese War led to unrest 9. some sections of the military become discontented, for example, the Potemkin Mutiny 10. events of Bloody Sunday in January 1905 led to discontent and strikes 11. the setting up of the St Petersburg and Moscow Soviets challenged the power of the Tsar 12. **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>69.</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. In 1917, the war was going very badly for Russia and the Tsar was blamed for this failure.</td><td>The Tsar was blamed for the army’s failure.</td></tr>
<tr><td>2. Most Russians wished for the war to end, whereas the Tsar wished to continue to fight, which lost the Tsar support.</td><td>The Tsar lost support from the Russian people as a result of continuing the war.</td></tr>
<tr><td>3. Many Russian people were starving, and they did not believe the government were capable of ensuring there was enough food.</td><td>Russians did not believe the Tsar’s government could solve food shortages.</td></tr>
<tr><td>4. By early 1917, even the Duma had lost faith in the Tsar and refused to support him.</td><td>The Duma had stopped supporting the Tsar.</td></tr>
</table>
Possible points of significant omission may include:
5. many Russians resented that the Tsar had left the Tsarina in charge because they thought she was a German spy, which lost the Tsar support
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					6. the Tsarina allowed Rasputin to influence her decision making which discredited the Tsarist government 7. continued shortage of weapons and ammunition during First World War further discredited the Tsar's leadership 8. shortages and poor working conditions led to great discontent and many Russians blamed the Tsar for this 9. war effort devastated the economy, and the Tsar was blamed for this 10. the Tsar no longer had the support of the middle classes who now wished for a change in leadership 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>70.</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 it has been written by an expert on Lenin’s return and the April Theses.</td></tr>
<tr><td>Type of Source: textbook</td><td>Useful as it will have been well researched prior to publishing.</td></tr>
<tr><td>Purpose: to inform</td><td>Useful as it has been written in order to explain the impact of Lenin’s return.</td></tr>
<tr><td>Timing: 1994</td><td>Useful as it has been written with the benefit of hindsight.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>Lenin only returned to Russia in April 1917 and he immediately issued the April Theses.</td><td>Useful because it is accurate (Lenin set out the April Theses as soon as he returned to Russia).</td></tr>
<tr><td>Lenin firstly demanded the complete removal of support for the Provisional Government.</td><td>Useful because it is accurate (Lenin did call for the withdrawal of support to the Provisional Government).</td></tr>
<tr><td>Another key demand was the nationalisation of all banks in Russia.</td><td>Useful because it is accurate (Lenin did call for banks to be taken over by the government).</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. Lenin returned to Russia on a sealed train provided by Germany 2. Lenin demanded the setting up of Soviets to form the Government of Russia, for example, 'All Power to the Soviets' 3. the confiscation of all landed estates 4. Lenin called for an end to the war, for example, Land, Peace and Bread 5. **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 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. people liked the anti-Communist and anti-Socialist stance of the Fascists 2. Fascism promoted traditional family values 3. ex-soldiers were promised recognition of their service 4. Fascism seemed to promise effective government 5. Fascism appealed to those angry with the post war settlement 6. Mussolini's oratory appealed to many 7. Mussolini seemed like a strong leader 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>72.</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 opponents of Fascism.

<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>However, disagreements among the trade unions meant they were unable to present a united front against Mussolini.</td><td>In 1919 and 1920, trade unions organised a series of strikes which further demonstrated that they were standing strong against the Fascists.</td></tr><tr><td>The Liberal and Socialist parties did not cooperate in opposing Fascism because they did not realise the significance of its threat.</td><td>The Liberals and Socialists did manage to work together against the Fascists on some issues, despite their differences.</td></tr><tr><td>The Socialist party was also hopelessly divided amongst themselves and so unable to campaign against the Fascists.</td><td>The Socialists were able to offer the most effective alternative to the Fascists although they differed on key political ideas.</td></tr></table></td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
73.			*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 disliked it when trade unions were outlawed 2. revaluation of the lira in 1927 led to decline in exports 3. revaluation of the lira had caused unemployment by 1933 causing unpopularity, for example, 2 million unemployed 4. high tariffs restricted imports, so people were unhappy 5. real wages fell as a result of Mussolini's policies, so people were unhappy 6. sick pay and paid holidays were not introduced straight away, so people were unhappy 7. the failure to make Italy self-sufficient caused anger 8. the Battle for Grain in central and southern regions attempted more wheat production despite land being unsuitable, which was unpopular in these areas 9. increasing government control of industry was resented 10. tenants resented paying more after rent controls were abolished 11. fruit farmers resented the emphasis on the production of grain 12. **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>74.</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. Mussolini believed that Italy had been cheated out of land after the First World War so he felt entitled to seize territory.</td><td>Italy wanted to increase territory.</td></tr>
<tr><td>2. He was eager to get hold of raw materials like coal and oil and he needed to find a source for these supplies.</td><td>There was a desire to plunder African resources.</td></tr>
<tr><td>3. Mussolini was desperate to avenge Italian defeat at Adowa in 1896.</td><td>Revenge for past slights was a major factor.</td></tr>
<tr><td>4. Abyssinia was already surrounded by the Italian states of Eritrea and Somaliland, which made it vulnerable to attack.</td><td>Ease of access encouraged the attack.</td></tr>
</table>
Possible points of significant omission may include:
5. Mussolini wanted to show that Italy was an imperial power capable of acting like Britain and France
6. Mussolini believed that Britain and France would not act to stop him
7. a successful war abroad could rally support at home
8. Mussolini wanted to develop export markets for Italian businesses
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					9. Mussolini wanted to prove to Hitler that Italy was a powerful country 10. invasion could provide valuable practice for a possible war in Europe 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>75.</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 would be a well-informed expert about the crushing of opposition to Mussolini.</td></tr>
<tr><td>Type of Source: textbook</td><td>Useful as 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 Mussolini’s Italy.</td></tr>
<tr><td>Timing: 2007</td><td>Useful as it was written with the benefit of hindsight.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>In 1924 Socialist leader Giacomo Matteotti was murdered by the Fascists after he made a speech condemning Mussolini.</td><td>Useful because it is accurate (Matteotti was killed).</td></tr>
<tr><td>In the aftermath of this killing Mussolini moved to establish a dictatorship by banning other political parties.</td><td>Useful because it is accurate (Italy did become a one-party state).</td></tr>
<tr><td>Mussolini was even prepared to use violence outwith Italy to silence his opponents as shown by the murder of the Rosselli brothers in France.</td><td>Useful because it is accurate (The Rossellis 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. hundreds of opponents of the Fascists were killed 2. the secret police (OVRA) made thousands of arrests 3. special tribunals produced summary judgements outside the normal court system 4. opponents were exiled to islands, for example, Lipari, Lampedusa 5. **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 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 'Open Door' policy was abandoned after the First World War 2. immigrants were taken to Ellis Island to be processed before entry to the USA 3. immigrants who were believed to be criminals were not allowed entry 4. immigrants who suffered from serious diseases were not allowed entry 5. literacy tests were introduced to restrict immigration 6. the Emergency Immigration Act established a quota system 7. the Immigration Act restricted eastern and southern Europeans and Asian immigrants 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>77.</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 changing attitudes towards immigrants.

<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>After World War I, there was now a concern in the USA as many immigrants were believed to be uneducated and unskilled.</td><td>During the 20th century, some immigrants moved to the USA to expand their businesses, so were often liked as they were skilled workers.</td></tr><tr><td>Immigrants were often accused of breaking strikes, which changed attitudes towards them because working rights and pay deteriorated.</td><td>Increasingly, they were respected as they took part in the trade union movement, which fought for better wages for all workers.</td></tr><tr><td>There was now a growing fear that immigrants would take jobs from American workers.</td><td>However, concerns about immigrants stealing American jobs did not materialise as they mostly worked in undesirable occupations.</td></tr></table></td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
78.			*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 escape the poverty experienced in the southern states, for example, sharecroppers 2. to flee the violent actions of the KKK 3. to avoid the discrimination of the segregation laws, for example, separate schooling 4. many black Americans were restricted from voting in the South 5. the agricultural depression caused many black Americans to lose their jobs 6. they were encouraged by relatives already living in the North 7. believed that housing in the Northern cities was a better standard 8. wages were higher in the industrial jobs in the North 9. more jobs were available in the factories in the North, for example, car manufacture 10. opportunity for more engagement in politics 11. the increase of a new black culture in the North, for example, the Harlem Renaissance 12. **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>79.</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. During that time, he established a civil rights group, the Southern Christian Leadership Conference (SCLC).</td><td>King set up a civil rights group.</td></tr>
<tr><td>2. Many Northern white Americans disapproved of the South’s open racism, so assisted King’s campaigns with money, moral support, and political pressure.</td><td>King was supported by many white Americans.</td></tr>
<tr><td>3. King received a lot of publicity after he was awarded the Nobel Peace Prize in 1964.</td><td>King became popular internationally.</td></tr>
<tr><td>4. King attained a position of prestige and influence due to his excellent public speaking skills.</td><td>King was an excellent speaker.</td></tr>
</table>
Possible points of significant omission may include:
5. Martin Luther King's use of non-violence created support for his civil rights protests
6. his leadership led to successful protests, for example, the Montgomery Bus Boycott
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					7. his protests encouraged Presidents to become involved in civil rights 8. his speeches led to a lot of media attention, for example, 'I have a dream' in Washington D.C. 9. MLK developed campaigning networks making his protests more effective 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>80.</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 have expert knowledge of the ghetto riots.</td></tr>
<tr><td>Type of Source: textbook</td><td>Useful as it contains information which is well researched.</td></tr>
<tr><td>Purpose: to inform</td><td>Useful as it provides detailed information.</td></tr>
<tr><td>Timing: 2021</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>The Harlem riots of 1964 are widely seen as beginning a wave of riots that lasted for years.</td><td>Useful because it is accurate (the Harlem riots started the unrest).</td></tr>
<tr><td>These urban riots were mostly unplanned, attacking property of white-owned businesses.</td><td>Useful because it is accurate (most city riots were mostly spontaneous).</td></tr>
<tr><td>Groups such as the Black Panther Party used these riots to campaign for control of local resources in Black communities.</td><td>Useful because it is accurate (the Black Panthers tried to take advantage of the riots).</td></tr>
</table>

Possible points of significant omission may include:
1. thousands were arrested during the riots, for example, 20,000
2. widespread looting took place during the riots</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					3. some riots required thousands of police to bring areas under control, for example, the Watts riot in Los Angeles 4. police were targeted during the riots as causes of racial inequality 5. **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 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. it was associated with the unpopular Treaty of Versailles 2. the aims of the League were too ambitious 3. not every country was a member when the League was set up, for example, Germany and Russia 4. it did not have an army to enforce its decisions 5. all members had to agree on decisions 6. the USA refused to join the League 7. power of veto made it hard to get things done 8. its sanctions were ineffective 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 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 impact of the Treaty of Versailles.

<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>The main consequence of the Treaty was that Germans blamed the Allied nations for the problems in Germany.</td><td>Ultimately, the Treaty of Versailles led to Germans blaming their own government for their difficulties.</td></tr><tr><td>Germany claimed they could not afford the reparations demanded by the Treaty.</td><td>The reparations set by the Treaty were an amount that Germany could easily pay.</td></tr><tr><td>After the war, pressure was put on the German economy because the Weimar Government had to immediately start paying reparations.</td><td>The impact of the reparations bill on the German economy was minimised because the final sum was not decided until 1921.</td></tr></table></td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
83.			*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. Hitler wanted to abolish the Treaty of Versailles, which severely limited German armed forces 2. increasing the armed forces would restore the pride of the German people 3. re-armament would make him popular with army leaders 4. re-armament would help reduce unemployment in Germany by providing thousands of jobs 5. Hitler wanted to make Germany safe from invasion by other countries 6. powerful armed forces would enable him to defy Britain and France over Versailles 7. Hitler wanted to make Germany a great world power and needed strong military forces to do this 8. Hitler wanted to secure *Lebensraum* and needed powerful armed forces to do this 9. Hitler planned to attack Russia because he hated Communism 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>84.</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. Appeasement was necessary because money could not be found for re-armament to fight another war.</td><td>Britain couldn’t afford to go to war with Germany.</td></tr>
<tr><td>2. Some people now thought that given the harsh treatment of Germany at Versailles, Hitler’s demands were reasonable.</td><td>The public thought that Germany’s demands over Versailles were reasonable.</td></tr>
<tr><td>3. Chamberlain was in favour of face-to-face talks with Europe’s leaders and believed he could negotiate directly with Hitler.</td><td>Chamberlain thought he could reason with Hitler.</td></tr>
<tr><td>4. The British Government took the view that Communist Russia was the real threat to peace in the world.</td><td>Communist Russia was perceived to be more of a threat.</td></tr>
</table>
Possible points of significant omission may include:
5. Britain had no reliable allies in the event of war, for example, Empire uncertain, France was not trusted, and USA was isolationist</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					6. the British public were still traumatised by memories of World War I 7. many British were unwilling to support military action 8. chiefs of the armed forces advised that the British military was unprepared for war 9. the British people wanted to spend money on housing and social care, not re-armament 10. by appeasing Hitler, Britain bought itself time to re-arm and strengthen the military 11. there was fear of war due to the likely destruction caused by bombing from the air 12. **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>85.</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 would be a well-informed expert on Poland and the declaration of war.</td></tr>
<tr><td>Type of Source: textbook</td><td>Useful as it would have been thoroughly researched on the reasons why Germany declared war on Poland.</td></tr>
<tr><td>Purpose: to inform</td><td>Useful as it is intended to give detailed information about the declaration of war.</td></tr>
<tr><td>Timing: 2008</td><td>Useful as it was written with the benefit of hindsight.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>After World War One, the creation of Poland meant that large areas of land had been taken from Germany, which they wanted back.</td><td>Useful because it is accurate (Germany wanted to regain land taken away from them with the creation of Poland).</td></tr>
<tr><td>It didn’t help that millions of Germans were forced to live under Polish rule which angered Hitler.</td><td>Useful because it is accurate (Hitler disliked Germans living under Polish rule).</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>Germany wanted to take back the city of Danzig that had been taken away from them and run by the League of Nations.</td><td>Useful because it is accurate (Germany wanted the return of Danzig).</td></tr>
</table>
Possible points of significant omission may include:
1. the Polish corridor divided East Prussia from the rest of Germany which angered many Germans
2. the Nazi-Soviet Pact allowed Hitler to attack Poland without repercussions
3. Hitler did not believe that Britain would help Poland in the event of war
4. Hitler believed that he would be able to negotiate with Britain
5. any other valid point of significant omission.
</td></tr>
</table>

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 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 town of Dunkirk was surrounded by German troops during the Battle of France 2. Allied troops were evacuated from Dunkirk, for example, more than 300,000 soldiers 3. military vessels from different countries helped with the evacuation 4. a fleet of civilian ships was sent from Britain to help with the evacuation 5. air battles took place between the RAF and German Luftwaffe 6. some troops were killed on the beach whilst waiting to be evacuated 7. not all British and French troops were evacuated 8. the British military had to abandon most of their weapons and equipment 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>87.</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 Operation Barbarossa.

<table>
<tr><th>Source A</th><th>Source B</th></tr>
<tr><td>Germany’s attack on Russia during Operation Barbarossa was not as fast as the Nazis had expected.</td><td>German army leaders were correct in predicting that Operation Barbarossa would enable Germany to advance quickly into Russia.</td></tr>
<tr><td>The Russians had made defensive plans for the protection of their country in the event of a German attack.</td><td>In addition, the Russians were completely unprepared for the German advance.</td></tr>
<tr><td>Also, the Russian army had some military advantages over Germany, including having more tanks.</td><td>This was thanks to Germany’s armed forces being stronger in all aspects compared to their Russian rivals.</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
88.			*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. POWs were often held in small, cramped cells which made it difficult to move 2. prisoners faced harsh punishments for minor reasons, for example, not saluting prison guards 3. some prisoners were tortured by the prison guards 4. POWs were expected to do hard labour, for example, the Burma railway 5. prisoners were susceptible to disease, for example, cholera 6. prisoners were forced to work in incredibly hot conditions 7. some prison guards thought that captive soldiers were dishonourable so treated them badly 8. sick prisoners of war were not given proper medical treatment 9. people in the camps were not given enough water by the Japanese 10. prisoners in the camps were not given enough food by their captors 11. Red Cross parcels were often not passed on to prisoners 12. escape was almost impossible for the POWs, for example, location of camps 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>89.</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. Some people hid Jewish people because they believed the Nazis' anti-Semitism was morally wrong.</td><td>People resisted because they did not agree with the Nazis' treatment of Jews.</td></tr>
<tr><td>2. Many Jews themselves also fought back to try and stop the persecution of their people.</td><td>Jewish people resisted in the hope of ending the Nazis' anti-Jewish actions.</td></tr>
<tr><td>3. Communist groups hated Nazi ideas and worked to undermine Nazi rule wherever it existed.</td><td>Communists resisted to try and overcome Nazism.</td></tr>
<tr><td>4. Sometimes acts of resistance were led by people that had escaped Nazi imprisonment and wanted to stop others suffering this fate.</td><td>Some former prisoners resisted in the hope of saving others.</td></tr>
</table>
Possible points of significant omission may include:
5. some people resisted to help ensure that the Nazis were defeated in the war
6. resistance occurred as many people were angry at the Nazis invading their country
7. people resisted whose family and friends had been harmed by the Nazis</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					8. countries encouraged anti-Nazi resistance, for example, Britain, Free French 9. many people in occupied countries were impoverished by Nazi rule 10. introduction of forced labour laws led to widespread resistance to Nazi rule 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>90.</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 modern historian</td><td>Useful as they are a well-informed expert on the Normandy landings.</td></tr>
<tr><td>Type of Source: textbook</td><td>Useful as it would be a thoroughly researched account of the Normandy landings.</td></tr>
<tr><td>Purpose: to inform</td><td>Useful as it is a factual account of the Normandy landings.</td></tr>
<tr><td>Timing: 1997</td><td>Useful as it was written with the benefit of hindsight.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>When D-Day began, the Normandy coast from east to west was filled with thousands of ships carrying soldiers who would land on the beaches.</td><td>Useful because it is accurate (Allied soldiers did disembark boats and land on the beaches).</td></tr>
<tr><td>Allied minesweeper boats tried to clear a safe path for these ships.</td><td>Useful because it is accurate (minesweepers did clear away mines).</td></tr>
<tr><td>To assist with the landings, Allied parachute units were dropped into Normandy and other parts of France.</td><td>Useful because it is accurate (Allied paratroopers did land in France to help with the invasion).</td></tr>
</table>

Possible points of significant omission may include:
1. many Allied soldiers were killed as they attempted to land on the beaches</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					2. aerial battles took place between the Luftwaffe and RAF 3. tanks were landed on the beaches and used to provide cover for soldiers 4. many paratroopers missed their targets 5. **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 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 USSR was a Communist society 2. Soviet leaders said they wanted an equal society 3. the workers were meant to control the USSR's resources 4. the Soviet state rejected religion 5. ownership of private property was generally not allowed 6. the USSR aimed to spread Communism around the world 7. the Soviet Union's political beliefs were partly based on the writings of Karl Marx 8. key industries were nationalised, for example, electricity, agriculture 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 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 setting up of NATO.

<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>The decision to set up NATO was very popular and welcomed right across member countries.</td><td>Joining NATO was not universally welcomed with at least one country having a major riot protesting against membership.</td></tr><tr><td>The key purpose of NATO was to protect Western Europe from Soviet attack.</td><td>Many Soviets felt that NATO’s main aim was to invade the USSR.</td></tr><tr><td>Despite initial reluctance, the Americans had kept their army in Europe after World War Two which led to NATO being established in 1949.</td><td>The Soviets believed that the USA had always wanted to leave its soldiers in Europe to maintain an American military presence.</td></tr></table></td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
93.			*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. Hungarians were angry at the Soviet military presence in their country 2. many Hungarians had been sent to prison for opposing Soviet control, leading to public anger 3. the Hungarian secret police (the AVH) caused fear throughout the country and people hoped revolution would end this 4. religious Hungarians were driven to revolt by limits on the practice of their faith 5. crop failures and food shortages in Hungary led to public anger and hopes for change 6. Hungarians wanted Imre Nagy back in power as Hungarian leader 7. limits on freedoms increased demands for change and reform 8. Hungarians felt their culture was being undermined leading to public anger, for example, Russian language signs 9. many Hungarians opposed the policies of hard-line Communist leaders, for example, Mátyás Rákosi 10. political unrest in Poland inspired many Hungarians to pursue their own revolution 11. the death of Joseph Stalin in 1953 meant some Hungarians hoped the new Soviet regime would be less repressive 12. USSR leader Nikita Khrushchev (Secret Speech) criticised Stalin's rule, inspiring some Hungarians to overthrow their own government 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>94.</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.

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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. They feared the rise of anti-American groups as a result of the collapse of French control in south-east Asia.</td><td>USA needed to get involved in Vietnam to stop anti-US groups coming to power.</td></tr>
<tr><td>2. The USA was also driven by a desire to stop the spread of world Communism.</td><td>USA wanted to ensure Communism did not develop around the world.</td></tr>
<tr><td>3. The so-called ‘Red Scare’ in America meant the government wanted to be seen to be taking anti-Communist actions.</td><td>The US government intervened in Vietnam because it wanted to act against Communism.</td></tr>
<tr><td>4. At first the American public encouraged their government to take action to support democracy in Vietnam.</td><td>Public backing for US intervention in Vietnam prompted the government to take action.</td></tr>
</table>
Possible points of significant omission may include:
5. the USA joined the war because of belief in the ‘Domino Theory’
6. China becoming Communist (1949) increased US fears concerning Communism’s spread in Asia and elsewhere
7. USSR and Chinese support for North Vietnam forced the USA to back South Vietnam
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					8. US success in stopping the spread of Communism in Korea encouraged similar action in Vietnam 9. the Gulf of Tonkin incident (when the US claimed North Vietnam attacked its ships) caused US anger and led to increased American military involvement 10. successful intervention in Vietnam would allow the USA to demonstrate their global strength and power 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>95.</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.

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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 modern historian</td><td>Useful as they will be an expert on attempts at détente.</td></tr>
<tr><td>Type of Source: textbook</td><td>Useful as a well-researched account of the détente era.</td></tr>
<tr><td>Purpose: to educate</td><td>Useful as a detailed account of the reasons for détente.</td></tr>
<tr><td>Timing: 1994</td><td>Useful as it was written with the benefit of hindsight.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>America’s failure to win in Vietnam caused US fears about their ability to beat the Soviets.</td><td>Useful because it is accurate (America’s failure to win in Vietnam meant it wanted to reduce tension with the USSR).</td></tr>
<tr><td>This war and other conflicts at the time caused huge anti-war protests in the USA, which the American government wanted to stop.</td><td>Useful because it is accurate (anti-war protests forced the US government to seek peace).</td></tr>
<tr><td>The Soviet Union was concerned that attempts to control revolts in Eastern Europe were using up their limited resources.</td><td>Useful because it is accurate (the USSR’s own internal problems left them seeking to improve US relations).</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 growing influence of China forced the Soviets to try and maintain their global power and influence 2. the USA and USSR both feared nuclear war and took steps to reduce tensions 3. huge military spending by both sides could not be sustained 4. the 1970s oil price crisis forced both sides to seek peace due to the economic problems they faced 5. **any other valid point of significant omission.**

[END OF MARKING INSTRUCTIONS]