



National  
Qualifications  
2014

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## 2014 History

### National 5

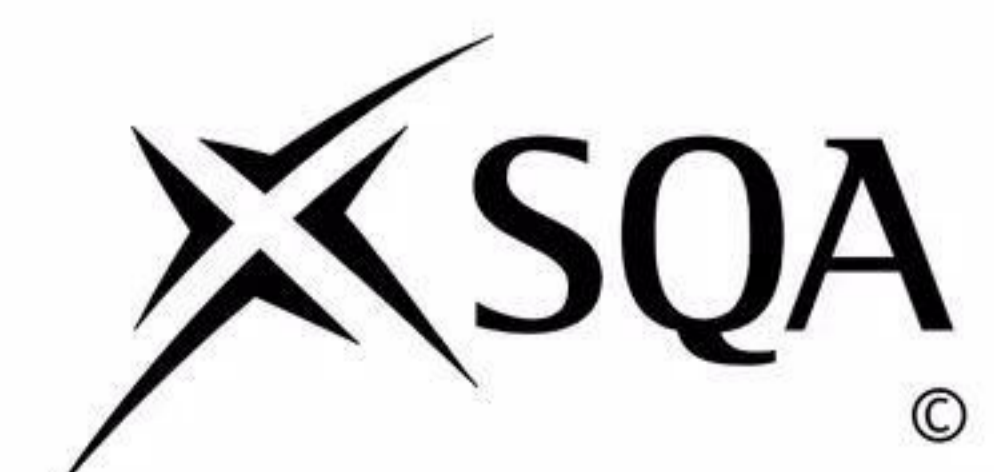
# Finalised Marking Instructions

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## General Marking Principles for National 5 History

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

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding.
- (c) i. For credit to be given, points must relate to the question asked. Where candidates give points of knowledge without specifying the context, these should be rewarded unless it is clear that they do not refer to the context of the question.

*eg Some soldiers on the western front suffered from trench foot as they were unable to keep their feet dry. (1 mark for knowledge, even though this does not specify that it relates to the Scottish soldiers)*

- ii. There are six types of question used in this question paper. Each assesses a particular skill, namely:
  - A. Describe . . . (KU1)
  - B. Explain the reasons why . . . (KU2)
  - C. To what extent . . . (KU3)
  - D. Evaluate the usefulness of Source . . . (SH1)
  - E. Compare the views of Sources . . . (SH2)
  - F. How fully does Source . . . (SH3)
- iii. For each of the question types (in ii above), the following provides an overview of marking principles and an example of their application for each question type.

### **A Questions that ask candidates to *Describe* . . . (5 or 6 marks)**

Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.

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

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

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

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

### **B Questions that ask candidates to *Explain the reasons why* . . . (5 or 6 marks)**

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

straightforward reasons or a smaller number of developed reasons, or a combination of these.

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

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

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

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

### **C Questions that ask *To what extent . . .* (8 marks)**

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

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

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

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

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

#### **Example:**

*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 structure/reference to different factors) 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*

conclusion) *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 conclusion)

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

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

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

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

**Example:**

*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 purpose) 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, also 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 of content)*

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

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

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

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

**Example:**

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

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

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

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

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

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

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

- candidates should be given **up to 3 marks** for their identification of points from the source that support their judgement; each point from the source needs to be interpreted rather than simply copied from the source
- candidates should be given **up to 4 marks** for their identification of points of significant omission, based on their own knowledge, that support their judgement
- a maximum of **2 marks** may be given for answers in which no judgement has been made

### Example:

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

### Marking codes to be used for Question Paper

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

DP - indicates a developed point has been credited

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

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

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

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

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

P - indicates that the required process is apparent (useful in KU2 and KU3)

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

NP - indicates that the required process is non-existent (useful in KU2, KU3 and SH1)

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

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

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

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

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

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

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

SOM - indicates a point of significant omission has been made relating to the source (useful in SH1)

SC - indicates a simple comparison has been made (useful in SH2)

DC - indicates a developed comparison has been made (useful in SH2)

OC - indicates an overall comparison has been made (useful in SH2)

NC - indicates that an attempted comparison is not valid (useful in SH2)

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

J+ - indicates that a valid reason has been provided in support of the required judgement (useful in the conclusion for KU3)

WJ - indicates that the judgement is suspect or weak (useful in KU3 and SH3)

NJ - indicates that the required judgement has not been made (useful in KU3 and SH3)

## Marking Instructions for each question

### Section 1, Context A, The Wars of Independence, 1286-1328

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul>	<b>5</b>	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. Alexander III had died without a surviving male heir/Scots had agreed the infant Margaret was his heir, Edward approached for help</li> <li>2. Edward had been Alexander's brother-in-law and a friend</li> <li>3. Edward was a strong king who could use his authority to subdue Scottish troublemakers/there was a threat of civil war</li> <li>4. Edward was Margaret's great uncle so could claim an interest as a relative</li> <li>5. The Scots agreed to the Treaty of Birgham and the marriage of Margaret to Edward's infant son</li> <li>6. Margaret died before she reached Scotland so there was now no direct heir - a further opportunity for Edward's involvement</li> <li>7. Bishop Fraser invited Edward to help choose from the claimants to the throne</li> <li>8. Edward insisted the claimants/competitors accepted him as their overlord before he would begin to judge the claims</li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	(Continued)		<p>9. Edward insisted the Scottish castles be handed over to him, to hold for the eventual king</p> <p>10. All the competitors accepted that Edward was overlord</p> <p>11. Edward judged that John Balliol had the best claim</p> <p>12. Balliol paid homage to Edward for Scotland after his coronation, making Edward's superiority clear</p> <p>13. <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></p>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. Wallace and Murray joined forces on the north side of the River Forth</li> <li>2. The Scots were on the high ground of Abbey Craig/the English assembled on the south side of the river</li> <li>3. The English delayed the start of the battle/Surrey slept in</li> <li>4. The English could not decide whether to use the narrow bridge or travel further upstream and cross at the broader ford</li> <li>5. Cressingham did not want any further expenses and wanted to get the battle over as quickly as possible in case the Scots escaped so opted for the bridge</li> <li>6. The English partly crossed, turned back and then began again, making their plans clear to the Scots</li> <li>7. The English crossed the bridge slowly/only three abreast</li> <li>8. The Scots attacked before all the English were over</li> <li>9. The Scots attacked the end of the bridge trapping the English who had crossed and preventing the rest from crossing to help them</li> <li>10. English soldiers who attempted to escape across the river were drowned/weighed down by waterlogged tunics</li> <li>11. Bridge collapsed and English fled</li> </ol>

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

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.		(Continued)		<p>12. The English were defeated/Cressingham was killed</p> <p>13. Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
3.	<p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• a maximum of <b>4 marks</b> can be given for evaluative comments relating to author, type of source, purpose and timing</li> <li>• a maximum of <b>2 marks</b> may be given for evaluative comments relating to the content of the source</li> <li>• a maximum of <b>2 marks</b> may be given for points of significant omission.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p><b>1 mark</b> should be given for each relevant comment made, up to a <b>maximum of 5 marks in total.</b></p> <ul style="list-style-type: none"> <li>• A maximum of <b>4 marks</b> can be given for evaluative comments relating to the author, type of source, purpose and timing.</li> <li>• A maximum of <b>2 marks</b> may be given for comments relating to the content of the source.</li> <li>• A maximum of <b>2 marks</b> may be given for comments relating to points of significant omission.</li> </ul> <p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="1403 1192 2724 1850"> <thead> <tr> <th data-bbox="1403 1192 1902 1245">Aspect of the source</th> <th data-bbox="1902 1192 2724 1245">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1403 1245 1902 1402"><b>Author:</b> Walter of Guisborough</td> <td data-bbox="1902 1245 2724 1402">Churchman in Guisborough Priory in Yorkshire, so not an eyewitness, so perhaps less useful</td> </tr> <tr> <td data-bbox="1403 1402 1902 1535"><b>Type of Source:</b> Chronicle</td> <td data-bbox="1902 1402 2724 1535">Contains details of events, generally thought to be reliable so more useful</td> </tr> <tr> <td data-bbox="1403 1535 1902 1688"><b>Purpose:</b> To record</td> <td data-bbox="1902 1535 2724 1688">Keep a record of events as a history, so may be more useful, but an English version so may be biased against Bruce</td> </tr> <tr> <td data-bbox="1403 1688 1902 1850"><b>Timing:</b> Early 14<sup>th</sup> century</td> <td data-bbox="1902 1688 2724 1850">Written during the Wars of Independence at the time of Bruce taking the throne, so more useful.</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> Walter of Guisborough	Churchman in Guisborough Priory in Yorkshire, so not an eyewitness, so perhaps less useful	<b>Type of Source:</b> Chronicle	Contains details of events, generally thought to be reliable so more useful	<b>Purpose:</b> To record	Keep a record of events as a history, so may be more useful, but an English version so may be biased against Bruce	<b>Timing:</b> Early 14 <sup>th</sup> century	Written during the Wars of Independence at the time of Bruce taking the throne, so more useful.
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Section 1, Context A, The Wars of Independence, 1286-1328

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
4.	<p>Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that supports their judgement. Each point from the source needs to be interpreted rather than simply copied from the source.</p> <p>Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve <b>up to 3 marks</b> for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given each point needs to be discretely mentioned in terms of the question.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. Bruce's parliament agreed that Scots nobles who had not made peace with him would lose their lands in Scotland</li> <li>2. Bruce gave this forfeited land to his own supporters</li> <li>3. Scots nobles would no longer be allowed to have English estates so their loyalties would not be divided</li> <li>4. Continued to raid the north of England to put pressure on Edward</li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
4.	(Continued)		<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. Defeated English army at Bannockburn</li> <li>2. Secured release of his wife and daughter/Wishart, in exchange for ransomed English prisoners</li> <li>3. Recaptured Berwick from English occupation</li> <li>4. Added to Scottish exchequer by accepting protection money from northern English towns</li> <li>5. Encouraged production of Declaration of Arbroath</li> <li>6. Renewed Alliance with France</li> <li>7. Agreed Treaty of Edinburgh with England in 1328</li> <li>8. Made a marriage treaty for his son/heir</li> <li>9. <b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. English wanted Mary to marry Edward, son of Henry VIII, Treaty of Greenwich</li> <li>2. Scots cancelled their agreement for Mary to marry Edward, this angered Henry</li> <li>3. Henry VIII sent armies to destroy Scottish cities/punish the Scots - known as the 'Rough Wooing'</li> <li>4. English armies tried to capture Mary</li> <li>5. English armies burned Edinburgh/Borders Abbeys, St Andrews etc</li> <li>6. English defeated the Scots at the Battle of Pinkie, 1547</li> <li>7. Scots needed French help/French agreed if Mary married the French Dauphin (Treaty of Haddington)</li> <li>8. Mary left for France from Dumbarton in August 1548</li> <li>9. <b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that supports their judgement. Each point from the source needs to be interpreted rather than simply copied from the source.</p> <p>Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve <b>up to 3 marks</b> for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given each point needs to be discretely mentioned in terms of the question.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. The Protestant form of worship meant that people could participate much more in services.</li> <li>2. The Bible was available in English, not Latin; therefore people who could not read Latin could still understand it</li> <li>3. Some people began to criticise the Catholic Church because of its great wealth</li> <li>4. Local priests were resented for charging people for christening their children.</li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	(Continued)		<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. Some Scots began to resent the wealth of the Catholic Church eg excessive spending on decoration</li> <li>2. Some priests &amp; nuns attacked for setting bad example eg spent wealth on themselves not the poor/broke vow of chastity</li> <li>3. Resentment at the way Protestant preachers had been treated led to more sympathy for Protestants eg Wishart burned as a heretic</li> <li>4. Resentment at Catholic foreign influence at court (French)</li> <li>5. Creation of the Lords of the Congregation/many favoured Protestantism</li> <li>6. Scottish Parliament that met in 1560 was controlled by men who had sympathised with the Reformation</li> <li>7. Scottish Parliament banned the celebration of mass in 1560/agreed to end the power of the Pope over the Church in Scotland</li> <li>8. Lack of priests or poor quality of priests caused resentment</li> <li>9. <b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
3.	<p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>a maximum of <b>4 marks</b> can be given for evaluative comments relating to author, type of source, purpose and timing</li> <li>a maximum of <b>2 marks</b> may be given for evaluative comments relating to the content of the source</li> <li>a maximum of <b>2 marks</b> may be given for points of significant omission.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p><b>1 mark</b> should be given for each relevant comment made, up to a <b>maximum of 5 marks in total.</b></p> <ul style="list-style-type: none"> <li>A maximum of <b>4 marks</b> can be given for evaluative comments relating to the author, type of source, purpose and timing.</li> <li>A maximum of <b>2 marks</b> may be given for comments relating to the content of the source.</li> <li>A maximum of <b>2 marks</b> may be given for comments relating to points of significant omission.</li> </ul> <p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="1389 1186 2712 1829"> <thead> <tr> <th data-bbox="1389 1186 1893 1234">Aspect of the source</th> <th data-bbox="1893 1186 2712 1234">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1389 1234 1893 1373"><b>Author:</b> John Knox</td> <td data-bbox="1893 1234 2712 1373">Useful as he was an influential Protestant reformer/hated Mary as a Catholic ruler</td> </tr> <tr> <td data-bbox="1389 1373 1893 1512"><b>Type of Source:</b> Sermon</td> <td data-bbox="1893 1373 2712 1512">Useful as heard by Protestant followers/public expression of Knox's views</td> </tr> <tr> <td data-bbox="1389 1512 1893 1694"><b>Purpose:</b> To persuade</td> <td data-bbox="1893 1512 2712 1694">Less useful as it is biased/enthusiastically condemns Mary and her Catholic religion/to persuade people to turn against Mary</td> </tr> <tr> <td data-bbox="1389 1694 1893 1829"><b>Timing:</b> 1560s</td> <td data-bbox="1893 1694 2712 1829">Useful as it was delivered when the Protestant faith was growing in Scotland</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> John Knox	Useful as he was an influential Protestant reformer/hated Mary as a Catholic ruler	<b>Type of Source:</b> Sermon	Useful as heard by Protestant followers/public expression of Knox's views	<b>Purpose:</b> To persuade	Less useful as it is biased/enthusiastically condemns Mary and her Catholic religion/to persuade people to turn against Mary	<b>Timing:</b> 1560s	Useful as it was delivered when the Protestant faith was growing in Scotland
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Section 1, Context B, Mary Queen of Scots, and the Scottish Reformation, 1542-1587

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
4.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. Nobles persuaded Darnley that Riccio was too friendly with Mary/ implied they were having an affair</li> <li>2. Riccio was humiliating the Scottish nobles by making them ask him to see Mary</li> <li>3. Riccio was boasting about his influence over Mary</li> <li>4. Riccio was dressing and behaving like a nobleman which angered the nobles as he was below them in status</li> <li>5. Darnley thought Riccio had persuaded Mary not to give him the crown matrimonial, which angered Darnley</li> <li>6. Some nobles thought Riccio was a spy sent by the Pope so were suspicious of Riccio</li> <li>7. <b>any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. King William wanted to remain on good terms with the Spanish and so deliberately sabotaged the Darien colony</li> <li>2. English officials prevented investment in the Darien scheme</li> <li>3. There was a feeling that the English had not done enough to help Scotland during the Ill Years of the 1690s</li> <li>4. William took little positive interest in Scotland eg Glencoe massacre</li> <li>5. Anne had declared herself to be “entirely English”</li> <li>6. The strength of Jacobitism in Scotland caused tension</li> <li>7. Scots loyalties were suspect after the rebellion of 1689</li> <li>8. The Scots were angry that the English Parliament passed the succession to Sophia of Hanover without consulting them</li> <li>9. The English were angry when the Scots Parliament passed the Act of Security</li> <li>10. Scottish trade badly affected by England’s French wars (no Scottish gains in the peace treaties)</li> <li>11. Worcester incident</li> <li>12. <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

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

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2.	<p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• a maximum of <b>4 marks</b> can be given for evaluative comments relating to author, type of source, purpose and timing</li> <li>• a maximum of <b>2 marks</b> may be given for evaluative comments relating to the content of the source</li> <li>• a maximum of <b>2 marks</b> may be given for points of significant omission.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p><b>1 mark</b> should be given for each relevant comment made, up to a <b>maximum of 5 marks in total.</b></p> <ul style="list-style-type: none"> <li>• A maximum of <b>4 marks</b> can be given for evaluative comments relating to the author, type of source, purpose and timing.</li> <li>• A maximum of <b>2 marks</b> may be given for comments relating to the content of the source.</li> <li>• A maximum of <b>2 marks</b> may be given for comments relating to points of significant omission.</li> </ul>

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

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	(Continued)		<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. Scotland had always been an independent nation and its identity would be subsumed if there was a new united Parliament.</li> <li>2. Public opinion in Scotland was against a union.</li> <li>3. Some Scots would have preferred a Federal Union eg Andrew Fletcher.</li> <li>4. Episcopalians in Scotland opposed union as it would secure the Hanoverian succession and only a return to the Stuart dynasty could restore episcopacy to the Scottish church.</li> <li>5. Some Presbyterians feared over the position of the Church of Scotland. The English Parliament was dominated by the Episcopalian church with Bishops' seats in the House of Lords.</li> <li>6. <b>Any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that supports their judgement. Each point from the source needs to be interpreted rather than simply copied from the source.</p> <p>Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve <b>up to 3 marks</b> for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given each point needs to be discretely mentioned in terms of the question.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	<p>(Continued)</p> <p>A maximum of 2 marks may be given for answers in which no judgement has been made.</p>		<p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. By this union we will all have access to all the advantages of trade that the English enjoy at the moment</li> <li>2. We will be able to improve our wealth</li> <li>3. We will have our liberty, our property and our religion secured</li> <li>4. Scotland will be under the protection of one sovereign and one Parliament of Great Britain.</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ul style="list-style-type: none"> <li>• If Scotland failed to accept Union voluntarily they might be forced to accept it on unfavourable terms after an English invasion.</li> <li>• The Scots knew that Ireland had been conquered by England and wanted to avoid this fate.</li> <li>• Presbyterians wanted to solve the problem of the succession and ensure that the exiled Stuarts did not return</li> <li>• The Union guaranteed the position of the Presbyterian Church</li> <li>• Fear of the reintroduction of the Alien Act if Union was not approved by the Scots</li> <li>• Many Scots believed the Scottish economy would benefit from Union</li> <li>• Scots attracted by guarantee of free trade with the UK and the colonies</li> <li>• Some felt that failure of Darien proved that Scotland could no longer go it alone/some influential Scots saw it as only way to recover from the financial disaster of the Darien Scheme</li> <li>• The position of Scots Law had been guaranteed</li> <li>• <b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
4.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. The 1707 Union was deeply unpopular. It had failed to bring economic prosperity to Scotland</li> <li>2. Many participated as they were anti-Union. James VIII promised to end the Union</li> <li>3. Dislike of the Campbells (especially in the Highlands)</li> <li>4. Episcopalians offered support as the return of James seemed to provide the best prospect of an Episcopalian church settlement</li> <li>5. Loyalty to the House of Stuart. Jacobites did not accept William, Anne or George. They believed James was the rightful King</li> <li>6. Highland clansmen felt loyalty to the exiled King</li> <li>7. Some participants were “forced out”</li> <li>8. The Earl of Mar fought for selfish political reasons as he had lost his government position under George I</li> <li>9. Dislike of new currency, weights etc</li> <li>10. Disappointment at failure of payment of the Equivalent motivated some to participate</li> <li>11. <b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. Scots accused them of taking Scots' jobs, so resented immigrants</li> <li>2. Scots accused them of working for less money/lowering wages, so suspicious of immigrants</li> <li>3. Immigrants were exploited as strike breakers/did not join in with strikes so were unpopular</li> <li>4. Some had a reputation for drunkenness, so many Scots were wary of immigrants</li> <li>5. Some had a reputation for violence/fighting, so some Scots were afraid of immigrants</li> <li>6. Accused them of causing overcrowding/pressure on limited housing stock/putting up rents, which caused resentment</li> <li>7. Immigrants were said to spread disease/unhygienic way of life/'brought down' the Scots, so viewed with suspicion</li> <li>8. Accused some of claiming poor relief intended for Scots, so were resented</li> <li>9. Some immigrants practised a different religion, which made Scots suspicious of them</li> <li>10. Some immigrants failed to fit in/kept to themselves/kept their own customs, so were viewed with suspicion</li> <li>11. <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. Fares were paid by landlords in the Highlands</li> <li>2. HIES - sent poor crofter families to Australia</li> <li>3. Glasgow Emigration Society - gave assistance to settle in Canada</li> <li>4. British Government/Colonial Land and Emigration Commissioners - 'Bounty' settlers to Australia</li> <li>5. Emigrants' Information Office - gave advice and assistance on aspects of emigration</li> <li>6. Empire Settlement Act 1922 - gave loans and grants to help with passages and training</li> <li>7. Barnardos/Quarriers - sent orphan boys and girls to Australia and Canada</li> <li>8. YMCA - helped young men to emigrate as farm workers/Big Brother scheme supported boys who emigrated/'Dreadnought' boys supported as farm workers</li> <li>9. Personal loans from family paid for fares etc</li> <li>10. Cheap rail/steamer fares offered by transport companies eg Anchor-Donaldson Line</li> <li>11. Subsidised passages paid for by Australian and Canadian governments</li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	(Continued)		12. Free passage for domestic servants to New Zealand, Lewis girls as servants to Canada etc 13. <b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that supports their judgement. Each point from the source needs to be interpreted rather than simply copied from the source.</p> <p>Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve <b>up to 3 marks</b> for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given each point needs to be discretely mentioned in terms of the question.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. Alexander Spark was a leading member of the business community/ prominent in banking</li> <li>2. By 1840 owned £40,000 of land</li> <li>3. Became the local agent for a variety of companies</li> <li>4. Scottish Agents in Australia handled the interests of many Scots who invested money in Australian businesses without ever leaving Scotland.</li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	(Continued)		<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. Scots introduced merino sheep to Australia/developed sheep farming in New Zealand</li> <li>2. Scots developed shipping companies/developed refrigerated sea transport for meat</li> <li>3. Scots pioneered the sugar industry in Australia/introduced sugar mills/refineries</li> <li>4. Scots were involved in developing the wine industry/brewing in Australia</li> <li>5. Scots set up universities in Canada/New Zealand/education systems variously</li> <li>6. Scots developed engineering companies in Canada, Australia/developed shipbuilding in New Zealand</li> <li>7. Scots developed Canadian Pacific railroad as engineers and financiers</li> <li>8. Scots cleared and developed virgin land in Canada, Australia, New Zealand</li> <li>9. Scots masons built prestigious public buildings in new cities</li> <li>10. Scots developed the jute industry in India</li> <li>11. Scots' were active in politics/reached high positions eg JA MacDonald, Prime Minister of Canada</li> <li>12. <b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
4.	<p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• a maximum of <b>4 marks</b> can be given for evaluative comments relating to author, type of source, purpose and timing</li> <li>• a maximum of <b>2 marks</b> may be given for evaluative comments relating to the content of the source</li> <li>• a maximum of <b>2 marks</b> may be given for points of significant omission.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p><b>1 mark</b> should be given for each relevant comment made, up to a <b>maximum of 5 marks in total.</b></p> <ul style="list-style-type: none"> <li>• A maximum of <b>4 marks</b> can be given for evaluative comments relating to the author, type of source, purpose and timing.</li> <li>• A maximum of <b>2 marks</b> may be given for comments relating to the content of the source.</li> <li>• A maximum of <b>2 marks</b> may be given for comments relating to points of significant omission.</li> </ul>

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

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4.	(Continued)		<p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="1406 533 2724 1230"> <thead> <tr> <th data-bbox="1406 533 1902 583">Aspect of the source</th> <th data-bbox="1914 533 2724 583">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1406 592 1902 701"><b>Author:</b> Mary Contini</td> <td data-bbox="1914 592 2724 701">Personal recollection of her own family history so useful</td> </tr> <tr> <td data-bbox="1406 709 1902 856"><b>Type of Source:</b> Memoirs about her grandparents' experience</td> <td data-bbox="1914 709 2724 856">Not describing a first-hand experience so may be less accurate, so less useful</td> </tr> <tr> <td data-bbox="1406 865 1902 1012"><b>Purpose:</b> Informs why they worked hard</td> <td data-bbox="1914 865 2724 1012">Simple explanation, not exaggerated, so useful</td> </tr> <tr> <td data-bbox="1406 1020 1902 1230"><b>Timing:</b> Reflection on early 20<sup>th</sup> century</td> <td data-bbox="1914 1020 2724 1230">Grandparents arrived around time of peak Italian immigration to Scotland so fairly typical and more useful/looking back with the benefit of hindsight</td> </tr> </tbody> </table> <table border="1" data-bbox="1406 1276 2724 1768"> <thead> <tr> <th data-bbox="1406 1276 2062 1327">Content</th> <th data-bbox="2074 1276 2724 1327">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1406 1335 2062 1444">Many of them made their living selling fish and chips</td> <td data-bbox="2074 1335 2724 1444">Useful as true of many Italian immigrants</td> </tr> <tr> <td data-bbox="1406 1453 2062 1562">Debt worried them and made them work even harder</td> <td data-bbox="2074 1453 2724 1562">Useful as explains concerns of immigrants to succeed</td> </tr> <tr> <td data-bbox="1406 1570 2062 1768">Shops were open long hours/the whole family helped serve customers/shops became the focus of social life</td> <td data-bbox="2074 1570 2724 1768">Useful as explains why families had so much contact with new communities/useful as accurate</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> Mary Contini	Personal recollection of her own family history so useful	<b>Type of Source:</b> Memoirs about her grandparents' experience	Not describing a first-hand experience so may be less accurate, so less useful	<b>Purpose:</b> Informs why they worked hard	Simple explanation, not exaggerated, so useful	<b>Timing:</b> Reflection on early 20 <sup>th</sup> century	Grandparents arrived around time of peak Italian immigration to Scotland so fairly typical and more useful/looking back with the benefit of hindsight	Content	Possible comment	Many of them made their living selling fish and chips	Useful as true of many Italian immigrants	Debt worried them and made them work even harder	Useful as explains concerns of immigrants to succeed	Shops were open long hours/the whole family helped serve customers/shops became the focus of social life	Useful as explains why families had so much contact with new communities/useful as accurate
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Section 1, Context D, Migration and Empire, 1830-1939

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
4.	(Continued)		<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. Italian cafes became very stylish and fashionable eg Nardini's in Largs</li> <li>2. Names changed to Scottish versions/nicknames were used to seem less foreign</li> <li>3. Second generation immigrants spoke Scots English</li> <li>4. Some intermarriage, especially Scots and Irish</li> <li>5. Worked with Scots in Trade Union movement/Temperance movement</li> <li>6. Worked with Scots in politics/Women's suffrage movement</li> <li>7. Scots and immigrants served together in the Great War</li> <li>8. <b>Any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. <b>Use of Tanks:</b>                      Able to cross trenches/crush barbed wire                      Use fascines to cross trenches                      Scattered German infantry                      Achieved some success/at Cambrai                      Protected the infantry going forward                      Were armoured/bullet proof/equipped with machine guns/six pound guns                      However were easily bogged down/inefficient/unreliable/dangerous or uncomfortable for the crew</li> <li>2. <b>Use of Machine guns:</b>                      Vickers was highly efficient/successful/accurate weapon                      Could fire up to 600 bullets a minute                      Killed thousands of men                      Development of portable machine guns</li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	(Continued)		<p>3. <b>Use of Aircraft</b>                      Used for reconnaissance, ascertain enemy actions                      Used to photograph enemy lines                      Used to protect troops in the trenches                      Fighter planes built to shoot down enemy planes                      Used to bomb enemy trenches                      Used to strafe enemy trenches</p> <p>4. <b>Use of Gas</b>                      Germans were first to use gas at Ypres in 1915 British use of gas eg ...                      operation of gas canisters/shells; delivery; unreliability                      different types of gas used (chlorine, mustard, phosgene, tear)                      surprise/fear/panic factor of gas                      importance of weather/wind direction                      effects of gas (suffocating/choking, blinding, blisters/burns)                      use of gas masks; soldiers urinated on hankies                      gas rarely used after 1917 as the Germans ran out of chemicals                      (initially) killed thousands                      (overall) more injuries than deaths</p> <p>5. Development of range finding techniques for heavy artillery</p> <p>6. Flamethrowers used to clear out enemy trenches</p> <p>7. <b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></p>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
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Section 1, Context E, The Era of the Great War, 1910-1928

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
4.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. Post-war lack of demand/orders for shipbuilding eg 1921-23 tonnage of ships built on the Clyde declined/from 510,000 to 170,000</li> <li>2. Poor industrial relations (eg demarcation disputes) created difficulties</li> <li>3. Failure to invest in new technology/lack of investment</li> <li>4. Lack of demand led to iron and steel production declining/plants closing</li> <li>5. Lack of orders led to decline in railway production eg by two-thirds at the North British Locomotive company</li> <li>6. New fuels, so coal production also declined/pits closed</li> <li>7. Foreign competition challenged Scottish industry</li> <li>8. International markets lost during the war were not recovered</li> <li>9. The jute factories in Dundee were in need of fresh investment and repair/lack of demand for sandbags reduced demand for jute</li> <li>10. At the same time jute prices fell around the world</li> <li>11. The management of Scottish industry suffered from disproportionate effect of losses of middle-class officers</li> <li>12. <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

Section 2, Context A, The Creation of the Medieval Kingdoms, 1066-1406

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question							
1.	<p>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or to its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>up to 5 marks can be given for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge</li> <li>a further 3 marks can be given for providing the answer in a structured way and coming to a reasoned conclusion.</li> </ul>	8	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion.</p> <p><b>Up to 5 marks</b> are allocated for relevant points of knowledge used to address the question. <b>1 mark</b> should be given for each relevant, factual key point of knowledge used to support a factor. <b>If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.</b></p> <table border="1" data-bbox="1389 863 2703 1604"> <thead> <tr> <th data-bbox="1389 863 1881 961">Possible factors may include:</th> <th data-bbox="1881 863 2703 961">Relevant, factual, key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td data-bbox="1389 961 1881 1171">William's leadership skills</td> <td data-bbox="1881 961 2703 1171"> <ol style="list-style-type: none"> <li>William was experienced in battle and had previously defeated the French king</li> <li>William feigned retreat during the battle tricking the Anglo-Saxons</li> </ol> </td> </tr> <tr> <td data-bbox="1389 1171 1881 1604">William's superior army</td> <td data-bbox="1881 1171 2703 1604"> <ol style="list-style-type: none"> <li>William's army was well trained and wore chain mail armour</li> <li>William's cavalry rode specially bred horses. The horses also had a saddle on them keeping the knights in position and allowing them to fight</li> <li>William had brought supplies with him from Normandy and so his army was well fed and rested</li> </ol> </td> </tr> </tbody> </table>		Possible factors may include:	Relevant, factual, key points of knowledge to support this factor may include:	William's leadership skills	<ol style="list-style-type: none"> <li>William was experienced in battle and had previously defeated the French king</li> <li>William feigned retreat during the battle tricking the Anglo-Saxons</li> </ol>	William's superior army	<ol style="list-style-type: none"> <li>William's army was well trained and wore chain mail armour</li> <li>William's cavalry rode specially bred horses. The horses also had a saddle on them keeping the knights in position and allowing them to fight</li> <li>William had brought supplies with him from Normandy and so his army was well fed and rested</li> </ol>
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Section 2, Context A, The Creation of the Medieval Kingdoms, 1066-1406

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question						
1.	(Continued)		<table border="1" data-bbox="1400 436 2712 1178"> <tr> <td data-bbox="1400 436 1893 825">Harold's inferior army</td> <td data-bbox="1893 436 2712 825">                     6. Harold's army was a mixture of professional soldiers/bodyguards and ordinary men                      7. The army was not as well trained as the Normans                      8. Death of Harold and his brothers meant there was no clear leadership during the battle                 </td> </tr> <tr> <td data-bbox="1400 825 1893 1077">Harold's army were tired</td> <td data-bbox="1893 825 2712 1077">                     9. Harold's army had only just fought the Battle of Stamford Bridge                      10. Harold's army had been forced to march quickly to the south to meet the Normans                 </td> </tr> <tr> <td data-bbox="1400 1077 1893 1178">Any other valid factor</td> <td data-bbox="1893 1077 2712 1178"></td> </tr> </table> <p data-bbox="1400 1224 2712 1314"><b>Up to 3 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</b></p> <p data-bbox="1400 1360 2540 1451"><b>1 mark</b> for the answer being presented in a structured way, with knowledge being organised in support of different factors.</p> <p data-bbox="1400 1451 2407 1493"><b>1 mark</b> given for a valid judgement or overall conclusion.</p> <p data-bbox="1400 1493 2635 1535"><b>1 mark</b> given for a reason being provided in support of the conclusion.</p>	Harold's inferior army	6. Harold's army was a mixture of professional soldiers/bodyguards and ordinary men 7. The army was not as well trained as the Normans 8. Death of Harold and his brothers meant there was no clear leadership during the battle	Harold's army were tired	9. Harold's army had only just fought the Battle of Stamford Bridge 10. Harold's army had been forced to march quickly to the south to meet the Normans	Any other valid factor	
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Section 2, Context A, The Creation of the Medieval Kingdoms, 1066-1406

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
2.	<p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>a maximum of <b>4 marks</b> can be given for evaluative comments relating to author, type of source, purpose and timing</li> <li>a maximum of <b>2 marks</b> may be given for evaluative comments relating to the content of the source</li> <li>a maximum of <b>2 marks</b> may be given for points of significant omission.</li> </ul>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p><b>1 mark</b> should be given for each relevant comment made, up to a <b>maximum of 6 marks in total.</b></p> <ul style="list-style-type: none"> <li>A maximum of <b>4 marks</b> can be given for evaluative comments relating to the author, type of source, purpose and timing.</li> <li>A maximum of <b>2 marks</b> may be given for comments relating to the content of the source.</li> <li>A maximum of <b>2 marks</b> may be given for comments relating to points of significant omission.</li> </ul> <p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="1397 1192 2718 1772"> <thead> <tr> <th data-bbox="1397 1192 1902 1245">Aspect of the source</th> <th data-bbox="1902 1192 2718 1245">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1397 1245 1902 1360"><b>Author:</b> Royal clerk</td> <td data-bbox="1902 1245 2718 1360">Useful because he was well placed to gather information</td> </tr> <tr> <td data-bbox="1397 1360 1902 1476"><b>Type of Source:</b> Chronicle</td> <td data-bbox="1902 1360 2718 1476">Useful because it was an official record of events</td> </tr> <tr> <td data-bbox="1397 1476 1902 1661"><b>Purpose:</b> To describe</td> <td data-bbox="1902 1476 2718 1661">Less useful as clearly biased description of rebellions/author may have exaggerated when describing the actions of the Scots</td> </tr> <tr> <td data-bbox="1397 1661 1902 1772"><b>Timing:</b> 1174</td> <td data-bbox="1902 1661 2718 1772">At the time that Henry II was facing rebellion</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> Royal clerk	Useful because he was well placed to gather information	<b>Type of Source:</b> Chronicle	Useful because it was an official record of events	<b>Purpose:</b> To describe	Less useful as clearly biased description of rebellions/author may have exaggerated when describing the actions of the Scots	<b>Timing:</b> 1174	At the time that Henry II was facing rebellion
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Section 2, Context A, The Creation of the Medieval Kingdoms, 1066-1406

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question	
2.		(Continued)			
				Content	Possible comment
				William rebelled and attacked Northumberland	Useful because it gives details of William's rebellion
				Women and children were slaughtered/priests murdered inside their own churches	Less useful because it could be exaggerating what happened.
				His army besieged the castle/by cutting off their supplies/forced the English to make a treaty with the Scots.	Useful because it provides details on what William did next.
		<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. Henry II's sons rebelled against him/the Great Rebellion 1173</li> <li>2. Further rebellions by Henry's sons in 1183 and 1187</li> <li>3. <b>Any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>			

Section 2, Context A, The Creation of the Medieval Kingdoms, 1066-1406

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 6 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. Effects of the Black Death eg some peasants were free some were not</li> <li>2. Peasants prevented from earning higher wages than they had before the Black Death eg 1351 Statute of Labour (ie wages were cut), so unhappy</li> <li>3. Peasants' discontent with war with France</li> <li>4. Peasants had been taxed in 1377, 1379 and 1381, so unhappy</li> <li>5. 1381 tax targeted new groups eg over 15s/craftsmen/women taxed whether they worked or not, which was resented</li> <li>6. Peasants unhappy as wanted an end to forced labour/greater access to forests</li> <li>7. Lack of faith in King Richard II who was a boy</li> <li>8. Hatred of the King's advisor/allegations of corruption</li> <li>9. Inspired by speakers who criticised the Church and monarchy eg John Ball/Waldergrave</li> <li>10. <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

Section 2, Context B, War of the Three Kingdoms, 1603-1651

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question					
1.	<p>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or to its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>up to 5 marks can be given for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge</li> <li>a further 3 marks can be given for providing the answer in a structured way and coming to a reasoned conclusion.</li> </ul>	8	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion.</p> <p><b>Up to 5 marks</b> are allocated for relevant points of knowledge used to address the question. <b>1 mark</b> should be given for each relevant, factual key point of knowledge used to support a factor. <b>If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.</b></p> <table border="1" data-bbox="1389 856 2748 1814"> <thead> <tr> <th data-bbox="1389 856 1893 953">Possible factors may include:</th> <th data-bbox="1893 856 2748 953">Relevant, factual, key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td data-bbox="1389 953 1893 1814">Religious differences</td> <td data-bbox="1893 953 2748 1814"> <ol style="list-style-type: none"> <li>Some in Parliament were offended by James' belief in the Divine Right of Kings</li> <li>Millenary Petition 1603 demanded changes to church practices - rejected by James VI and I</li> <li>Archbishops Canons - clergy had to subscribe to 39 articles and Prayer Book, James licensed the Canons, which provoked the clergy</li> <li>1622 - Direction of Preachers issued, gave Bishops more control, which worried Puritans</li> <li>Demands of Presbyterians for the removal of Bishops</li> <li>Demands from Catholics for more lenient treatment</li> <li>Gunpowder plot</li> </ol> </td> </tr> </tbody> </table>		Possible factors may include:	Relevant, factual, key points of knowledge to support this factor may include:	Religious differences	<ol style="list-style-type: none"> <li>Some in Parliament were offended by James' belief in the Divine Right of Kings</li> <li>Millenary Petition 1603 demanded changes to church practices - rejected by James VI and I</li> <li>Archbishops Canons - clergy had to subscribe to 39 articles and Prayer Book, James licensed the Canons, which provoked the clergy</li> <li>1622 - Direction of Preachers issued, gave Bishops more control, which worried Puritans</li> <li>Demands of Presbyterians for the removal of Bishops</li> <li>Demands from Catholics for more lenient treatment</li> <li>Gunpowder plot</li> </ol>
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Section 2, Context B, War of the Three Kingdoms, 1603-1651

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question						
1.	(Continued)		<table border="1"> <tr> <td data-bbox="1397 436 1893 1003">Financial grievances</td> <td data-bbox="1893 436 2712 1003">                     8. Extravagant spending and debts built up by James eg clothing banquets                      9. Gave money and power to his favourites at court                      10. Bates Case 1606 - judges agreed that impositions (new source of revenue of additional tax on imports and exports) were legal                      11. Failure of Great Contract 1610 - reciprocal distrust                      12. Monopolies caused anger and resentment                 </td> </tr> <tr> <td data-bbox="1397 1003 1893 1255">Political factors</td> <td data-bbox="1893 1003 2712 1255">                     13. James dismissed Parliament in 1610                      14. Failure of 'Addled Parliament' in 1614                      15. James' insistence on creating a legal and administrative Union with Scotland caused suspicions in England                 </td> </tr> <tr> <td data-bbox="1397 1255 1893 1360">Any other relevant factor</td> <td data-bbox="1893 1255 2712 1360"></td> </tr> </table> <p data-bbox="1397 1402 2712 1495"><b>Up to 3 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</b></p> <p data-bbox="1397 1537 2712 1629">1 mark for the answer being presented in a structured way, with knowledge being organised in support of different factors.</p> <p data-bbox="1397 1629 2712 1671">1 mark given for a valid judgement or overall conclusion.</p> <p data-bbox="1397 1671 2712 1713">1 mark given for a reason being provided in support of the conclusion.</p>	Financial grievances	8. Extravagant spending and debts built up by James eg clothing banquets 9. Gave money and power to his favourites at court 10. Bates Case 1606 - judges agreed that impositions (new source of revenue of additional tax on imports and exports) were legal 11. Failure of Great Contract 1610 - reciprocal distrust 12. Monopolies caused anger and resentment	Political factors	13. James dismissed Parliament in 1610 14. Failure of 'Addled Parliament' in 1614 15. James' insistence on creating a legal and administrative Union with Scotland caused suspicions in England	Any other relevant factor	
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Section 2, Context B, War of the Three Kingdoms, 1603-1651

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Section 2, Context B, War of the Three Kingdoms, 1603-1651

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question								
3.	<p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>a maximum of <b>4 marks</b> can be given for evaluative comments relating to author, type of source, purpose and timing</li> <li>a maximum of <b>2 marks</b> may be given for evaluative comments relating to the content of the source</li> <li>a maximum of <b>2 marks</b> may be given for points of significant omission.</li> </ul>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p><b>1 mark</b> should be given for each relevant comment made, up to a <b>maximum of 6 marks in total.</b></p> <ul style="list-style-type: none"> <li>A maximum of <b>4 marks</b> can be given for evaluative comments relating to the author, type of source, purpose and timing.</li> <li>A maximum of <b>2 marks</b> may be given for comments relating to the content of the source.</li> <li>A maximum of <b>2 marks</b> may be given for comments relating to points of significant omission.</li> </ul> <p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="1397 1192 2718 1728"> <thead> <tr> <th data-bbox="1397 1192 1902 1245">Aspect of the source</th> <th data-bbox="1902 1192 2718 1245">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1397 1245 1902 1402"><b>Author:</b> Oliver Cromwell</td> <td data-bbox="1902 1245 2718 1402">Useful as he was the leader of the Parliamentary forces (who was an extreme Puritan and who hated the Irish Catholics)</td> </tr> <tr> <td data-bbox="1397 1402 1902 1612"><b>Type of Source:</b> Letter (to the House of Commons)</td> <td data-bbox="1902 1402 2718 1612">Useful as an official account of the events of the battle, so should be accurate/less useful as may be biased based on Cromwell's actions</td> </tr> <tr> <td data-bbox="1397 1612 1902 1728"><b>Purpose:</b> To inform</td> <td data-bbox="1902 1612 2718 1728">Useful as provides reasons for victory at Drogheda/ Cromwell justifying his actions</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> Oliver Cromwell	Useful as he was the leader of the Parliamentary forces (who was an extreme Puritan and who hated the Irish Catholics)	<b>Type of Source:</b> Letter (to the House of Commons)	Useful as an official account of the events of the battle, so should be accurate/less useful as may be biased based on Cromwell's actions	<b>Purpose:</b> To inform	Useful as provides reasons for victory at Drogheda/ Cromwell justifying his actions
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Section 2, Context B, War of the Three Kingdoms, 1603-1651

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question													
3.	(Continued)		<table border="1"> <tr> <td data-bbox="1406 436 1908 554"><b>Timing:</b> September 1649</td> <td data-bbox="1908 436 2763 554">Useful as written soon after the battle took place</td> </tr> <tr> <td colspan="2" data-bbox="1406 590 2763 636"><b>Content</b></td> </tr> <tr> <td data-bbox="1406 636 2068 842">On Monday 9<sup>th</sup> the battering guns began/Our guns then beat down the corner tower, and made gaps in the east and south walls</td> <td data-bbox="2068 636 2763 842">Useful as it provides accurate details of when the battle began/weapons used</td> </tr> <tr> <td data-bbox="1406 842 2068 1003">I sent Sir Arthur Aston a request to surrender the town but received no satisfactory answer</td> <td data-bbox="2068 842 2763 1003">Useful as Sir Arthur Aston ignored Cromwell's order to surrender</td> </tr> <tr> <td data-bbox="1406 1003 2068 1257">On the following day, after some fierce fighting, we entered the town/several of the enemy, including Sir Arthur Aston, retreated into Mill Mount</td> <td data-bbox="2068 1003 2763 1257">Useful as it describes the successful storming of the city by Cromwell's forces</td> </tr> <tr> <td colspan="2" data-bbox="1406 1304 2763 1801"> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. Cromwell ordered his men to kill everyone remaining in the town who had weapons</li> <li>2. Cromwell's men killed approximately 2000 men after the surrender</li> <li>3. The Church of St. Peters was set on fire, burning alive a group of defenders who had barricaded themselves in</li> <li>4. Parliamentarian losses are regarded to be around 150</li> <li>5. Sir Arthur Aston reported to have been beaten to death with his own wooden leg</li> <li>6. <b>Any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol> </td> </tr> </table>		<b>Timing:</b> September 1649	Useful as written soon after the battle took place	<b>Content</b>		On Monday 9 <sup>th</sup> the battering guns began/Our guns then beat down the corner tower, and made gaps in the east and south walls	Useful as it provides accurate details of when the battle began/weapons used	I sent Sir Arthur Aston a request to surrender the town but received no satisfactory answer	Useful as Sir Arthur Aston ignored Cromwell's order to surrender	On the following day, after some fierce fighting, we entered the town/several of the enemy, including Sir Arthur Aston, retreated into Mill Mount	Useful as it describes the successful storming of the city by Cromwell's forces	<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. Cromwell ordered his men to kill everyone remaining in the town who had weapons</li> <li>2. Cromwell's men killed approximately 2000 men after the surrender</li> <li>3. The Church of St. Peters was set on fire, burning alive a group of defenders who had barricaded themselves in</li> <li>4. Parliamentarian losses are regarded to be around 150</li> <li>5. Sir Arthur Aston reported to have been beaten to death with his own wooden leg</li> <li>6. <b>Any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>	
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Section 2, Context C, The Atlantic Slave Trade, 1770-1807

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question	
1.		<p>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or to its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>up to 5 marks can be given for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge</li> <li>a further 3 marks can be given for providing the answer in a structured way and coming to a reasoned conclusion.</li> </ul>	8	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion. <b>Up to 5 marks</b> are allocated for relevant points of knowledge used to address the question. <b>1 mark</b> should be given for each relevant, factual key point of knowledge used to support a factor. <b>If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.</b></p>	
				<p><b>Possible factors may include:</b></p>	<p><b>Relevant, factual, key points of knowledge to support this factor may include:</b></p>
				<p>Role of Thomas Clarkson</p>	<ol style="list-style-type: none"> <li>1. Visited ports such as Liverpool to collect evidence about the cruelties of the slave trade</li> <li>2. Interviewed sailors who were involved in the slave trade</li> <li>3. Risked his life to campaign for the abolition of slavery</li> <li>4. Clarkson published his evidence about the slave trade</li> <li>5. Clarkson's influence on Wilberforce and others</li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	(Continued)		<div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Role of other campaigners</p> <ol style="list-style-type: none"> <li>6. William Wilberforce led the campaign against the slave trade in parliament.</li> <li>7. Wilberforce presented bills to abolish the slave trade</li> <li>8. Wilberforce used his friendship with the prime minister and the monarchy to win support for abolition</li> <li>9. Wilberforce became leader of the Society for the Abolition of the Slave Trade</li> <li>10. Former slave ship captain, John Newton, preached against the evils of the trade/wrote the hymn, Amazing Grace</li> <li>11. Freed slaves such as Olaudah Equiano published personal accounts about the terrible nature of the slave trade</li> <li>12. Granville Sharp campaigned against slavery in British courts</li> <li>13. Many people across Britain signed petitions against the slave trade.</li> <li>14. Pamphlets, posters, newspaper adverts were used to campaign against the slave trade</li> <li>15. Slogans such as 'Am I not a man and a brother' were used/appeared on Wedgwood crockery</li> <li>16. Boycotts of slave produced goods such as sugar</li> </ol> </div>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question				
1.	(Continued)		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="1397 436 1893 827" style="width: 50%; vertical-align: top;">Changing attitudes</td> <td data-bbox="1893 436 2712 827" style="width: 50%; vertical-align: top;">                     17. Christian teaching led people to change their attitudes to the slave trade                      18. People began to think of Africans as fellow human beings                      19. Plantation agriculture became less important to the British economy                      20. People began to regard slave labour as an inefficient way to produce goods                 </td> </tr> <tr> <td data-bbox="1397 827 1893 928" style="width: 50%; vertical-align: top;">Any other relevant factor</td> <td data-bbox="1893 827 2712 928" style="width: 50%;"></td> </tr> </table> <p data-bbox="1397 974 2712 1062"><b>Up to 3 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</b></p> <p data-bbox="1397 1108 2712 1197">1 mark for the answer being presented in a structured way, with knowledge being organised in support of different factors.</p> <p data-bbox="1397 1201 2712 1247">1 mark given for a valid judgement or overall conclusion.</p> <p data-bbox="1397 1251 2712 1297">1 mark given for a reason being provided in support of the conclusion.</p>	Changing attitudes	17. Christian teaching led people to change their attitudes to the slave trade 18. People began to think of Africans as fellow human beings 19. Plantation agriculture became less important to the British economy 20. People began to regard slave labour as an inefficient way to produce goods	Any other relevant factor	
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Section 2, Context C, The Atlantic Slave Trade, 1770-1807

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul>	<b>6</b>	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 6 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. The slave trade brought wealth to Britain, so was popular with those who became wealthy</li> <li>2. The slave trade brought employment to Britain in areas such as shipyards, ports, mills, manufacturing, so was supported many involved in these industries</li> <li>3. Cities profited from the slave trade (eg Bristol, Liverpool and Glasgow), so many in these cities wished to see slavery continue</li> <li>4. The products of the slave trade were in great demand (eg cotton, tobacco and sugar) and many believed that slavery was needed in order to meet demand for these products</li> <li>5. Involvement in the slave trade helped Britain to remain a world power, so many continued to support slavery</li> <li>6. The slave trade was seen as a valuable training ground for the Royal Navy, so it was supported</li> <li>7. Many MPs had financial interests in the slave trade, so wished to see it continue</li> <li>8. Many MPs were being bribed to ensure that they continued to give their support for the continuation of the trade</li> <li>9. The slave trade still enjoyed the support of the King</li> <li>10. Profits from the trade were essential to fund the war with France</li> <li>11. <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
3.	<p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• a maximum of <b>4 marks</b> can be given for evaluative comments relating to author, type of source, purpose and timing</li> <li>• a maximum of <b>2 marks</b> may be given for evaluative comments relating to the content of the source</li> <li>• a maximum of <b>2 marks</b> may be given for points of significant omission.</li> </ul>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p><b>1 mark</b> should be given for each relevant comment made, up to a <b>maximum of 6 marks in total.</b></p> <ul style="list-style-type: none"> <li>• A maximum of <b>4 marks</b> can be given for evaluative comments relating to the author, type of source, purpose and timing.</li> <li>• A maximum of <b>2 marks</b> may be given for comments relating to the content of the source.</li> <li>• A maximum of <b>2 marks</b> may be given for comments relating to points of significant omission.</li> </ul> <p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="1389 1192 2712 1759"> <thead> <tr> <th data-bbox="1389 1192 1893 1247">Aspect of the source</th> <th data-bbox="1893 1192 2712 1247">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1389 1247 1893 1409"><b>Author:</b> Historian</td> <td data-bbox="1893 1247 2712 1409">Useful as modern historians are likely to be experts on the issue and have carried out research</td> </tr> <tr> <td data-bbox="1389 1409 1893 1526"><b>Type of Source:</b> Textbook</td> <td data-bbox="1893 1409 2712 1526">Factual account of the treatment of slaves on the plantations</td> </tr> <tr> <td data-bbox="1389 1526 1893 1644"><b>Purpose:</b> To inform</td> <td data-bbox="1893 1526 2712 1644">Useful as evidence of harsh treatment of slaves on the plantations</td> </tr> <tr> <td data-bbox="1389 1644 1893 1759"><b>Timing:</b> 1995</td> <td data-bbox="1893 1644 2712 1759">A secondary source written with the benefit of hindsight</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> Historian	Useful as modern historians are likely to be experts on the issue and have carried out research	<b>Type of Source:</b> Textbook	Factual account of the treatment of slaves on the plantations	<b>Purpose:</b> To inform	Useful as evidence of harsh treatment of slaves on the plantations	<b>Timing:</b> 1995	A secondary source written with the benefit of hindsight
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Section 2, Context C, The Atlantic Slave Trade, 1770-1807

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question									
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<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. Slaves were forced to work long hours</li> <li>2. Slaves were often whipped for not working hard enough</li> <li>3. Slave families were often broken up when slaves were bought and sold from plantations</li> <li>4. <b>Any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>													

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question								
1.	<p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• a maximum of 4 marks can be given for evaluative comments relating to author, type of source, purpose and timing</li> <li>• a maximum of 2 marks may be given for evaluative comments relating to the content of the source</li> <li>• a maximum of 2 marks may be given for points of significant omission.</li> </ul>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p><i>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</i></p> <p>1 mark should be given for each relevant comment made, up to a maximum of 6 marks in total.</p> <ul style="list-style-type: none"> <li>• A maximum of 4 marks can be given for evaluative comments relating to the author, type of source, purpose and timing.</li> <li>• A maximum of 2 marks may be given for comments relating to the content of the source.</li> <li>• A maximum of 2 marks may be given for comments relating to points of significant omission.</li> </ul> <p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="1389 1188 2712 1759"> <thead> <tr> <th data-bbox="1389 1188 1893 1234">Aspect of the source</th> <th data-bbox="1893 1188 2712 1234">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1389 1234 1893 1352"><b>Author:</b> Doctor</td> <td data-bbox="1893 1234 2712 1352">Useful as it was written by an eyewitness to poor housing conditions in Manchester</td> </tr> <tr> <td data-bbox="1389 1352 1893 1537"><b>Type of Source:</b> Report</td> <td data-bbox="1893 1352 2712 1537">Useful as it was part of an official document by someone with medical expertise/reports tend to be factual</td> </tr> <tr> <td data-bbox="1389 1537 1893 1759"><b>Purpose:</b> To record</td> <td data-bbox="1893 1537 2712 1759">May be less useful, as report only focuses on one area of Manchester/ but useful because factual record of poor housing conditions in Manchester</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> Doctor	Useful as it was written by an eyewitness to poor housing conditions in Manchester	<b>Type of Source:</b> Report	Useful as it was part of an official document by someone with medical expertise/reports tend to be factual	<b>Purpose:</b> To record	May be less useful, as report only focuses on one area of Manchester/ but useful because factual record of poor housing conditions in Manchester
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Section 2, Context D, Changing Britain, 1760-1900

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1.	(Continued)		<table border="1" data-bbox="1400 436 2724 646"> <tr> <td data-bbox="1412 445 1902 638"><b>Timing:</b> 1832</td> <td data-bbox="1908 445 2712 638">Useful as it was written at the time of urbanisation/growth of cities/industrial revolution/time when there was a lot of poor housing in British cities</td> </tr> </table> <table border="1" data-bbox="1400 688 2724 1360"> <thead> <tr> <th data-bbox="1412 697 2062 739">Content</th> <th data-bbox="2068 697 2712 739">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1412 743 2062 898">The houses that the mill workers live in are poorly ventilated and do not have toilets</td> <td data-bbox="2068 743 2712 898">Useful as fairly typical of urban housing in poorer areas at this time</td> </tr> <tr> <td data-bbox="1412 903 2062 1108">The streets are narrow, unpaved and worn into deep ruts, which become the resting place of mud, refuse and rubbish</td> <td data-bbox="2068 903 2712 1108">Useful as typical of cities at this time with poor sanitation</td> </tr> <tr> <td data-bbox="1412 1113 2062 1352">In Parliament Street there is only one toilet for 380 inhabitants. The flow of muck from this toilet infests close-by houses and must be a source of disease</td> <td data-bbox="2068 1113 2712 1352">May be less useful as may have been exaggerated for effect but could also say useful as fairly typical of concerns about dirt and disease at this time</td> </tr> </tbody> </table> <p data-bbox="1400 1411 2745 1780"><b>Possible points of significant omission may include:</b></p> <ol data-bbox="1400 1453 2745 1780" style="list-style-type: none"> <li data-bbox="1400 1453 1813 1495">1. Lack of clean water</li> <li data-bbox="1400 1499 1709 1541">2. Overcrowding</li> <li data-bbox="1400 1545 1917 1587">3. Poorly constructed homes</li> <li data-bbox="1400 1591 2644 1675">4. Impact of these living conditions on health - eg rickets/cholera/TB, vermin spread other diseases</li> <li data-bbox="1400 1680 2745 1780">5. <b>Any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>	<b>Timing:</b> 1832	Useful as it was written at the time of urbanisation/growth of cities/industrial revolution/time when there was a lot of poor housing in British cities	Content	Possible comment	The houses that the mill workers live in are poorly ventilated and do not have toilets	Useful as fairly typical of urban housing in poorer areas at this time	The streets are narrow, unpaved and worn into deep ruts, which become the resting place of mud, refuse and rubbish	Useful as typical of cities at this time with poor sanitation	In Parliament Street there is only one toilet for 380 inhabitants. The flow of muck from this toilet infests close-by houses and must be a source of disease	May be less useful as may have been exaggerated for effect but could also say useful as fairly typical of concerns about dirt and disease at this time
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Section 2, Context D, Changing Britain, 1760-1900

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2.	<p>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or to its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>up to 5 marks can be given for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge</li> <li>a further 3 marks can be given for providing the answer in a structured way and coming to a reasoned conclusion.</li> </ul>	8	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion.</p> <p><b>Up to 5 marks</b> are allocated for relevant points of knowledge used to address the question. <b>1 mark</b> should be given for each relevant, factual key point of knowledge used to support a factor. <b>If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.</b></p> <table border="1" data-bbox="1389 877 2703 1724"> <thead> <tr> <th data-bbox="1389 877 1887 968">Possible factors may include:</th> <th data-bbox="1887 877 2703 968">Relevant, factual, key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td data-bbox="1389 976 1887 1724">Technology</td> <td data-bbox="1887 976 2703 1724"> <ol style="list-style-type: none"> <li>Iron rails underground made it easier to transport coal</li> <li>Steam power to raise cages</li> <li>Wire rope to raise cages</li> <li>Steam-powered drainage pumps</li> <li>Davy safety lamp</li> <li>Metal pit props</li> <li>Gunpowder used to loosen rock</li> <li>Technology enabled deeper shafts to be dug, reaching into seams of coal below water-bearing ground</li> <li>Chain coal-cutting machines from the 1880s</li> <li>Better ventilation systems</li> <li>Electric lighting from the 1890s</li> <li>Electric hauling from the 1890s</li> </ol> </td> </tr> </tbody> </table>	Possible factors may include:	Relevant, factual, key points of knowledge to support this factor may include:	Technology	<ol style="list-style-type: none"> <li>Iron rails underground made it easier to transport coal</li> <li>Steam power to raise cages</li> <li>Wire rope to raise cages</li> <li>Steam-powered drainage pumps</li> <li>Davy safety lamp</li> <li>Metal pit props</li> <li>Gunpowder used to loosen rock</li> <li>Technology enabled deeper shafts to be dug, reaching into seams of coal below water-bearing ground</li> <li>Chain coal-cutting machines from the 1880s</li> <li>Better ventilation systems</li> <li>Electric lighting from the 1890s</li> <li>Electric hauling from the 1890s</li> </ol>
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Section 2, Context D, Changing Britain, 1760-1900

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question								
2.	(Continued)		<table border="1"> <tr> <td data-bbox="1397 436 1893 968">Legislation</td> <td data-bbox="1893 436 2733 968">                     13. 1842 - banned women and children under 10 from working underground/fatalities reduced as fewer children employed.                      14. 1850 - Mine Inspectors appointed, which improved safety                      15. 1860 - boys under 12 forbidden to go underground                      16. 1862 - mines must have at least two exits                      17. 1872 - mine managers required a certificate, which improved safety                      18. from 1894 - minimum wage for miners                 </td> </tr> <tr> <td data-bbox="1397 968 1893 1184">Animals</td> <td data-bbox="1893 968 2733 1184">                     19. Canaries used to detect pockets of suffocating gas (Choke Damp)                      20. Ponies used (instead of putters) to move wagons of coal                 </td> </tr> <tr> <td data-bbox="1397 1184 1893 1310">Pressure groups</td> <td data-bbox="1893 1184 2733 1310">                     21. Trade unions campaigned for shorter working hours/better conditions                 </td> </tr> <tr> <td data-bbox="1397 1310 1893 1360">Any other valid factor</td> <td data-bbox="1893 1310 2733 1360"></td> </tr> </table> <p data-bbox="1397 1394 2733 1696"> <b>Up to 3 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</b>   <b>1 mark</b> for the answer being presented in a structured way, with knowledge being organised in support of different factors.  <b>1 mark</b> given for a valid judgement or overall conclusion.  <b>1 mark</b> given for a reason being provided in support of the conclusion.                 </p>	Legislation	13. 1842 - banned women and children under 10 from working underground/fatalities reduced as fewer children employed. 14. 1850 - Mine Inspectors appointed, which improved safety 15. 1860 - boys under 12 forbidden to go underground 16. 1862 - mines must have at least two exits 17. 1872 - mine managers required a certificate, which improved safety 18. from 1894 - minimum wage for miners	Animals	19. Canaries used to detect pockets of suffocating gas (Choke Damp) 20. Ponies used (instead of putters) to move wagons of coal	Pressure groups	21. Trade unions campaigned for shorter working hours/better conditions	Any other valid factor	
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Section 2, Context D, Changing Britain, 1760-1900

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
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Section 2, Context E, The Making of Modern Britain, 1880-1951

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question									
1.	<p>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or to its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>up to 5 marks can be given for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge</li> <li>a further 3 marks can be given for providing the answer in a structured way and coming to a reasoned conclusion.</li> </ul>	8	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion.</p> <p><b>Up to 5 marks</b> are allocated for relevant points of knowledge used to address the question. <b>1 mark</b> should be given for each relevant, factual key point of knowledge used to support a factor. <b>If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.</b></p> <table border="1" data-bbox="1389 890 2712 1745"> <thead> <tr> <th data-bbox="1389 890 1893 987">Possible factors may include:</th> <th data-bbox="1893 890 2712 987">Relevant, factual, key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td data-bbox="1389 987 1893 1285">Poor health</td> <td data-bbox="1893 987 2712 1285"> <ol style="list-style-type: none"> <li>Absence from work due to sickness could lead to loss of job/earnings</li> <li>Poor could not afford doctors/medicine</li> <li>Many occupations dangerous/few safety precautions eg miners/shipyards so greater chance of accidents/injury</li> </ol> </td> </tr> <tr> <td data-bbox="1389 1285 1893 1537">Old age</td> <td data-bbox="1893 1285 2712 1537"> <ol style="list-style-type: none"> <li>Those on low wages unable to save, so when too old to work, fell into poverty</li> <li>Limited poor relief</li> <li>Caring for elderly relatives was an added burden on poor households</li> </ol> </td> </tr> <tr> <td data-bbox="1389 1537 1893 1745">Death of wage-earner</td> <td data-bbox="1893 1537 2712 1745"> <ol style="list-style-type: none"> <li>Death of the main wage-earner would cause families to fall into poverty</li> <li>Only limited compensation available for illness or accidents caused through work</li> </ol> </td> </tr> </tbody> </table>		Possible factors may include:	Relevant, factual, key points of knowledge to support this factor may include:	Poor health	<ol style="list-style-type: none"> <li>Absence from work due to sickness could lead to loss of job/earnings</li> <li>Poor could not afford doctors/medicine</li> <li>Many occupations dangerous/few safety precautions eg miners/shipyards so greater chance of accidents/injury</li> </ol>	Old age	<ol style="list-style-type: none"> <li>Those on low wages unable to save, so when too old to work, fell into poverty</li> <li>Limited poor relief</li> <li>Caring for elderly relatives was an added burden on poor households</li> </ol>	Death of wage-earner	<ol style="list-style-type: none"> <li>Death of the main wage-earner would cause families to fall into poverty</li> <li>Only limited compensation available for illness or accidents caused through work</li> </ol>
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Section 2, Context E, The Making of Modern Britain, 1880-1951

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question						
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Section 2, Context E, The Making of Modern Britain, 1880-1951

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
2.	<p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• a maximum of <b>4 marks</b> can be given for evaluative comments relating to author, type of source, purpose and timing</li> <li>• a maximum of <b>2 marks</b> may be given for evaluative comments relating to the content of the source</li> <li>• a maximum of <b>2 marks</b> may be given for points of significant omission.</li> </ul>	<b>6</b>	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p><b>1 mark</b> should be given for each relevant comment made, up to a <b>maximum of 6 marks in total.</b></p> <ul style="list-style-type: none"> <li>• A maximum of <b>4 marks</b> can be given for evaluative comments relating to the author, type of source, purpose and timing.</li> <li>• A maximum of <b>2 marks</b> may be given for comments relating to the content of the source.</li> <li>• A maximum of <b>2 marks</b> may be given for comments relating to points of significant omission.</li> </ul> <p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="1397 1171 2718 1768"> <thead> <tr> <th data-bbox="1397 1171 1902 1220">Aspect of the source</th> <th data-bbox="1902 1171 2718 1220">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1397 1220 1902 1339"><b>Author:</b> Historians</td> <td data-bbox="1902 1220 2718 1339">Useful because they would have researched the subject thoroughly</td> </tr> <tr> <td data-bbox="1397 1339 1902 1459"><b>Type of Source:</b> Modern history book</td> <td data-bbox="1902 1339 2718 1459">Useful as published sources tend to be factual</td> </tr> <tr> <td data-bbox="1397 1459 1902 1633"><b>Purpose:</b> To inform</td> <td data-bbox="1902 1459 2718 1633">Useful as will be a balanced/comprehensive account of reasons for Liberals passing reforms to help the young</td> </tr> <tr> <td data-bbox="1397 1633 1902 1768"><b>Timing:</b> Published in 2002</td> <td data-bbox="1902 1633 2718 1768">Useful as written with the benefit of hindsight</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> Historians	Useful because they would have researched the subject thoroughly	<b>Type of Source:</b> Modern history book	Useful as published sources tend to be factual	<b>Purpose:</b> To inform	Useful as will be a balanced/comprehensive account of reasons for Liberals passing reforms to help the young	<b>Timing:</b> Published in 2002	Useful as written with the benefit of hindsight
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Section 2, Context E, The Making of Modern Britain, 1880-1951

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question								
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Section 2, Context E, The Making of Modern Britain, 1880-1951

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>A second mark</b> should be given for any reason that is developed.</li> </ul>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 6 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. Sense of determination/will to ‘build a better Britain’ after the war.</li> <li>2. Evacuation highlighted the poor health/physical condition of children and the problem of poverty, so opened eyes/changed attitudes</li> <li>3. Rich and poor subject to bombing/created need for reform</li> <li>4. Rationing ensured a fair supply of food for all - rich and poor alike, levelled classes/created expectation of further government intervention</li> <li>5. Social classes mixed more than ever before during the war - raised awareness of social problems and need for welfare reform</li> <li>6. Government had been forced to intervene more during the war - eg Ministry of Food, rationing, and free health care for war-wounded/War forced government to change laissez-faire attitudes</li> <li>7. Greater acceptance of government control during wartime was accepted to tackle post-war problems</li> <li>8. War highlighted social problems that only the state could tackle - eg poverty, housing, people accepted this</li> <li>9. Beveridge Report of 1942 highlighted social problems/Beveridge Report popular and created an expectation of government action</li> <li>10. <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge.</p> <p><b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. Castles used as a home</li> <li>2. Castles used for protection/defence against an enemy eg control of river crossings</li> <li>3. Castles were used as barracks for knights</li> <li>4. Castles were a symbol of power/wealth</li> <li>5. Castles were administrative centres</li> <li>6. Castles were used to hold courts</li> <li>7. Castles were used to store food</li> <li>8. Castles held feasts</li> <li>9. <b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. Inspired by the Pope’s speech/preachers such as Peter the Hermit</li> <li>2. To recapture Jerusalem/free eastern Christians from Muslim rule</li> <li>3. Religious motives/desire to fulfil Christian duty to God eg Raymond of Toulouse</li> <li>4. To have sins forgiven/to be able to enter heaven in the afterlife</li> <li>5. To gain land eg younger sons or those disinherited eg Bohemond of Taranto/Baldwin of Boulogne</li> <li>6. Peer pressure/to represent a family eg Hugh of Vermandois/Stephen of Blois</li> <li>7. Military skills/to fight in battle with the Church’s blessing eg Tancred wanted to escape the limitations of the Peace of God movement</li> <li>8. Social mobility eg peasants wanted better life/“land of milk and honey”</li> <li>9. <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that supports their judgement. Each point from the source needs to be interpreted rather than simply copied from the source.</p> <p>Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve <b>up to 3 marks</b> for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given each point needs to be discretely mentioned in terms of the question.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. Alexius feared they would attack his city/made them camp outside the city and only allowed them to enter in small groups</li> <li>2. Offered treasure and supplies to Crusaders who agreed to fight for him</li> <li>3. Any Crusader who refused was attacked and forced to surrender</li> <li>4. Alexius did not trust the Crusaders/made plans to remove them from Constantinople</li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	(Continued)		<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. Crusaders blamed Alexius for the failure of the People's Crusade</li> <li>2. Made Crusaders take an oath of loyalty/made Crusaders take an oath they would capture land for him</li> <li>3. Provided the Crusaders with a guide/troops/supplies</li> <li>4. Provided the Crusaders with boats to blockade Nicaea</li> <li>5. Negotiated with the Muslims inside Nicaea/took the city behind the Crusaders' back</li> <li>6. Baldwin broke his oath and captured Edessa</li> <li>7. Alexius did not arrive at Antioch to help the Crusaders</li> <li>8. Bohemond broke his oath and claimed Antioch</li> <li>9. <b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
4.	<p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison.</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>.</p> <p>A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1" data-bbox="1389 957 2712 1549"> <tr> <td colspan="2" data-bbox="1389 957 2712 1058"><b>Overall:</b> The sources agree about the character of Richard I</td> </tr> <tr> <th data-bbox="1389 1058 2050 1108">Source B</th> <th data-bbox="2050 1058 2712 1108">Source C</th> </tr> <tr> <td data-bbox="1389 1108 2050 1226">Vowed to fulfil his Christian duty</td> <td data-bbox="2050 1108 2712 1226">Promised he would keep his oath to God</td> </tr> <tr> <td data-bbox="1389 1226 2050 1386">Excellent military commander who used clever tactics to win key battles</td> <td data-bbox="2050 1226 2712 1386">Used his experience and leadership to force the city to surrender</td> </tr> <tr> <td data-bbox="1389 1386 2050 1549">Always fought alongside his men, courageously attacking the enemy</td> <td data-bbox="2050 1386 2712 1549">Richard showed great bravery by defending his men and killing the enemy</td> </tr> </table>	<b>Overall:</b> The sources agree about the character of Richard I		Source B	Source C	Vowed to fulfil his Christian duty	Promised he would keep his oath to God	Excellent military commander who used clever tactics to win key battles	Used his experience and leadership to force the city to surrender	Always fought alongside his men, courageously attacking the enemy	Richard showed great bravery by defending his men and killing the enemy
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Source B	Source C												
Vowed to fulfil his Christian duty	Promised he would keep his oath to God												
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Section 3, Context B, “Tea and Freedom,”: the American Revolution, 1774-83

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that supports their judgement. Each point from the source needs to be interpreted rather than simply copied from the source.</p> <p>Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve <b>up to 3 marks</b> for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given each point needs to be discretely mentioned in terms of the question.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. The decision to increase taxes was very unpopular</li> <li>2. The decision to maintain a standing army alarmed colonists</li> <li>3. The Stamp Act provoked a furious reaction</li> <li>4. Colonists organised a boycott of British goods</li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	(Continued)		<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. Colonists felt that actions of the British government were damaging trade</li> <li>2. The colonists were unhappy that the British were stopping them from moving West</li> <li>3. There was anger among the colonists about the Quartering Act which allowed British soldiers to invade private property</li> <li>4. There was anger among the colonists about a lack of representation in the British parliament</li> <li>5. Events such as the Boston Massacre increased tension</li> <li>6. <b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. Colonists were angered by the passing of the Tea Act in 1773 which allowed the East India Company to undercut colonial merchants and smugglers</li> <li>2. Bostonians disguised themselves as Mohawk Indians and boarded the three tea ships</li> <li>3. Tea was emptied into the water of Boston harbour</li> <li>4. Some of the tea was stolen</li> <li>5. King George III and Parliament were outraged when they heard of these events</li> <li>6. Lord North rejected the offer of compensation from some of the colonial merchants</li> <li>7. Led to the passing of the ‘Intolerable Acts’ eg Massachusetts Act/ Administration of Justice Act/Quartering Act/Quebec Act</li> <li>8. Port of Boston closed</li> <li>9. <b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. The British forces were poorly led so poorer tactics/communication</li> <li>2. There were tactical errors by Britain eg at Yorktown, so battles were lost</li> <li>3. British army had to rely on mercenary forces, so less loyalty</li> <li>4. British soldiers were not properly trained, so less effective</li> <li>5. Colonial army was effectively led by George Washington, strong leader</li> <li>6. British generals underestimated the bravery of the Americans</li> <li>7. Rebel tactics also made life very difficult/rebels often used guerrilla tactics against British which were successful</li> <li>8. Colonists had greater forces/able to call on minutemen when required, so more effective</li> <li>9. Fighting a war so far from home made it difficult to supply British forces</li> <li>10. Attacks by French and Spanish weakened/distracted British forces</li> <li>11. Assistance from French and Spanish navies gave colonists control of the seas</li> <li>12. <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
4.	<p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison.</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>.</p> <p>A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1" data-bbox="1412 978 2724 1570"> <tr> <td colspan="2" data-bbox="1412 978 2724 1115"><b>Overall:</b> The sources agree that there were a number of reasons for the British defeat at Saratoga</td> </tr> <tr> <th data-bbox="1412 1115 2065 1161">Source B</th> <th data-bbox="2065 1115 2724 1161">Source C</th> </tr> <tr> <td data-bbox="1412 1161 2065 1297">Progress was then slowed by mountains and dense forest</td> <td data-bbox="2065 1161 2724 1297">Progress was slowed by the difficult terrain</td> </tr> <tr> <td data-bbox="1412 1297 2065 1434">Burgoyne had no reinforcements</td> <td data-bbox="2065 1297 2724 1434">Burgoyne’s army was left on its own</td> </tr> <tr> <td data-bbox="1412 1434 2065 1570">Army was trapped against the Hudson River</td> <td data-bbox="2065 1434 2724 1570">British found themselves trapped at the little community of Saratoga</td> </tr> </table>	<b>Overall:</b> The sources agree that there were a number of reasons for the British defeat at Saratoga		Source B	Source C	Progress was then slowed by mountains and dense forest	Progress was slowed by the difficult terrain	Burgoyne had no reinforcements	Burgoyne’s army was left on its own	Army was trapped against the Hudson River	British found themselves trapped at the little community of Saratoga
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Section 3, Context C, USA 1850-1880

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul>	5	<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks.</b></p> <p>They may take different perspectives on the events and may describe a variety of different aspects of the events.</p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge.</p> <p><b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks.</b> Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. Many subject to strict rules and regulations/had no freedom</li> <li>2. Slaves could be bought and sold/seen as property</li> <li>3. Worked long hours at hard work with only short breaks</li> <li>4. Subject to harsh/inhuman discipline eg whipping common</li> <li>5. Runaway slaves were beaten/maimed: use of dogs to hunt runaways</li> <li>6. Slaves needed permission to get married</li> <li>7. Slave marriages had no legal status</li> <li>8. Slave owners often named slave children</li> <li>9. Slave families often broken up/separated</li> <li>10. Slaves unable to visit family/relatives on other plantations</li> <li>11. Female slaves sometimes sexually abused by owners/overseers</li> <li>12. Children born to a slave, fathered by white owner, were still slaves</li> <li>13. Pregnant slaves were expected to work until the child was born.</li> <li>14. <b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

Section 3, Context C, USA 1850-1880

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. Kansas - Nebrasaka Act allowed States to decide if slave state or free state, which caused tension.</li> <li>2. Violence in Kansas (Bleeding Kansas) had led to a number of deaths, which increased tension</li> <li>3. Dred Scott Case caused unhappiness among abolitionists and Northern States</li> <li>4. Attack on Harpers Ferry by John Brown heightened tension</li> <li>5. Growth of Republican Party which favoured Northern Interests upset South</li> <li>6. Election of Lincoln upset South</li> <li>7. South felt North was infringing on states' rights, caused resentment</li> <li>8. Growth of militant abolitionism in North increased tension</li> <li>9. Southern planters resented Northern trade tariffs which affected their trade</li> <li>10. Expansion of Northern cities and immigration worried the South</li> <li>11. <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

Section 3, Context C, USA 1850-1880

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	<p>Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that supports their judgement. Each point from the source needs to be interpreted rather than simply copied from the source.</p> <p>Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve <b>up to 3 marks</b> for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given each point needs to be discretely mentioned in terms of the question.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. Attracted by the promise of a better life</li> <li>2. Attracted by the warmer weather in California</li> <li>3. Went west because they thought the land would be more fertile</li> <li>4. Ranch owners realised that the plains could be used to feed their huge herds of cattle</li> </ol>

Section 3, Context C, USA 1850-1880

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	(Continued)		<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. Gold in California attracted many. Later gold discoveries in Black Hills also attracted prospectors</li> <li>2. Cheap land available in the west for farmers</li> <li>3. Belief in Manifest Destiny eg many Americans saw it as a duty to spread their way of life</li> <li>4. Mormons wished to find new lands to settle away from other people</li> <li>5. Railways encouraged many settlers west</li> <li>6. Government Acts offered land to settlers</li> <li>7. The Homestead Act of 1862/Timber and Culture Act of 1875 each offered cheap/free land to settlers</li> <li>8. Railroad companies sold land cheaply to settlers</li> <li>9. Freed slaves headed west after 1865 to escape persecution</li> <li>10. Shopkeepers and hotel owners travelled west to exploit the demand of the settlers</li> <li>11. Overcrowding of cities in East</li> <li>12. Sense of adventure</li> </ol> <p><b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></p>

Section 3, Context C, USA 1850-1880

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
4.	<p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison.</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>.</p> <p>A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1" data-bbox="1389 961 2712 1606"> <tr> <td colspan="2" data-bbox="1389 961 2712 1121"><b>Overall:</b> The sources disagree about the events which took place during the Sand Creek massacre of 1864.</td> </tr> <tr> <th data-bbox="1389 1121 2080 1171">Source B</th> <th data-bbox="2080 1121 2712 1171">Source C</th> </tr> <tr> <td data-bbox="1389 1171 2080 1285">In the village there were 500 people</td> <td data-bbox="2080 1171 2712 1285">In the Cheyenne camp there were about 1200 people</td> </tr> <tr> <td data-bbox="1389 1285 2080 1398">Two-thirds of whom were women and children.</td> <td data-bbox="2080 1285 2712 1398">700 were warriors</td> </tr> <tr> <td data-bbox="1389 1398 2080 1606">Counted from 60 to 70 dead bodies, a large majority of whom were women and children.</td> <td data-bbox="2080 1398 2712 1606">I estimate there were 500 or 600 people killed/I saw only one woman who had been killed and I saw no dead children</td> </tr> </table>	<b>Overall:</b> The sources disagree about the events which took place during the Sand Creek massacre of 1864.		Source B	Source C	In the village there were 500 people	In the Cheyenne camp there were about 1200 people	Two-thirds of whom were women and children.	700 were warriors	Counted from 60 to 70 dead bodies, a large majority of whom were women and children.	I estimate there were 500 or 600 people killed/I saw only one woman who had been killed and I saw no dead children
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Two-thirds of whom were women and children.	700 were warriors												
Counted from 60 to 70 dead bodies, a large majority of whom were women and children.	I estimate there were 500 or 600 people killed/I saw only one woman who had been killed and I saw no dead children												

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge.</p> <p><b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. All men and women over 20 had the vote/over 35 in Presidential elections</li> <li>2. All Germans were equal before the law</li> <li>3. People had the right to vote by secret ballot</li> <li>4. Everyone had the right of freedom of speech/to express opinions freely and openly</li> <li>5. Freedom of association/people had the right to hold peaceful meetings</li> <li>6. Freedom of press</li> <li>7. Everyone had the right of freedom of religion</li> <li>8. Letters and correspondence could not be opened and read</li> <li>9. No one could be arrested without good reason/unless they broke the law</li> <li>10. People had the right to join trade unions and societies</li> <li>11. No one could be imprisoned without trial</li> <li>12. Rights of privacy/people had the right of privacy in their own homes</li> <li>13. People had the right to form political parties.</li> <li>14. <b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
2.	<p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison.</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>.</p> <p>A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1" data-bbox="1389 961 2712 1696"> <tr> <td colspan="2" data-bbox="1389 961 2712 1100"><b>Overall:</b> The sources agree that hyperinflation caused people difficulties</td> </tr> <tr> <th data-bbox="1389 1100 2050 1150">Source B</th> <th data-bbox="2050 1100 2712 1150">Source C</th> </tr> <tr> <td data-bbox="1389 1150 2050 1331">Workers were paid twice a day/ rushed to shops before prices went up</td> <td data-bbox="2050 1150 2712 1331">Some workers were paid twice a day/could spend their wages instantly.</td> </tr> <tr> <td data-bbox="1389 1331 2050 1470">Millions of people faced starvation due to hyperinflation</td> <td data-bbox="2050 1331 2712 1470">They faced homelessness and starvation.</td> </tr> <tr> <td data-bbox="1389 1470 2050 1696">Pensioners who were living on fixed incomes found that prices rose much faster than their earnings</td> <td data-bbox="2050 1470 2712 1696">Pensioners lived on fixed incomes and received the same amount each week; these incomes were now worth nothing</td> </tr> </table>	<b>Overall:</b> The sources agree that hyperinflation caused people difficulties		Source B	Source C	Workers were paid twice a day/ rushed to shops before prices went up	Some workers were paid twice a day/could spend their wages instantly.	Millions of people faced starvation due to hyperinflation	They faced homelessness and starvation.	Pensioners who were living on fixed incomes found that prices rose much faster than their earnings	Pensioners lived on fixed incomes and received the same amount each week; these incomes were now worth nothing
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Section 3, Context D, Hitler and Nazi Germany, 1919-1939

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. Hitler appeared to offer Germany strong leadership, which was appealing</li> <li>2. Offered solutions to Germany's economic problems, so popular</li> <li>3. Promised to provide jobs for the unemployed, which was popular</li> <li>4. Promised to overthrow the Treaty of Versailles, which was welcomed</li> <li>5. Nazi rallies, eg Nuremberg, impressed people</li> <li>6. Hitler was a superb speaker</li> <li>7. Effective use of propaganda to get over his message</li> <li>8. Hitler had a clear, simple message which appealed to many people</li> <li>9. Promised support for the farmers, shopkeepers, etc, which was popular</li> <li>10. Businessmen were attracted by Hitler's promise to destroy trade unions</li> <li>11. Young people were attracted to the Hitler Youth</li> <li>12. Promised to restore Germany as a world power, which was welcomed</li> <li>13. Germany's best defence against Communism/support from middle classes</li> <li>14. Discipline/uniforms of the SA impressed people</li> <li>15. Widespread support from nationalists for his racial theories/anti-Semitism</li> <li>16. Tired of the chaos of the Weimar Government and wanted a change/belief that democracy weak</li> <li>17. <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
4.	<p>Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that supports their judgement. Each point from the source needs to be interpreted rather than simply copied from the source.</p> <p>Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve <b>up to 3 marks</b> for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given each point needs to be discretely mentioned in terms of the question.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. The KDF (Strength through Joy Organisation) controlled most forms of entertainment</li> <li>2. Each year around seven million people took part in KDF sports matches</li> <li>3. Mass outings to the theatre and the opera were arranged</li> <li>4. Workers were also provided with affordable holidays including cruises and walking or skiing holidays</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. Other Strength through Joy programmes such as: Evening classes for adults The Peoples Car (Volkswagen) hire purchase scheme which turned out to be a swindle</li> <li>2. Nuremberg Laws</li> <li>3. Hitler Youth later made compulsory</li> <li>4. Role of Gestapo</li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
4.	(Continued)		5. Propaganda (examples of) 6. Censorship of newspapers/films/books/films 7. Books considered unacceptable were burned 8. Complaining about the Nazis against the law 9. Penalty for anti-Hitler jokes was death 10. National Labour Service 11. Compulsory Military Service 12. <b>any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b>

Section 3, Context E, Red Flag: Lenin and the Russian Revolution, 1894-1921

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge.</p> <p><b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. The Pillars of Autocracy controlled the Russian people</li> <li>2. The Civil Service controlled everyday life eg censorship of newspapers</li> <li>3. Use of secret police the Okhrana to spy on opponents</li> <li>4. Support from church who taught peasants that Tsar should be obeyed</li> <li>5. Use of army/Cossacks to crush uprisings or opponents</li> <li>6. Use of exile to get rid of opponents</li> <li>7. <b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

Section 3, Context E, Red Flag: Lenin and the Russian Revolution, 1894-1921

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. Peasants unhappy due to redemption payments and high taxes (bad harvests made situation worse)</li> <li>2. Peasant 'land hunger' caused discontent</li> <li>3. Workers unhappy with poor wages and working conditions</li> <li>4. Violent strikes due to long hours and low wages (government reaction made situation worse eg by arresting leaders)</li> <li>5. Radical politics among university students caused further discontent</li> <li>6. Defeat in the Russo - Japanese War led to unrest</li> <li>7. Policy of Russification caused discontent amongst nationalities eg Poles</li> <li>8. Some sections of military become discontented - Potemkin Mutiny.</li> <li>9. Events of Bloody Sunday in January 1905 led to discontent and strikes</li> <li>10. Set up of St Petersburg &amp; Moscow Soviets</li> <li>11. October Manifesto split middle classes from workers and socialists</li> <li>12. <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

Section 3, Context E, Red Flag: Lenin and the Russian Revolution, 1894-1921

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that supports their judgement. Each point from the source needs to be interpreted rather than simply copied from the source.</p> <p>Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve <b>up to 3 marks</b> for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given each point needs to be discretely mentioned in terms of the question.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. First World War was to have a terrible impact on Russia</li> <li>2. Heart-breaking losses were suffered by the Tsars armies</li> <li>3. Thousands of wounded soldiers were left lying untreated on the ground for days</li> <li>4. Not even quarter enough bandages</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. Military defeat at Tannenburg and Masurian lakes</li> <li>2. Collapse of the economy</li> <li>3. Inflation affected prices</li> <li>4. Population suffered shortages of food and fuel</li> <li>5. Tsar took control of the armies and was then blamed for defeats</li> </ol>

Section 3, Context E, Red Flag: Lenin and the Russian Revolution, 1894-1921

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	(Continued)		<ul style="list-style-type: none"> <li>6. Tsarina took charge and was unpopular as she was German-born/thought to be under the influence of Rasputin</li> <li>7. Political instability - regular changes to both Prime Ministers and Ministers/ministerial 'leapfrog'</li> <li>8. Allegations of government corruption eg Rasputin weakened Tsar's authority</li> <li>9. Conscripting millions of peasants led to shortage of grain</li> <li>10. Inability of the government to organise procurement/movement of supplies to civilians or war production for the military</li> <li>11. <b>any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>

Section 3, Context E, Red Flag: Lenin and the Russian Revolution, 1894-1921

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
4.	<p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison.</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>.</p> <p>A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1" data-bbox="1389 953 2712 1596"> <tr> <td colspan="2" data-bbox="1389 953 2712 1136" style="text-align: center;"><b>Overall:</b> The sources agree the situation was serious with shortages and unrest</td> </tr> <tr> <th data-bbox="1389 1136 2050 1184">Source B</th> <th data-bbox="2050 1136 2712 1184">Source C</th> </tr> <tr> <td data-bbox="1389 1184 2050 1320">Disturbances...are becoming more serious</td> <td data-bbox="2050 1184 2712 1320">The situation was already very serious</td> </tr> <tr> <td data-bbox="1389 1320 2050 1457">Shortages of bread</td> <td data-bbox="2050 1320 2712 1457">They wanted bread but...many had been unable to get any</td> </tr> <tr> <td data-bbox="1389 1457 2050 1596">Workers are without jobs</td> <td data-bbox="2050 1457 2712 1596">Several thousand workmen unemployed</td> </tr> </table>	<b>Overall:</b> The sources agree the situation was serious with shortages and unrest		Source B	Source C	Disturbances...are becoming more serious	The situation was already very serious	Shortages of bread	They wanted bread but...many had been unable to get any	Workers are without jobs	Several thousand workmen unemployed
<b>Overall:</b> The sources agree the situation was serious with shortages and unrest													
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Workers are without jobs	Several thousand workmen unemployed												

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge.</p> <p><b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. Mussolini aimed to make Italy a great power/wanted control of Mediterranean</li> <li>2. Mussolini wanted to expand Italy's colonial empire in Africa/increase Italian influence in the Balkans</li> <li>3. In 1924 Mussolini took control of the Yugoslavian port of Fiume</li> <li>4. Wished to appear as a statesman in early years eg Locarno 1925</li> <li>5. Mussolini supported King Zog in Albania (by signing a Treaty of Friendship in 1926 Mussolini made Albania into an Italian satellite state)</li> <li>6. Mussolini funded Croat nationalists in order to create trouble for Yugoslavia</li> <li>7. Mussolini settled the border dispute with Britain over Libya and Egypt</li> <li>8. Mussolini aided Dolfuss in order to provide a bulwark against Nazi aggression</li> <li>9. In 1935 concluded Stresa Front with France and Britain (wished to be recognised as a great power)</li> <li>10. Launched attack on Ethiopia</li> <li>11. Intervened in Spanish Civil War</li> <li>12. Agreed Anti-Comintern Pact with Japan and Germany in 1937</li> </ol>

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

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.		(Continued)		13. Posed as mediator at Munich Conference Sept 1938 14. Invaded Albania in 1939 15. Pact of Steel with Germany concluded May 1939 16. <b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. Many were unhappy when trade unions were outlawed</li> <li>2. Revaluation of the lira in 1927 led to decline in exports, causing discontent</li> <li>3. Increase in unemployment 1926-28. By 1933 unemployment had reached 2 million, causing unpopularity</li> <li>4. High tariffs restricted imports, so people unhappy</li> <li>5. Real wages fell, so people unhappy</li> <li>6. Sick pay and paid holidays were not introduced until 1938, so people were unhappy</li> <li>7. The failure to make Italy self-sufficient - embarrassment/unpopularity</li> <li>8. As part of the Battle For Grain land in central and southern regions was turned over to wheat production despite being unsuitable (traditional agricultural exports declined), unpopular in these areas</li> <li>9. Increasing government control of industry was resented</li> <li>10. <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	<p>Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that supports their judgement. Each point from the source needs to be interpreted rather than simply copied from the source. Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve <b>up to 3 marks</b> for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given each point needs to be discretely mentioned in terms of the question.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. Mussolini's press office issued official versions of events which all the newspapers were expected to publish without question</li> <li>2. The radio and the cinema were also used to broadcast Fascist propaganda</li> <li>3. News bulletins broadcast a daily diet of Mussolini's speeches and praised him as the saviour of Italy</li> <li>4. The media played a crucial role in the cult of "Il Duce"</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. Mussolini started a new calendar with Year 1 beginning in 1922</li> <li>2. The regime made propagandist feature films</li> <li>3. The Duce was shown as a great athlete and musician (cult of personality)</li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	(Continued)		<ul style="list-style-type: none"> <li>4. Brainwashing/indoctrination of young at school/textbooks or youth groups</li> <li>5. The newspapers suggested that Mussolini was infallible</li> <li>6. An image of youthfulness was portrayed by not referring to Mussolini's age or the fact he wore glasses/usually seen in uniform</li> <li>7. It was said that Mussolini worked 16 hour days - his light was left on after he had gone to bed to maintain this fiction</li> <li>8. Use of RC church to support Fascists policies eg against communism at home or in Spain</li> <li>9. <b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
4.	<p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison.</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>.</p> <p>A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1" data-bbox="1389 982 2712 1638"> <tr> <td colspan="2" data-bbox="1389 982 2712 1079" style="text-align: center;"><b>Overall:</b> The sources agree that there was a limited opposition to the regime</td> </tr> <tr> <th data-bbox="1389 1079 2050 1129">Source A</th> <th data-bbox="2050 1079 2712 1129">Source B</th> </tr> <tr> <td data-bbox="1389 1129 2050 1289">Fascist policies benefited the rich to ensure their support.</td> <td data-bbox="2050 1129 2712 1289">Big businessmen and landowners supported a regime which always seemed to be on their side.</td> </tr> <tr> <td data-bbox="1389 1289 2050 1449">The signing of the Lateran agreement in 1929 was important in winning the support of Catholics.</td> <td data-bbox="2050 1289 2712 1449">This new close relationship with the church reduced the threat of opposition from Catholics.</td> </tr> <tr> <td data-bbox="1389 1449 2050 1638">There was some opposition in the army, but this was never carried out in a coordinated way</td> <td data-bbox="2050 1449 2712 1638">While some army generals opposed Mussolini others liked his aggressive attitude.</td> </tr> </table>	<b>Overall:</b> The sources agree that there was a limited opposition to the regime		Source A	Source B	Fascist policies benefited the rich to ensure their support.	Big businessmen and landowners supported a regime which always seemed to be on their side.	The signing of the Lateran agreement in 1929 was important in winning the support of Catholics.	This new close relationship with the church reduced the threat of opposition from Catholics.	There was some opposition in the army, but this was never carried out in a coordinated way	While some army generals opposed Mussolini others liked his aggressive attitude.
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Section 3, Context G, Free at Last? Civil Rights in the USA, 1918-1968

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
1.	<p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison.</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>.</p> <p>A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1" data-bbox="1412 961 2733 1749"> <tr> <td colspan="2" data-bbox="1412 961 2733 1087"><b>Overall:</b> The sources agree about the poor living and working conditions of immigrants</td> </tr> <tr> <th data-bbox="1412 1094 2071 1136">Source A</th> <th data-bbox="2071 1094 2733 1136">Source B</th> </tr> <tr> <td data-bbox="1412 1142 2071 1388">Immigrants from the same country usually lived in the same areas of the city</td> <td data-bbox="2071 1142 2733 1388">Immigrants tended to live in their own communities: in New York there was a Polish district, a Jewish district and an Italian district</td> </tr> <tr> <td data-bbox="1412 1394 2071 1591">These areas contained tenement slums which were damp, dark and filthy with no water supply, toilets or drains</td> <td data-bbox="2071 1394 2733 1591">Tenements buildings in these areas were often five or six storeys high with rooms which lacked light or sanitation</td> </tr> <tr> <td data-bbox="1412 1598 2071 1749">Immigrants had to take any work they could get, usually low paid jobs such as labourers or servants</td> <td data-bbox="2071 1598 2733 1749">Finding a well-paid, skilled job was a common problem for poorly educated immigrants</td> </tr> </table>	<b>Overall:</b> The sources agree about the poor living and working conditions of immigrants		Source A	Source B	Immigrants from the same country usually lived in the same areas of the city	Immigrants tended to live in their own communities: in New York there was a Polish district, a Jewish district and an Italian district	These areas contained tenement slums which were damp, dark and filthy with no water supply, toilets or drains	Tenements buildings in these areas were often five or six storeys high with rooms which lacked light or sanitation	Immigrants had to take any work they could get, usually low paid jobs such as labourers or servants	Finding a well-paid, skilled job was a common problem for poorly educated immigrants
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Section 3, Context G, Free at Last? Civil Rights in the USA, 1918-1968

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge.</p> <p><b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. Legal action leading to the decision of the Supreme Court in 1954 to declare segregation in schools unconstitutional</li> <li>2. Bus boycott in Montgomery</li> <li>3. Little Rock, Arkansas - attempt by black students to enter Central High School</li> <li>4. Sit-downs/Sit-ins eg deliberately holding up traffic/the occupation of lunch counters and other segregated places</li> <li>5. Freedom rides - travel on buses through southern states using segregated facilities at bus stations</li> <li>6. Project C - sit-ins and marches in Birmingham, Alabama led by Martin Luther King</li> <li>7. March on Washington</li> <li>8. <b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

Section 3, Context G, Free at Last? Civil Rights in the USA, 1918-1968

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that supports their judgement. Each point from the source needs to be interpreted rather than simply copied from the source.</p> <p>Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve <b>up to 3 marks</b> for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given each point needs to be discretely mentioned in terms of the question.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. President Truman issued orders to desegregate the US military</li> <li>2. He also set up a President's Committee on civil rights in 1946 to report to him on how progress towards black civil rights could be made</li> <li>3. In 1960 Congress passed a Civil Rights Act which established penalties for obstructing black voting.</li> <li>4. The assassination of President Kennedy in November 1963 came at the time he was preparing a Civil Rights Bill</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. Supreme Court decision declared that schools could no longer be segregated</li> </ol>

Section 3, Context G, Free at Last? Civil Rights in the USA, 1918-1968

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	(Continued)		<ul style="list-style-type: none"> <li>2. In 1957 President Eisenhower sent in federal troops to Little Rock in Arkansas to ensure that nine black children could safely enter a recently desegregated high school</li> <li>3. Federal Marshalls were sent to escort James Meredith through the gates of Mississippi University</li> <li>4. Civil Rights Act passed in 1964</li> <li>5. <b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>

Section 3, Context G, Free at Last? Civil Rights in the USA, 1918-1968

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
4.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. Black Panthers gained support for their demand for the release of black prisoners</li> <li>2. Black Panthers gained support due to their efforts to give practical help to poor blacks eg breakfast clubs in schools</li> <li>3. Black Panthers had charismatic leaders who gained attention and popularity</li> <li>4. The Black Panthers encouraged blacks to be proud of the colour of their skin and their African American culture. This appealed to many</li> <li>5. Black Panthers condoned violence and this appealed to many blacks who were frustrated by the non-violent methods of the Civil Rights Movement</li> <li>6. Black Panthers attracted further support after gaining the much publicised support of athletes at the Olympic Games in 1968</li> <li>7. <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

Section 3, Context H, Appeasement and the Road to War, 1918-1939

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge.</p> <p><b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. The German army was limited to 100,000 men</li> <li>2. The German army was forbidden from having tanks</li> <li>3. The German army was forbidden from being situated in the Rhineland</li> <li>4. The German navy was forbidden from having submarines</li> <li>5. The German navy was limited to six battleships</li> <li>6. Germany was forbidden from having an air force</li> <li>7. <b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

Section 3, Context H, Appeasement and the Road to War, 1918-1939

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	<p>Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that supports their judgement. Each point from the source needs to be interpreted rather than simply copied from the source.</p> <p>Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve <b>up to 3 marks</b> for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given each point needs to be discretely mentioned in terms of the question.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. The USA refused to join as they were not interested in getting involved in the problems of other countries</li> <li>2. Initially Russia was not invited to join, so another great country of the world was absent</li> <li>3. Taking decisions was difficult as the Assembly had to be unanimous and member states often could not agree</li> <li>4. A further problem was that the League did not have its own army to back up its decisions</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. Germany was not allowed to join until 1926, so another major power was absent</li> </ol>

Section 3, Context H, Appeasement and the Road to War, 1918-1939

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	(Continued)		<ul style="list-style-type: none"> <li>2. Member countries were reluctant to agree to economic sanctions for fear of damaging their own economies</li> <li>3. Member countries were reluctant to take action against a powerful member state</li> <li>4. The two most powerful member countries Britain and France were reluctant to commit troops to fight for the League</li> <li>5. Countries lost faith in the League with each failure</li> <li>6. <b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>

Section 3, Context H, Appeasement and the Road to War, 1918-1939

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. There was a belief that although Germany had broken the Treaty, they had been too severely punished at Versailles</li> <li>2. It was argued that Germany had done little more than liberate her own territory</li> <li>3. Many believed that the Franco-Soviet Pact had unduly provoked Hitler</li> <li>4. Many within Britain saw a stronger Germany as a useful barrier against the spread of communism</li> <li>5. It was hoped that a conciliatory approach might persuade Germany to re-enter the League and resume disarmament talks</li> <li>6. It was felt that the relative weakness of the British armed forces restricted the opportunity for direct action</li> <li>7. There was little sign that public opinion would have supported military action against Hitler</li> <li>8. <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

Section 3, Context H, Appeasement and the Road to War, 1918-1939

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
4.	<p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison.</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>.</p> <p>A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1" data-bbox="1403 953 2733 1766"> <tr> <td colspan="2" data-bbox="1403 953 2733 1094" style="text-align: center;"><b>Overall:</b> The sources agree that Anschluss was a positive event which should be welcomed</td> </tr> <tr> <th data-bbox="1403 1094 2071 1142">Source B</th> <th data-bbox="2071 1094 2733 1142">Source C</th> </tr> <tr> <td data-bbox="1403 1142 2071 1440">The population of Austria comprised ethnic Germans, a majority of whom are enthusiastic about the Anschluss/The Austrians will not only feel at home as part of Germany/Their German brothers</td> <td data-bbox="2071 1142 2733 1440">That there has been no fighting is proof of the desire of the Austrian people to belong to Germany</td> </tr> <tr> <td data-bbox="1403 1440 2071 1602">It was a mistake of the peacemakers at Versailles to forbid the union of Austria and Germany</td> <td data-bbox="2071 1440 2733 1602">The union of these two countries should never have been forbidden at Versailles</td> </tr> <tr> <td data-bbox="1403 1602 2071 1766">They will benefit financially too from an increase in trade</td> <td data-bbox="2071 1602 2733 1766">Austrians will also benefit from greater markets for their raw materials and manufactured goods</td> </tr> </table>	<b>Overall:</b> The sources agree that Anschluss was a positive event which should be welcomed		Source B	Source C	The population of Austria comprised ethnic Germans, a majority of whom are enthusiastic about the Anschluss/The Austrians will not only feel at home as part of Germany/Their German brothers	That there has been no fighting is proof of the desire of the Austrian people to belong to Germany	It was a mistake of the peacemakers at Versailles to forbid the union of Austria and Germany	The union of these two countries should never have been forbidden at Versailles	They will benefit financially too from an increase in trade	Austrians will also benefit from greater markets for their raw materials and manufactured goods
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Section 3, Context I, World War II, 1939-1945

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
1.	<p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison.</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>.</p> <p>A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1" data-bbox="1418 940 2742 1625"> <tr> <td colspan="2" data-bbox="1418 940 2742 1121" style="text-align: center;"><b>Overall:</b> The sources agree that the tactic of Blitzkrieg was effective at the beginning of the war.</td> </tr> <tr> <th data-bbox="1418 1121 2083 1171">Source A</th> <th data-bbox="2083 1121 2742 1171">Source B</th> </tr> <tr> <td data-bbox="1418 1171 2083 1352">Blitzkrieg was a tactic based on speed and surprise</td> <td data-bbox="2083 1171 2742 1352">Hitler was very excited by a plan of attack that was based purely on speed and movement</td> </tr> <tr> <td data-bbox="1418 1352 2083 1486">It required the effective use of Stuka dive bombers</td> <td data-bbox="2083 1352 2742 1486">Stuka dive bombers were sent in to 'soften' up the enemy</td> </tr> <tr> <td data-bbox="1418 1486 2083 1625">These were supported by light tank units and infantry</td> <td data-bbox="2083 1486 2742 1625">Then the tanks attacked, supported by infantry</td> </tr> </table>	<b>Overall:</b> The sources agree that the tactic of Blitzkrieg was effective at the beginning of the war.		Source A	Source B	Blitzkrieg was a tactic based on speed and surprise	Hitler was very excited by a plan of attack that was based purely on speed and movement	It required the effective use of Stuka dive bombers	Stuka dive bombers were sent in to 'soften' up the enemy	These were supported by light tank units and infantry	Then the tanks attacked, supported by infantry
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Section 3, Context I, World War II, 1939-1945

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. Citizens in the west placed under German military rule</li> <li>2. Eastern European civilians more brutally governed under German civil administrations</li> <li>3. Vichy regime set up in southern France where citizens lived under German controlled French Government</li> <li>4. Economies controlled: industry and agriculture supervised and the people often left to go hungry</li> <li>5. Workers issued with work cards and free deployment of labour was prohibited</li> <li>6. In western Europe workers pressured to 'volunteer' for work in Germany/ pressure on young men to join 'crusade' against communism in East</li> <li>7. Almost all food was rationed</li> <li>8. Curfews in place</li> <li>9. All citizens had to carry an identity card</li> <li>10. Gestapo operated under Night and Fog Decree of 1941, giving them powers to seize anyone endangering German security</li> <li>11. Media censorship</li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	(Continued)		<p>12. SS brutality and the Police State ruled over occupied citizens</p> <p>13. Jews and other 'undesirables' deported to concentration camps mostly in the east/willing collaboration in deportation Jews eg Vichy</p> <p>14. Jewish Poles dispossessed, property and belongings confiscated</p> <p>15. Jews in Poland forced to live in ghettos then deported to camps in the east/examples of life in the ghettos</p> <p>16. Special forces in Eastern Europe killed Jews and other undesirables in mass killings eg gypsies</p> <p>17. <b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></p>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that supports their judgement. Each point from the source needs to be interpreted rather than simply copied from the source.</p> <p>Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve <b>up to 3 marks</b> for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given each point needs to be discretely mentioned in terms of the question.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. It helped Jews or Allied airmen who had crash landed in France, to escape</li> <li>2. School children were recruited to help smuggle people across the borders of northern and southern France</li> <li>3. The Resistance movement produced anti-German propaganda which was crucial in undermining Nazi rule</li> <li>4. Nazi control was further challenged by the Resistance who worked to punish any French collaboration</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. Key intelligence link for Allied spy networks</li> <li>2. Sabotaged German military operations eg blowing up trains, convoys, ships etc</li> <li>3. Targeted and killed many high ranking Nazi officials</li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	(Continued)		<ol style="list-style-type: none"> <li>4. Carried out acts of sabotage prior to and during the D-Day landings to help Allied establish a foothold in Normandy/pinned down vital German forces</li> <li>5. Radio operators (pianists) to send messages of German activities and other communications back to Britain</li> <li>6. Telephone workers sabotaged telephone lines and intercepted German military messages</li> <li>7. Postal workers intercepted important military communications</li> <li>8. Rail workers diverted freight shipments/caused derailments/destroyed tracks/blew up bridges</li> <li>9. Created labs to manufacture explosives/stole explosives and other resources from German army</li> <li>10. <b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
4.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. Russian army encircled the city by mid-April due to their success in previous battles</li> <li>2. Stalin had prioritised capturing Berlin before the Allies</li> <li>3. Russians advanced easily against poor German defences at the Oder River/German units chose to concentrate fighting to the west of the city so they could surrender to Allied forces rather than Russian</li> <li>4. Defence of the city of Berlin relied upon disorganised/poorly armed units from the German army and Hitler Youth members/elderly men or boys</li> <li>5. City of Berlin defences in panic and disarray, so easier</li> <li>6. Allied aerial bombing of the city assisted the Russian army</li> <li>7. Artillery barrage into the city began on April 16<sup>th</sup> and pushed back the German defences further</li> <li>8. Hitler sacked commanders, created confusion</li> <li>9. Loss of morale after Hitler committed suicide</li> <li>10. <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. The only thing that kept them together was over - the Second World War</li> <li>2. Disagreements at Potsdam eg over Poland</li> <li>3. The Americans had developed the atomic bomb and this angered/ worried the Soviet Union</li> <li>4. Soviet troops were occupying most of Eastern Europe and this caused tension</li> <li>5. Truman, the new American President was more anti-communist than Roosevelt</li> <li>6. An arms race developed causing further tension</li> <li>7. Different ideas - capitalism versus communism</li> <li>8. The Soviets saw Marshall Aid as an American attempt to dominate Europe/Soviet satellites prevented from accepting Marshall Aid</li> <li>9. Berlin Blockade, 1948-1949, deepened the divisions between East and West</li> <li>10. The establishment of NATO by America and its allies in 1949 caused further division</li> <li>11. Establishment of Warsaw Pact 1955 heightened tensions</li> <li>12. The Soviets and the Americans involved on different sides in proxy wars eg Korea</li> <li>13. <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that supports their judgement. Each point from the source needs to be interpreted rather than simply copied from the source.</p> <p>Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve <b>up to 3 marks</b> for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given each point needs to be discretely mentioned in terms of the question.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. President Truman explained that America would resist the spread of Communism</li> <li>2. The Americans had responded to French requests for assistance in Vietnam</li> <li>3. It was clear that South Vietnam could not resist Communism without the support of American troops</li> <li>4. Many in America believed war was necessary to stop the spread of Soviet influence</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. America feared that a civil war was developing in South Vietnam.</li> <li>2. America was increasingly concerned about the influence of China in south-east Asia</li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	(Continued)		<p>3. There was a widespread belief in the Domino Theory eg Thailand, Laos, Burma, Cambodia even New Zealand and Australia could fall to communism</p> <p>4. There was a general concern that America was falling behind in the Cold War at this time</p> <p>5. Gulf of Tonkin incident led America to become involved in a full scale war in Vietnam.</p> <p>6. <b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></p>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
3.	<p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison.</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>.</p> <p>A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1" data-bbox="1389 970 2712 1610"> <tr> <td colspan="2" data-bbox="1389 970 2712 1108" style="text-align: center;"><b>Overall:</b> The sources agree that the Soviets were at fault</td> </tr> <tr> <th data-bbox="1389 1108 2050 1157">Source A</th> <th data-bbox="2050 1108 2712 1157">Source B</th> </tr> <tr> <td data-bbox="1389 1157 2050 1295">The source of world trouble and tension is Moscow</td> <td data-bbox="2050 1157 2712 1295">We now say with confidence that this crisis was caused by Moscow.</td> </tr> <tr> <td data-bbox="1389 1295 2050 1434">They have rejected an all-German peace treaty</td> <td data-bbox="2050 1295 2712 1434">The Soviets rejected an American proposal for a peace treaty</td> </tr> <tr> <td data-bbox="1389 1434 2050 1610">It is they who have rejected ... the rule of international law.</td> <td data-bbox="2050 1434 2712 1610">The Soviet domination of East Germany was a clear breach of international law</td> </tr> </table>	<b>Overall:</b> The sources agree that the Soviets were at fault		Source A	Source B	The source of world trouble and tension is Moscow	We now say with confidence that this crisis was caused by Moscow.	They have rejected an all-German peace treaty	The Soviets rejected an American proposal for a peace treaty	It is they who have rejected ... the rule of international law.	The Soviet domination of East Germany was a clear breach of international law
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Section 3, Context J, The Cold War, 1945-1989

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4.	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul>	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. Cuba stayed Communist/Castro's position strengthened as Kennedy promised not to invade</li> <li>2. American missiles withdrawn from Turkey/Italy</li> <li>3. Kennedy greatly improved his reputation in America and the West</li> <li>4. Khrushchev was able to claim he prevented America from taking over Cuba, a useful ally so close to America</li> <li>5. Krushchev seemed weak as American missiles removed in secret/led directly to Krushchev's fall 2 years later</li> <li>6. Led to a thaw in the Cold War</li> <li>7. 'Hot line' set up between the White House and the Kremlin</li> <li>8. Nuclear Test Ban Treaty signed in 1963</li> <li>9. <b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ol>

[END OF MARKING INSTRUCTIONS]