



National  
Qualifications  
2016

**X737/75/11**

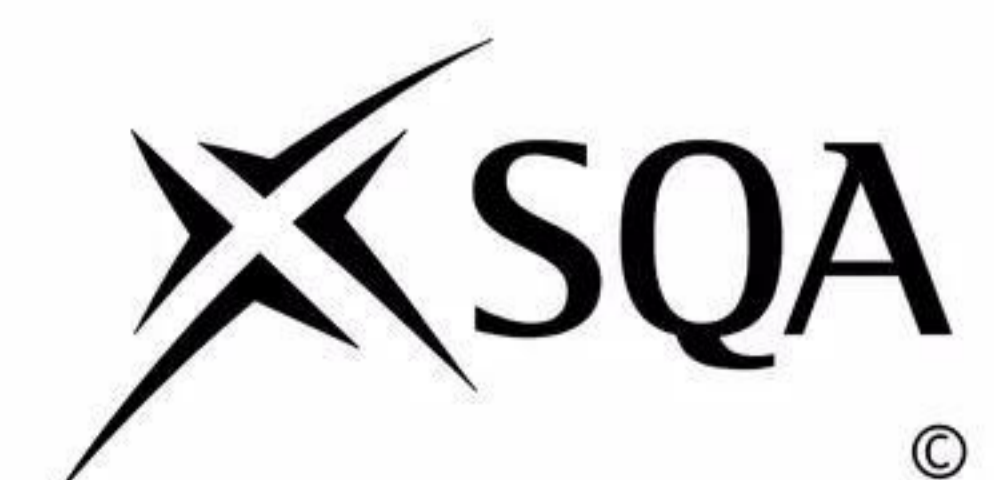
**History**

## **Amended Marking Instructions**

FRIDAY, 20 MAY

### **Strictly Confidential**

These instructions are **strictly confidential** and, in common with the scripts you will view and mark, they must never form the subject of remark of any kind, except to Scottish Qualifications Authority staff.



## General Marking Principles for National 5 History

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

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions unless the candidate has not carried out the correct process.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.
- (d)
  - i. For credit to be given, points must relate to the question asked. Where candidates give points of knowledge without specifying the context, these should be rewarded unless it is clear that they do not refer to the context of the question.  
*eg Some soldiers on the Western Front suffered from trench foot as they were unable to keep their feet dry. (1 mark for knowledge, even though this does not specify that it relates to the Scottish soldiers)*
  - ii. There are six types of question used in this question paper. Each assesses a particular skill, namely:
    - A. Describe . . . (KU1)
    - B. Explain the reasons why . . . (KU2)
    - C. To what extent or How important or How successful. . . (KU3)
    - D. Evaluate the usefulness of Source X as evidence of . . . (SH1)
    - E. Compare the views of Sources X and Y . . . (SH2)
    - F. How fully does Source X describe/explain . . . (SH3)
  - iii. For each of the question types (in ii above), the following provides an overview of marking principles and an example of their application for each question type.

### **A Questions that ask candidates to *Describe* . . . (5 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 marks:**

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

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

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

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

Candidates must make a number of points that make the issue plain or clear, for example by

showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons. Candidates may provide a number of straightforward reasons or a smaller number of developed reasons, or a combination of these.

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

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

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

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

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

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

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

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

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

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

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

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

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

*Overall, the Liberals were more concerned about helping the poor. (1 mark for a judgement)*

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

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

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

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

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

**Example response:**

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

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

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

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

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

**Example responses:**

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

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

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

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

**F Questions that ask *How fully does a given source explain/describe . . .(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
- candidates should be given **up to 4 marks** for their identification of points of significant omission, based on their own knowledge, that support their judgement
- a maximum of **2 marks** may be given for answers in which no judgement has been made or which refer only to the source

**Example response:**

*Source B explains the reasons why the Liberals introduced their reforms fairly well (**evidence of judgement**) as it mentions their growing fear of the Labour party. (1 mark, point from source) It mentions specifically the Welsh MPs such as Lloyd George who might lose their seats. (1 mark, point from source) It also deals with the raising of working class expectations which the new Labour Party might bring. (1 mark, point from source) However, it fails to mention (**evidence of judgement**) their genuine concern for the masses which motivated many MPs. (1 mark, 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)

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

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

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

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

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

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

- PUR - indicates an evaluative comment has been made on the purpose of the source  
(useful in SH1)
- TIM - indicates an evaluative comment has been made on the origin/timing of the source  
(useful in SH1)
- CON - indicates an evaluative comment has been made on the content of the source  
(useful in SH1)
- SOM - indicates a point of significant omission has been made in evaluating the source  
(useful in SH1)
- SC - indicates a simple comparison has been made (useful in SH2)
- DC - indicates a developed comparison has been made (useful in SH2)
- OC - indicates an overall comparison has been made (useful in SH2)
- NC - indicates that an attempted comparison is not valid (useful in SH2)
- J - indicates that the required judgement has been made (useful in KU3 and SH3)
- SR1 - indicates that a reason has been provided in support of the required judgement (useful in KU3)
- WJ - indicates that the judgement is suspect or weak (useful in KU3 and SH3)
- NJ - indicates that the required judgement has not been made (useful in KU3 and SH3)
- OS - indicates that the candidate has just provided an overall summary as a conclusion  
(useful in KU3)
- REP - indicates that the candidate has repeated a point already made previously in their answer  
(useful in every question type)

## Key E-marking Instruction

**Practice / Qualification:** You must not start marking any of your own script allocation until you have successfully completed the Practice and Qualification stages.

**Record receipt of Packets:** As soon as script packets are delivered, you must record their receipt in RM Assessor, check their contents and set the candidate attendance status as absent where

- A Candidate's attendance is recorded as "abs" (or N/S or W/D) and there is no script.
- A script is missing from a packet and the candidate has not been marked absent

You must thoroughly check the packets and record the details accurately in RM Assessor as these are part of SQA script security measures. You need not record any other attendance status at this point as when marks have been input this will automatically update the attendance status to present.

**No Response (NR):** Where a candidate has not attempted to answer a question/item, use No Response (NR).

Candidates are advised in the 'Your Exams' booklet to cross out any rough work when they have made a final copy. However, crossed-out work must be marked if the candidate has not made a second attempt to answer the question. Where a second attempt has been made, the crossed-out answers should be ignored.

**Zero** marks should only be applied when a candidate has attempted the question/item and their response does not gain any marks.

### **Recording Candidate Marks:**

- Item marks must be entered from the script to RM Assessor
- The total mark should be written on the front page of the Candidate script and on the Mark Sheet (EX6)

**Return of Packets:** Packets of marked scripts must be returned in two batches within the marking period.

- All scripts together with the relevant Mark Sheet (EX6) must be put back into their original packet for return to SQA. Practice and Qualification scripts should also be returned.
- In RM Assessor record the packets as "returned".
- Exceptionally, if you require to return any unmarked scripts these should be kept in their original packet and you should write 'Special Attention - Unmarked Scripts' on the outside of the packet.
- The 'Record of Despatch to SQA for MFP' form must be completed to record returned packets. It should be sent in the pre-paid envelope, at the same time as your last batch of scripts.

The following is a list of exceptions which can be raised for this assessment. Please ensure that you **are familiar with these in order that you** select the appropriate exception for the issue encountered, take the Marker Action advised and note that all exceptions must be raised in RM Assessor **before** the response is submitted.

Exception	Description	Action
Offensive content	You should raise this exception when the candidate's response contains offensive, obscene or frivolous material. Examples of this include vulgarity, racism, discrimination or swearing.	Click on the Offensive content button then enter a short report in the comments box. You should then mark the script in the normal manner and write Special Attention (M) on the outside of the packet. No penalty should be imposed at this time.
Candidate Welfare Concern	You should raise this exception when you have concerns about the candidate's well-being or welfare when marking any examination script or coursework, and there is no tick on the flyleaf to identify these issues are being or have been addressed by the centre.	Telephone the Child Welfare Contact on 0345 213 6587 as early as possible on the same or next working day for further instruction. Click on the Candidate Welfare Concern button and complete marking the script and submit the mark as normal before returning the packet to SQA. Do not mark the packet for Special Attention.
Malpractice	You should raise this exception when you suspect plagiarism or collusion.	Click on the Malpractice concern button then enter a short report with the relevant details in the comments box. You should then mark the script in the normal manner and write Special Attention (M) on the outside of the packet.
PA Referral	You should raise this exception when issues arise during the marking process that you have serious doubt or difficulty in assigning a mark/grade to a piece of work.	All marking related queries should be raised in the first instance with your Team Leader. However if you have serious doubts or difficulty in assigning a mark your TL may ask you to refer it to the PA. You should still mark the script and enter a provisional mark. You should then click on the PA Referral button and enter a report in the comments box. Write "PA Referral" on the front of the script under the <u>For Official Use</u> grid and also alongside the candidates name on the Marks Sheet. Write "PA Referral" on the outside of the packet and return to SQA in the normal way.

*Any subject specific instructions to markers. These should be added by the Standardisation Team.*

Ref

Ref

## 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><b>Explain the reasons why King John Balliol had problems ruling Scotland between 1292 and 1296.</b></p> <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. he was inexperienced in Scottish affairs/he was essentially an English noble</li> <li>2. had to accept Edward as Overlord of Scotland/he had paid homage to Edward which made him unpopular</li> <li>3. Edward insisted on treating him like an English noble/not as a king</li> <li>4. Edward undermined him by summoning him to appear at court/before his parliament</li> <li>5. Edward undermined his authority by hearing Scottish legal cases</li> <li>6. Edward forced him to appoint an Englishman as his Chancellor further humiliating him</li> <li>7. not supported by the Scottish nobles/the twelve Guardians challenged his authority</li> <li>8. made an Alliance with France which provoked Edward and other Scottish nobles loyal to him</li> <li>9. the powerful Bruce family resented his kingship and did not support him</li> <li>10. his army was defeated by Edward at Dunbar</li> <li>11. he was publicly stripped of his kingship by Edward/taken from Scotland to the Tower of London as Edward's prisoner</li> <li>12. <b>any other valid reason that meets the criteria described in the</b></li> </ol>

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			<p>general marking instructions for this kind of question (see column to left).</p>

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2.		<p><b>Evaluate the usefulness of Source A as evidence of Wallace’s leadership.</b></p> <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"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td><b>Author:</b> Wallace and Murray (Moray)</td> <td>Useful as it is a first-hand account</td> </tr> <tr> <td><b>Type of Source:</b> Letter</td> <td>Useful as it is an official document</td> </tr> <tr> <td><b>Purpose:</b> To persuade</td> <td>Less useful as it exaggerates the level of stability in Scotland</td> </tr> <tr> <td><b>Timing:</b> 1297</td> <td>Useful as it is from the time when Wallace was Guardian</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> Wallace and Murray (Moray)	Useful as it is a first-hand account	<b>Type of Source:</b> Letter	Useful as it is an official document	<b>Purpose:</b> To persuade	Less useful as it exaggerates the level of stability in Scotland	<b>Timing:</b> 1297	Useful as it is from the time when Wallace was Guardian
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					<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>Wallace made Guardian because of victory at Stirling Bridge</li> <li>only a temporary respite for Scotland</li> <li>Wallace resigned as Guardian after his defeat at Falkirk</li> <li>Wallace went to Europe to negotiate Balliol's release</li> <li>Wallace needed to trade for iron for the army</li> <li><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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3.	<p><b>To what extent had Bruce dealt successfully with opposition by 1314?</b></p> <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 support factors (but one mark should be deducted if the process is not clear in at least two factors). <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="1383 835 2742 1774"> <thead> <tr> <th data-bbox="1383 835 1881 951">Possible factors may include:</th> <th data-bbox="1881 835 2742 951">Relevant, factual, key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td data-bbox="1383 951 1881 1213">Defeated Scottish enemies</td> <td data-bbox="1881 951 2742 1213"> <ol style="list-style-type: none"> <li>1. Had killed his main rival - John Comyn</li> <li>2. Had destroyed the Comyns in the north</li> <li>3. Had defeated the MacDougalls at the Pass of Brander</li> <li>4. He defeated the Earl of Buchan at Inverurie</li> </ol> </td> </tr> <tr> <td data-bbox="1383 1213 1881 1560">Defeated English opponents</td> <td data-bbox="1881 1213 2742 1560"> <ol style="list-style-type: none"> <li>5. Successfully used guerrilla tactics to defeat English forces</li> <li>6. Defeated English troops at Loudoun Hill</li> <li>7. Won back control of Scottish castles from the English</li> <li>8. Destroyed captured castles to prevent their use against him in the future</li> </ol> </td> </tr> <tr> <td data-bbox="1383 1560 1881 1774">Defeated Edward II</td> <td data-bbox="1881 1560 2742 1774"> <ol style="list-style-type: none"> <li>9. Defeated superior English army at Bannockburn</li> <li>10. Humiliated Edward II by Bannockburn defeat and by raiding into Northumbria</li> </ol> </td> </tr> </tbody> </table>	Possible factors may include:	Relevant, factual, key points of knowledge to support this factor may include:	Defeated Scottish enemies	<ol style="list-style-type: none"> <li>1. Had killed his main rival - John Comyn</li> <li>2. Had destroyed the Comyns in the north</li> <li>3. Had defeated the MacDougalls at the Pass of Brander</li> <li>4. He defeated the Earl of Buchan at Inverurie</li> </ol>	Defeated English opponents	<ol style="list-style-type: none"> <li>5. Successfully used guerrilla tactics to defeat English forces</li> <li>6. Defeated English troops at Loudoun Hill</li> <li>7. Won back control of Scottish castles from the English</li> <li>8. Destroyed captured castles to prevent their use against him in the future</li> </ol>	Defeated Edward II	<ol style="list-style-type: none"> <li>9. Defeated superior English army at Bannockburn</li> <li>10. Humiliated Edward II by Bannockburn defeat and by raiding into Northumbria</li> </ol>
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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><b>Explain the reasons why Protestantism grew in Scotland up to 1560.</b></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or casual 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. some Scots began to question the teachings of the Catholic Church</li> <li>2. resentment at churchmen who were wealthy while everyone else worked hard</li> <li>3. criticisms of the wealth of the Church in Scotland and its concerns with money (eg Pluralism)</li> <li>4. shortages of parish priests and poor quality of rest drew criticism</li> <li>5. criticisms of the lack of spirituality among some members of the Catholic Church (eg monks and nuns not leading holy lives)</li> <li>6. criticisms of abuse of responsibilities by some members of the Church (eg local priests charging money for important ceremonies such as christenings and funerals/or employing others to perform ceremonies for them)</li> <li>7. resentment of French Catholic influence on Scotland/resentment at Mary of Guise who had persecuted Protestants</li> <li>8. Protestant Lords of the Congregation used Protestant religion to attack French influence</li> <li>9. presence of Protestant preachers from England widespread (eg John Knox)</li> <li>10. criticism of the severity of treatment of some Protestant preachers (eg Wishart who was burned at the stake for being a heretic in 1546)</li> <li>11. Protestantism was appealing to many as the style of worship meant</li> </ol>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>people could be more involved/congregation allowed to sing psalms and say prayers</p> <p>12. English translations of the New Testament were being distributed in Scotland during the period of the 'Rough Wooing' /the Good and Godly Ballads spread Protestant ideas</p> <p>13. resentment over money spent to decorate Roman Catholic churches</p> <p>14. <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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question				
5.	<p><b>To what extent did Mary's marriage to Darnley play a part in her downfall in 1567?</b></p> <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 support factors (but one mark should be deducted if the process is not clear in at least two factors). <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="1383 835 2748 1663"> <thead> <tr> <th data-bbox="1383 835 1881 951">Possible factors may include:</th> <th data-bbox="1881 835 2748 951">Relevant, factual, key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td data-bbox="1383 951 1881 1663">Mary's marriage to Darnley</td> <td data-bbox="1881 951 2748 1663"> <ol style="list-style-type: none"> <li>1. Darnley was unpopular with many Scots/ Mary ignored warnings about him</li> <li>2. Darnley discredited Mary with his behaviour (eg excessive drinking/gambling)</li> <li>3. Darnley insulted James Stewart and most of the important Scottish nobles which lost Mary support</li> <li>4. Most of Mary's trusted officials resigned and rebelled against him (Chaseabout Raid), which weakened her Government</li> <li>5. Darnley was involved in the murder of Riccio which reflected badly on Mary</li> <li>6. Darnley was murdered and Mary was assumed to be involved/led to Mary's imprisonment and abdication</li> </ol> </td> </tr> </tbody> </table>	Possible factors may include:	Relevant, factual, key points of knowledge to support this factor may include:	Mary's marriage to Darnley	<ol style="list-style-type: none"> <li>1. Darnley was unpopular with many Scots/ Mary ignored warnings about him</li> <li>2. Darnley discredited Mary with his behaviour (eg excessive drinking/gambling)</li> <li>3. Darnley insulted James Stewart and most of the important Scottish nobles which lost Mary support</li> <li>4. Most of Mary's trusted officials resigned and rebelled against him (Chaseabout Raid), which weakened her Government</li> <li>5. Darnley was involved in the murder of Riccio which reflected badly on Mary</li> <li>6. Darnley was murdered and Mary was assumed to be involved/led to Mary's imprisonment and abdication</li> </ol>
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6.	<p><b>Evaluate the usefulness of Source A as evidence of why Mary Queen of Scots was executed in 1587.</b></p> <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="1383 1167 2742 1776"> <thead> <tr> <th data-bbox="1383 1167 1881 1245">Aspect of the source</th> <th data-bbox="1881 1167 2742 1245">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1383 1245 1881 1413"><b>Author:</b> Mary Queen of Scots</td> <td data-bbox="1881 1245 2742 1413">Useful as it is a first-hand account (directly implicates her as co-operating with the plotters)</td> </tr> <tr> <td data-bbox="1383 1413 1881 1535"><b>Type of Source:</b> Letter</td> <td data-bbox="1881 1413 2742 1535">Useful as personal/secret communication so may be less guarded</td> </tr> <tr> <td data-bbox="1383 1535 1881 1656"><b>Purpose:</b> To persuade</td> <td data-bbox="1881 1535 2742 1656">Useful as it shows Mary was directly involved in plotting to escape</td> </tr> <tr> <td data-bbox="1383 1656 1881 1776"><b>Timing:</b> 1586</td> <td data-bbox="1881 1656 2742 1776">Useful as it is from the time leading up to Mary's execution</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> Mary Queen of Scots	Useful as it is a first-hand account (directly implicates her as co-operating with the plotters)	<b>Type of Source:</b> Letter	Useful as personal/secret communication so may be less guarded	<b>Purpose:</b> To persuade	Useful as it shows Mary was directly involved in plotting to escape	<b>Timing:</b> 1586	Useful as it is from the time leading up to Mary's execution
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					<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. Sir Francis Walsingham added an extra section where he forged Mary's request for the names of the men who would kill Elizabeth</li> <li>2. English Parliament had already voted that Mary would be executed should there be any more plots against Elizabeth discovered</li> <li>3. Mary was denied legal counsel at her trial</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 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					
7.	<p>To what extent was anger over the Darien Scheme the most important reason in explaining worsening relations between Scotland and England by 1707?</p> <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>Candidates can be credited in a number of ways up to a maximum of 8 marks.</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 support factors (but one mark should be deducted if the process is not clear in at least two factors). <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="1383 932 2748 1850"> <thead> <tr> <th data-bbox="1383 932 1881 1052">Possible factors may include:</th> <th data-bbox="1881 932 2748 1052">Relevant, factual, key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td data-bbox="1383 1052 1881 1850">Anger over the Darien Scheme</td> <td data-bbox="1881 1052 2748 1850"> <ol style="list-style-type: none"> <li>King William wanted to remain on good terms with the Spanish and so deliberately sabotaged the colony</li> <li>English officials prevented investment in the Darien Scheme</li> <li>English colonies, including Jamaica, Barbados and New York, were forbidden by William to offer assistance to Scots at Darien</li> <li>William worried that success for Darien would encourage independence for the American colonies</li> <li>A huge number of Scots had invested in the Darien Scheme</li> <li>many Scots believed that only the successful establishment of colonies could make Scotland a prosperous nation</li> </ol> </td> </tr> </tbody> </table>		Possible factors may include:	Relevant, factual, key points of knowledge to support this factor may include:	Anger over the Darien Scheme	<ol style="list-style-type: none"> <li>King William wanted to remain on good terms with the Spanish and so deliberately sabotaged the colony</li> <li>English officials prevented investment in the Darien Scheme</li> <li>English colonies, including Jamaica, Barbados and New York, were forbidden by William to offer assistance to Scots at Darien</li> <li>William worried that success for Darien would encourage independence for the American colonies</li> <li>A huge number of Scots had invested in the Darien Scheme</li> <li>many Scots believed that only the successful establishment of colonies could make Scotland a prosperous nation</li> </ol>
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8.	<p><b>Evaluate the usefulness of Source A as evidence of the arguments used by Scots against the Union.</b></p> <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="1383 1167 2748 1808"> <thead> <tr> <th data-bbox="1383 1167 1881 1245">Aspect of the source</th> <th data-bbox="1881 1167 2748 1245">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1383 1245 1881 1413">Author: Stirling town council</td> <td data-bbox="1881 1245 2748 1413">Useful as it is a first-hand account of the concerns of a royal burgh/typical of the concerns of other burghs</td> </tr> <tr> <td data-bbox="1383 1413 1881 1545">Type of Source: A petition</td> <td data-bbox="1881 1413 2748 1545">Useful as it shows that many people opposed the Union</td> </tr> <tr> <td data-bbox="1383 1545 1881 1677">Purpose: To persuade</td> <td data-bbox="1881 1545 2748 1677">Useful as the majority of petitions were against the Union</td> </tr> <tr> <td data-bbox="1383 1677 1881 1808">Timing: November 1706</td> <td data-bbox="1881 1677 2748 1808">Useful as it is written at the time of Union</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	Author: Stirling town council	Useful as it is a first-hand account of the concerns of a royal burgh/typical of the concerns of other burghs	Type of Source: A petition	Useful as it shows that many people opposed the Union	Purpose: To persuade	Useful as the majority of petitions were against the Union	Timing: November 1706	Useful as it is written at the time of Union
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Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
9.	<p><b>Explain the reasons why the Scots Parliament passed the Treaty of Union.</b></p> <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. Act of Security for the Kirk was vital in securing Presbyterian support for Union (in the aftermath of its passage Presbyterian ministers preached in favour of Union)</li> <li>2. fear of English invasion if Union was rejected (during the Union negotiations English troops were stationed on the border with Scotland)</li> <li>3. opponents of Union were unable to unite because of their differences (eg Catholics and extreme Presbyterians hated each other)</li> <li>4. the Duke of Hamilton proved to be a very ineffective leader of the anti-Union cause</li> <li>5. many Scots were worried that the Aliens Act would come into effect if they voted against Union. Scots would have lost land which they owned in England</li> <li>6. many Scots were attracted by the possibility of trade with England's colonies (the Scots economy had gone through a very bad time in the 1690s and the prospect of full access to England's colonies seemed too good an opportunity to miss)</li> <li>7. many were attracted by the prospect of compensation for Darien</li> <li>8. the role of the Squadrone Volante was vital in ensuring Union was accepted (some motivated by their moderate Presbyterianism, others by belief they would control distribution of the Equivalent)</li> <li>9. some Scottish nobles were offered English titles (which meant an automatic seat in the House of Lords) if they voted for Union</li> </ol>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>10. other inducements (money, trading privileges) were offered to others in the Scottish Parliament in return for their vote</p> <p>11. fear of withdrawal of royal favour (and even loss of expenses claims and salary) if they did not vote for Union</p> <p>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></p>

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				
10.	<p><b>To what extent were the Clearances the most important factor for people leaving the Highlands?</b></p> <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 support factors (but one mark should be deducted if the process is not clear in at least two factors). <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="1383 934 2751 1757"> <thead> <tr> <th data-bbox="1383 934 1881 1052">Possible factors may include:</th> <th data-bbox="1881 934 2751 1052">Relevant, factual, key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td data-bbox="1383 1052 1881 1757">Clearances</td> <td data-bbox="1881 1052 2751 1757"> <ol style="list-style-type: none"> <li>1. many landlords no longer lived in the Highlands and needed additional income to fund their new lifestyles</li> <li>2. landlords would make more money letting land to sheep farmers/creating hunting estates</li> <li>3. tenants had no security of tenure so could easily be evicted/made homeless</li> <li>4. whole districts were brutally cleared (eg Strathconon in 1850, South Uist and Barra in 1851, Knoydart in 1853)</li> <li>5. some landlords assisted tenants by paying their passage if they agreed to leave</li> <li>6. forced clearances ended after Crofters' Holdings Act 1886</li> </ol> </td> </tr> </tbody> </table>	Possible factors may include:	Relevant, factual, key points of knowledge to support this factor may include:	Clearances	<ol style="list-style-type: none"> <li>1. many landlords no longer lived in the Highlands and needed additional income to fund their new lifestyles</li> <li>2. landlords would make more money letting land to sheep farmers/creating hunting estates</li> <li>3. tenants had no security of tenure so could easily be evicted/made homeless</li> <li>4. whole districts were brutally cleared (eg Strathconon in 1850, South Uist and Barra in 1851, Knoydart in 1853)</li> <li>5. some landlords assisted tenants by paying their passage if they agreed to leave</li> <li>6. forced clearances ended after Crofters' Holdings Act 1886</li> </ol>
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Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
11.	<p><b>Explain the reasons why so many immigrants came to Scotland after 1830.</b></p> <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. close to Ireland so only a short journey - important for people with little money to have only a short time when they could not earn</li> <li>2. fares to Scotland from Ireland were very cheap so it was a more affordable destination/adverts encouraged immigration</li> <li>3. Catholic Church offered assistance with finding jobs and housing</li> <li>4. Scotland was involved early in the Industrial Revolution so there was a wide range of jobs available (eg coal mines, textile factories, sugar refineries, construction, railway building etc which used existing skills or were suitable for unskilled workers)</li> <li>5. some jobs (eg coal mining, had tied housing available to workers/housing available in growing towns and cities)</li> <li>6. wages in Scotland were consistently higher than they were in Ireland</li> <li>7. it became cheaper for migrants from Europe to sail to America from Glasgow instead of direct from Europe; many stayed in Scotland rather than move on</li> <li>8. there were existing communities of Jews, Irish, Italians which made it easy for others to settle in/Protestant Irish found it very easy to settle in Scottish society</li> <li>9. Italians were able to set up small family businesses such as cafes and fish and chip shops all over Scotland, as few others were doing this and the Scots enjoyed the products</li> <li>10. Scotland did not persecute religious minorities which made it attractive to Jewish immigrants fleeing from Russia</li> </ol>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
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Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
12.	<p><b>Evaluate the usefulness of <u>Source A</u> as evidence of how well Scots settled in their new countries.</b></p> <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="1383 1157 2742 1766"> <thead> <tr> <th data-bbox="1383 1157 1881 1234">Aspect of the source</th> <th data-bbox="1881 1157 2742 1234">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1383 1234 1881 1356"><b>Author:</b> Scottish emigrant</td> <td data-bbox="1881 1234 2742 1356">Useful as he experienced emigration for himself</td> </tr> <tr> <td data-bbox="1383 1356 1881 1478"><b>Type of Source:</b> Song</td> <td data-bbox="1881 1356 2742 1478">Less useful as it may be exaggerated for emotional effect</td> </tr> <tr> <td data-bbox="1383 1478 1881 1646"><b>Purpose:</b> To inform</td> <td data-bbox="1881 1478 2742 1646">Less useful as his feelings may not be representative of others' experiences/useful because many immigrants shared these feelings</td> </tr> <tr> <td data-bbox="1383 1646 1881 1766"><b>Timing:</b> 1920s</td> <td data-bbox="1881 1646 2742 1766">Useful as at a time after the war when many Scots emigrated to Canada</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> Scottish emigrant	Useful as he experienced emigration for himself	<b>Type of Source:</b> Song	Less useful as it may be exaggerated for emotional effect	<b>Purpose:</b> To inform	Less useful as his feelings may not be representative of others' experiences/useful because many immigrants shared these feelings	<b>Timing:</b> 1920s	Useful as at a time after the war when many Scots emigrated to Canada
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Section 1, Context E, The Era of the Great War, 1900-1928

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
13.	<p><b>Explain the reasons why so many Scots volunteered to fight in the Great War.</b></p> <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> <p><b>Patriotism/Martial Tradition</b></p> <ol style="list-style-type: none"> <li>1. Patriotic appeal of slogans/people were carried away by a wave of patriotism</li> <li>2. Scotland already had a proud military/martial tradition</li> </ol> <p><b>Xenophobia</b></p> <ol style="list-style-type: none"> <li>3. Scots affected by stories of spies and ‘Belgian Atrocities’ of German Army</li> </ol> <p><b>Local Loyalties</b></p> <ol style="list-style-type: none"> <li>4. the Cameronians recruited largely from Glasgow and Lanarkshire. The Royal Scots tended to attract men from Edinburgh</li> <li>5. after 13 Hearts players signed up, 600 Hearts supporters in six days also joined the 16<sup>th</sup> Royal Scots which became known as McCrae’s Battalion</li> </ol> <p><b>Adventure</b></p> <ol style="list-style-type: none"> <li>6. opportunity to see new places and countries and perform heroic deeds - and/or quite possibly to leave behind a boring or difficult job</li> <li>7. the attraction of setting out on this great adventure with your friends was possible by the formation of ‘pals’ battalions’</li> </ol>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p><b>Peer Pressure</b>  8. peer pressure from family, friends and wider society/sense of duty  9. women were encouraged to press men into service eg white feather campaign</p> <p><b>Economic Necessity</b>  10. fear of unemployment was probably an important factor in joining up/recruitment in high unemployment areas more successful than in low  11. Earl of Wemyss threatened to dismiss any employee who failed to join up</p> <p><b>Propaganda</b>  12. Posters/Newspapers/Government propaganda</p> <p>13. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question				
14.	<p><b>To what extent did food shortages have the biggest impact on Scottish civilians during the Great War?</b></p> <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 support factors (but one mark should be deducted if the process is not clear in at least two factors). <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="1383 800 2748 1717"> <thead> <tr> <th data-bbox="1383 800 1881 915">Possible factors may include:</th> <th data-bbox="1881 800 2748 915">Relevant, factual, key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td data-bbox="1383 915 1881 1717">Food Shortages</td> <td data-bbox="1881 915 2748 1717"> <ol style="list-style-type: none"> <li>1. Voluntary rationing had little impact/ posters discouraged people from wasting food</li> <li>2. People started to keep an allotment to grow food</li> <li>3. The contribution of the Women's Land Army</li> <li>4. Conscientious Objectors were used to produce food</li> <li>5. Parks and tennis courts turned into vegetable plots</li> <li>6. Rationing introduced for certain foodstuff from 1917</li> <li>7. Substitute foods were used/standard loaves made using powdered potato flour and beans</li> <li>8. Rationing had some health benefits</li> </ol> </td> </tr> </tbody> </table>	Possible factors may include:	Relevant, factual, key points of knowledge to support this factor may include:	Food Shortages	<ol style="list-style-type: none"> <li>1. Voluntary rationing had little impact/ posters discouraged people from wasting food</li> <li>2. People started to keep an allotment to grow food</li> <li>3. The contribution of the Women's Land Army</li> <li>4. Conscientious Objectors were used to produce food</li> <li>5. Parks and tennis courts turned into vegetable plots</li> <li>6. Rationing introduced for certain foodstuff from 1917</li> <li>7. Substitute foods were used/standard loaves made using powdered potato flour and beans</li> <li>8. Rationing had some health benefits</li> </ol>
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					<ul style="list-style-type: none"> <li>9. Game such as rabbit was eaten-especially by country dwellers</li> <li>10. Black market existed for those who could afford it</li> <li>11. People had to queue for some foods/on occasion food lorries hijacked</li> </ul>								
					<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">DORA</td> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> <li>12. Blackouts</li> <li>13. Restrictions to pub opening hours/watering down of alcohol</li> <li>14. Censorship</li> <li>15. Conscription</li> </ul> </td> </tr> <tr> <td style="padding: 5px;">Loss of loved ones</td> <td style="padding: 5px;">16. Mourning huge numbers of soldiers killed</td> </tr> <tr> <td style="padding: 5px;">Changing role of women</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>17. Women became head of household</li> <li>18. Difficulties experienced balancing work with looking after the children</li> <li>19. More women working than ever before</li> <li>20. Details about Land Army/Munitions factories/nursing etc</li> <li>21. Experienced more freedom/equality</li> </ul> </td> </tr> <tr> <td style="padding: 5px;">Other factors</td> <td style="padding: 5px;">22. any other valid point (including more details of DORA restrictions)</td> </tr> </table> <p><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><b>1 mark</b> for the answer being presented in a structured way, with knowledge being organised in support of different factors.</p>	DORA	<ul style="list-style-type: none"> <li>12. Blackouts</li> <li>13. Restrictions to pub opening hours/watering down of alcohol</li> <li>14. Censorship</li> <li>15. Conscription</li> </ul>	Loss of loved ones	16. Mourning huge numbers of soldiers killed	Changing role of women	<ul style="list-style-type: none"> <li>17. Women became head of household</li> <li>18. Difficulties experienced balancing work with looking after the children</li> <li>19. More women working than ever before</li> <li>20. Details about Land Army/Munitions factories/nursing etc</li> <li>21. Experienced more freedom/equality</li> </ul>	Other factors	22. any other valid point (including more details of DORA restrictions)
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			<b>1 mark</b> for a conclusion with a valid judgement or overall summary. <b>1 mark</b> for a reason being provided in support of the judgement.

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15.	<p><b>Evaluate the usefulness of <u>Source A</u> as evidence of the extension of the right to vote by 1918.</b></p> <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. 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="1383 1213 2742 1822"> <thead> <tr> <th data-bbox="1383 1213 1881 1289">Aspect of the source</th> <th data-bbox="1881 1213 2742 1289">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1383 1289 1881 1457"><b>Author:</b> Historian John Kerr</td> <td data-bbox="1881 1289 2742 1457">Useful as he is a well-informed expert/will have researched the issue (using a variety of primary sources)</td> </tr> <tr> <td data-bbox="1383 1457 1881 1577"><b>Type of Source:</b> Book</td> <td data-bbox="1881 1457 2742 1577">Useful because it is a factual viewpoint on the extension on the right to vote</td> </tr> <tr> <td data-bbox="1383 1577 1881 1703"><b>Purpose:</b> To inform</td> <td data-bbox="1881 1577 2742 1703">Useful as it is balanced/no evidence of historical bias</td> </tr> <tr> <td data-bbox="1383 1703 1881 1822"><b>Timing:</b> 2010</td> <td data-bbox="1881 1703 2742 1822">Useful as it is a secondary source written with the benefit of hindsight</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> Historian John Kerr	Useful as he is a well-informed expert/will have researched the issue (using a variety of primary sources)	<b>Type of Source:</b> Book	Useful because it is a factual viewpoint on the extension on the right to vote	<b>Purpose:</b> To inform	Useful as it is balanced/no evidence of historical bias	<b>Timing:</b> 2010	Useful as it is a secondary source written with the benefit of hindsight
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					<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. it gave the right to vote to all men over 21</li> <li>2. women still did not have the vote on the same terms as men</li> <li>3. 19 if they had been on active service in the armed forces</li> <li>4. women now made up 40% of the total voters</li> <li>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>									

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
16.	<p><b>Explain the reasons why William, Duke of Normandy, claimed he had a right to the English throne.</b></p> <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. William was related to Edward the Confessor through marriage</li> <li>2. William claimed Edward had promised him the throne</li> <li>3. William had supported Edward during rebellion in England/had supplied Edward with soldiers to put down the revolt</li> <li>4. Harold Godwinson had sworn an oath to accept William as the rightful heir</li> <li>5. Harold had seized the throne/broken his oath/this made him unworthy to be king</li> <li>6. William had also received the support of the Pope before his invasion</li> <li>7. William felt God was on his side after his victory at Hastings</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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
17.	<p>Compare the views of <b>Sources A</b> and <b>B</b> about how William I dealt with rebellion.</p> <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>. 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="1383 877 2748 1470"> <tr> <td colspan="2" data-bbox="1383 877 2748 978"><b>Overall:</b> The sources agree about the way William dealt with rebellion</td> </tr> <tr> <th data-bbox="1383 978 2059 1058">Source A</th> <th data-bbox="2059 978 2748 1058">Source B</th> </tr> <tr> <td data-bbox="1383 1058 2059 1226">Every home and farmland was burnt and all livestock destroyed</td> <td data-bbox="2059 1058 2748 1226">Crops were set on fire, herds of animals were slaughtered and supplies of food ruined</td> </tr> <tr> <td data-bbox="1383 1226 2059 1346">So many people were massacred that their bodies filled the streets</td> <td data-bbox="2059 1226 2748 1346">Hundreds of people were slaughtered</td> </tr> <tr> <td data-bbox="1383 1346 2059 1470">The few who had survived now faced starvation</td> <td data-bbox="2059 1346 2748 1470">Whole families died of hunger</td> </tr> </table>	<b>Overall:</b> The sources agree about the way William dealt with rebellion		Source A	Source B	Every home and farmland was burnt and all livestock destroyed	Crops were set on fire, herds of animals were slaughtered and supplies of food ruined	So many people were massacred that their bodies filled the streets	Hundreds of people were slaughtered	The few who had survived now faced starvation	Whole families died of hunger
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18.	<p><b>Describe the actions taken by Henry II to increase his power when he became king in 1154.</b></p> <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. Henry knocked down any castles built illegally by the barons</li> <li>2. Henry sent the barons' armies home</li> <li>3. Henry introduced the exchequer (eg Nigel of Ely)</li> <li>4. Henry introduced new laws to deal with crime (eg The Assize of Clarendon/Northampton)</li> <li>5. Henry introduced new laws to deal with land (eg The Novel Disseisin)</li> <li>6. Henry introduced the jury system/trial by ordeal</li> <li>7. Henry sacked corrupt sheriffs</li> <li>8. Henry prevented barons from becoming sheriffs</li> <li>9. Henry introduced key officials (eg Justices in Eyre)</li> <li>10. Henry appointed his sons to control other parts of his kingdom</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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
19.	<p><b>How fully does <u>Source C</u> explain why the Church was important in medieval times?</b></p> <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 which support their judgement. 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 or which refer only to the source.</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 from the source or each valid point of significant omission provided.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made or 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. offered support and comfort in difficult times/encouraged people not to give up</li> <li>2. taught people how to be good Christians</li> <li>3. heard confessions/issued penance</li> <li>4. controlled the way people behaved</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. carried out key ceremonies (eg baptism/marriage/funeral)</li> <li>6. performed last rites for the dying</li> <li>7. kept tithes for villages in case of harvest failure</li> <li>8. identified holidays</li> <li>9. educated boys/trained them for a career in the Church</li> <li>10. was part of the feudal system/owed service to the king</li> <li>11. was active politically (eg clergy often acted as advisors to the king)</li> <li>12. employed large number of people from the community</li> <li>13. <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 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												
20.	<p>Compare the views of <u>Sources A</u> and <u>B</u> about the reign of King Charles I.</p> <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>Candidates can be credited in a number of ways up to a maximum of <b>4 marks</b>.</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>. 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> <table border="1" data-bbox="1383 877 2748 1780"> <thead> <tr> <th colspan="2" data-bbox="1383 877 2748 932">Possible points of comparison may include:</th> </tr> <tr> <td colspan="2" data-bbox="1383 932 2748 1066"><b>Overall:</b> The sources agree that the reign of Charles was unpopular</td> </tr> <tr> <th data-bbox="1383 1066 2059 1146">Source A</th> <th data-bbox="2059 1066 2748 1146">Source B</th> </tr> </thead> <tbody> <tr> <td data-bbox="1383 1146 2059 1356">The reign of Charles I began with an unpopular friendship with the Duke of Buckingham/ Buckingham was assassinated in 1628</td> <td data-bbox="2059 1146 2748 1356">Charles also angered many by having favourites at court, particularly the Duke of Buckingham/ In 1628 Buckingham was assassinated</td> </tr> <tr> <td data-bbox="1383 1356 2059 1524">There was ongoing tension with Parliament over money (made worse by the costs of war abroad)</td> <td data-bbox="2059 1356 2748 1524">Charles also angered many with the methods he used to raise money</td> </tr> <tr> <td data-bbox="1383 1524 2059 1780">Religious tensions led to further resentment of Charles I as he preferred Anglican forms of worship which made Puritans suspicious</td> <td data-bbox="2059 1524 2748 1780">Charles I was a very religious man who enjoyed Anglican church services full of ritual, and this led to clashes with Puritans who preferred plain and simple services</td> </tr> </tbody> </table>	Possible points of comparison may include:		<b>Overall:</b> The sources agree that the reign of Charles was unpopular		Source A	Source B	The reign of Charles I began with an unpopular friendship with the Duke of Buckingham/ Buckingham was assassinated in 1628	Charles also angered many by having favourites at court, particularly the Duke of Buckingham/ In 1628 Buckingham was assassinated	There was ongoing tension with Parliament over money (made worse by the costs of war abroad)	Charles also angered many with the methods he used to raise money	Religious tensions led to further resentment of Charles I as he preferred Anglican forms of worship which made Puritans suspicious	Charles I was a very religious man who enjoyed Anglican church services full of ritual, and this led to clashes with Puritans who preferred plain and simple services
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Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
21.	<p><b>Explain the reasons why there was opposition to the methods used by Charles I to raise money.</b></p> <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. ship money - only to be collected in times of war and from coastal areas - Charles began to collect it from inland areas, in times of peace and on a yearly basis</li> <li>2. forest fines imposed on people living in areas that had been forests in the distant past (14<sup>th</sup> century)</li> <li>3. distraint of Knighthood fines - fining people if they did not accept knighthoods (Knights had to provide loans to the Crown)</li> <li>4. nuisances - in London people who had built outside of the original walls were forced to buy a licence to 'commit a nuisance'</li> <li>5. monopolies - reappeared in different forms, the most resented being the soap monopoly</li> <li>6. Court of Wards - the much disliked Court of Wards doubled its income (to £76,000)</li> <li>7. plantations - 1632 City of London was fined for failing to push forward the plantation of Ulster (finding Protestant families to take over land in Ireland)</li> <li>8. customs Farmers - customs farmers gave the Crown a larger sum in exchange for the right to collect the customs, these extra dues were passed on to the merchants to pay</li> <li>9. many disliked new taxation caused by King and court's love of luxury (eg banquets, clothes, foreign dynastic wars)</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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
22.	<p><b>Describe the reaction in Scotland to the introduction of the New Prayer Book in 1637.</b></p> <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. riot in St. Giles Cathedral saw men and women assault the Dean of St. Giles whilst reading from the New Prayer Book</li> <li>2. other potential violence in the north as Bishop of Brechin threatened his congregation with two loaded pistols as he read from the new service</li> <li>3. emergency body was formed to organise opposition to the New Prayer Book - 'The Tables' members were chosen from the Scottish Parliament</li> <li>4. Petitions organised and sent to Charles</li> <li>5. National Covenant for the Defence of True religion was drawn up in 1638</li> <li>6. General Assembly of the Kirk banned the New Prayer Book in 1638</li> <li>7. Charles decided to use force against the Scots in 1638 (First Bishops' War), caused further opposition</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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
23.	<p><b>How fully does <u>Source C</u> describe the events of the Battle of Edgehill in 1642?</b></p> <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 which support their judgement. 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 or which refer only to the source.</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</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made or 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 King ordered his army to occupy the high ridge on Edgehill, hoping that the Parliamentarian army would be forced to attack uphill</li> <li>2. Parliament arranged their army on flat ground</li> <li>3. Essex decided to wait for the King to make the first move</li> <li>4. Essex's decision to wait forced the King to take action/the King moved his army down off the ridge and attacked</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. Royalist cavalry on the right wing charged into Parliamentarian cavalry causing them to flee</li> <li>6. Royalist cavalry pursued the Parliamentarians to village of Kineton/3 miles away</li> <li>7. Royalist left wing cavalry scattered by right wing of Parliamentarian army</li> <li>8. Parliamentarians now had the only effective cavalry left on the field</li> <li>9. Royalist cavalry drifted back from Kineton to find the situation had altered greatly</li> <li>10. night came and exhausted soldiers stopped fighting</li> <li>11. 3000 men had died, many wounded or fled</li> <li>12. battle ended in a draw - both sides moved towards London the next day</li> <li>13. Charles' army was prevented from capturing London</li> <li>14. <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 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
24.	<p><b>How fully does <u>Source A</u> describe the conditions on board ships during the middle passage?</b></p> <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 which support their judgement. 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 or which refer only to the source.</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.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made or 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. slaves were often tightly packed below deck for the journey across the Atlantic ocean</li> <li>2. conditions below deck were horrendous and slaves were denied basic sanitation</li> <li>3. disease was common/and many died (from conditions such as dysentery)</li> <li>4. the food was unfamiliar and many slaves simply refused to eat</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. slaves were sometimes held below deck using a loose pack system/men usually kept shackled</li> <li>6. lack of fresh air - slaves held for long periods below deck/terrible smell below deck</li> <li>7. floor in hold became covered in blood, mucus, vomit and faeces</li> <li>8. some slaves had to be force fed to keep them alive</li> <li>9. crew were often cruel towards slaves</li> <li>10. female slaves often suffered sexual abuse from crew</li> <li>11. slaves taken above deck and whipped to make them exercise/made to dance</li> <li>12. <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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
25.	<p><b>Explain the reasons why the slave trade was important to British cities.</b></p> <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 slave trade brought great wealth to British cities</li> <li>2. the slave trade provided employment for many people (eg jobs for sailors, dock workers, rope makers)</li> <li>3. manufactured goods made in Britain were traded in Africa or exported to the plantations</li> <li>4. the slave trade provided a boost to shipbuilding/led to expansion of docks</li> <li>5. the port cities (eg Liverpool or Glasgow) grew in size and power through its involvement in the transportation of slaves</li> <li>6. Glasgow made great profits from the trade in tobacco and sugar</li> <li>7. many great buildings were built from the profits of the slave trade</li> <li>8. led to the growth of banking and insurance industries (eg in London)</li> <li>9. Bristol became wealthy through its involvement in the sugar trade</li> <li>10. British cotton mills relied on supplies of slave produced cotton</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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
26.	<p>Compare the views of <u>Sources B</u> and <u>C</u> about resistance on the plantations.</p> <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="1383 947 2748 1556"> <thead> <tr> <th data-bbox="1383 947 2059 1024">Source B</th> <th data-bbox="2059 947 2748 1024">Source C</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="1383 1024 2748 1102"><b>Overall:</b> The sources agree about resistance on the plantations.</td> </tr> <tr> <td data-bbox="1383 1102 2059 1220">They sabotaged their owners by working slowly and inefficiently</td> <td data-bbox="2059 1102 2748 1220">The mildest forms of resistance were doing a job slowly or badly.</td> </tr> <tr> <td data-bbox="1383 1220 2059 1434">They were harshly punished for such behaviour/whipping, slaves had their ears, noses and limbs cut off</td> <td data-bbox="2059 1220 2748 1434">The punishments for slaves who resisted were very harsh/ punishments such as hanging, mutilation or lashing were common</td> </tr> <tr> <td data-bbox="1383 1434 2059 1556">Many slaves attempted to run away</td> <td data-bbox="2059 1434 2748 1556">Slaves ran away when they saw a chance</td> </tr> </tbody> </table>	Source B	Source C	<b>Overall:</b> The sources agree about resistance on the plantations.		They sabotaged their owners by working slowly and inefficiently	The mildest forms of resistance were doing a job slowly or badly.	They were harshly punished for such behaviour/whipping, slaves had their ears, noses and limbs cut off	The punishments for slaves who resisted were very harsh/ punishments such as hanging, mutilation or lashing were common	Many slaves attempted to run away	Slaves ran away when they saw a chance
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Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
27.	<p><b>Describe the methods used by abolitionists to try and end the slave trade.</b></p> <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. abolitionists formed The Society for the Abolition of the Slave Trade to campaign against the Slave Trade</li> <li>2. Thomas Clarkson visited ports such as Liverpool and Bristol to collect evidence/ collected artefacts such as manacles and thumbscrews to show people the horrors of the trade</li> <li>3. Equiano highlighted his experience of slavery</li> <li>4. a diagram of a slave ship, the Brookes, was also published/other pamphlets and posters were produced</li> <li>5. the society produced evidence that hundreds of British seamen involved in the trade died every year</li> <li>6. William Wilberforce tried to influence the prime minister and Prince of Wales to support the abolition of the slave trade/MPs were routinely petitioned</li> <li>7. Wilberforce presented a bill to Parliament on numerous occasions to end the slave trade</li> <li>8. John Newton, a former slave ship captain, preached against slavery</li> <li>9. Newton wrote the hymn 'Amazing Grace'</li> <li>10. Granville Sharp challenged slavery in the courts</li> <li>11. anti-slavery petitions were signed</li> <li>12. Wedgwood produced goods with the slogan 'Am I not a man and a brother?'</li> <li>13. people boycotted goods such as sugar</li> <li>14. <b>any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to</b></li> </ol>

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

Section 2, Context D, Changing Britain, 1760-1914

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question												
28.	<p>Compare the views of <u>Sources A</u> and <u>B</u> about the events of the Peterloo massacre in 1819.</p> <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>. 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> <table border="1" data-bbox="1383 926 2748 1793"> <thead> <tr> <th colspan="2" data-bbox="1383 926 2748 1003"><b>Possible points of comparison may include:</b></th> </tr> <tr> <th colspan="2" data-bbox="1383 1003 2748 1081"><b>Overall:</b> Sources mostly agree about the events of the massacre</th> </tr> <tr> <th data-bbox="1383 1081 2059 1159"><b>Source B</b></th> <th data-bbox="2059 1081 2748 1159"><b>Source C</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="1383 1159 2059 1325">People had gathered from all over Lancashire in St Peter's Fields</td> <td data-bbox="2059 1159 2748 1325">I saw a large crowd that had gathered from miles around and was moving towards St Peter's Fields</td> </tr> <tr> <td data-bbox="1383 1325 2059 1583">The magistrates wrongly believed that people had been marching and drilling like soldiers in preparation</td> <td data-bbox="2059 1325 2748 1583">(I laughed at the fears of the magistrates as) the so-called 'marching' protest was actually a procession of men with their wives, sisters and children</td> </tr> <tr> <td data-bbox="1383 1583 2059 1793">11 people were killed and hundreds injured</td> <td data-bbox="2059 1583 2748 1793">I could see that many people had been hurt/I will always be haunted by the sight of those trampled bodies.</td> </tr> </tbody> </table>	<b>Possible points of comparison may include:</b>		<b>Overall:</b> Sources mostly agree about the events of the massacre		<b>Source B</b>	<b>Source C</b>	People had gathered from all over Lancashire in St Peter's Fields	I saw a large crowd that had gathered from miles around and was moving towards St Peter's Fields	The magistrates wrongly believed that people had been marching and drilling like soldiers in preparation	(I laughed at the fears of the magistrates as) the so-called 'marching' protest was actually a procession of men with their wives, sisters and children	11 people were killed and hundreds injured	I could see that many people had been hurt/I will always be haunted by the sight of those trampled bodies.
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Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
29.	<p><b>Explain the reasons why working in mills was harmful to the health of textile workers.</b></p> <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. hot temperatures led to exhaustion/poor health/made accidents more likely</li> <li>2. long hours (12 to 18 hour days) led to exhaustion/poor health/made accidents more likely</li> <li>3. few breaks led to exhaustion/made accidents more likely</li> <li>4. lack of ventilation made it hard to breathe</li> <li>5. harmful dust particles and fibres in the air led to a high rate of lung disease (TB)</li> <li>6. noise of machinery often damaged hearing</li> <li>7. open lavatory buckets smelly and unhygienic</li> <li>8. machines were not fenced, so accidents were frequent</li> <li>9. workers often had to work and eat during short breaks which led to accidents being more likely</li> <li>10. children often had to climb beneath machinery to clean, causing accidents</li> <li>11. child workers prone to rickets due to lack of sunlight and poor quality of food</li> <li>12. workers became deformed/stomach pains due to long hours bending over machines</li> <li>13. varicose veins common from workers spending long hours on feet</li> <li>14. workers were often badly treated or beaten by overseers</li> <li>15. before 1830s no laws to regulate working conditions/protect health</li> <li>16. difficult to enforce laws passed/not enough factory inspectors</li> </ol>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
30.	<p><b>How fully does <u>Source C</u> explain the benefits brought to Britain by railways?</b></p> <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 which support their judgement. 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 or which refer only to the source.</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.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made or 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. even the most remote country areas were brought into contact with towns and cities</li> <li>2. industries benefited greatly from being able to transport their raw materials and goods quickly/cheaply</li> <li>3. farmers were able to sell their fresh produce over greater distances</li> <li>4. faster travel meant that people could live further from their jobs/towns spread as suburbs were built</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. many jobs created (eg to build or run the railways)</li> <li>6. daily national newspapers now possible</li> <li>7. improved postal services</li> <li>8. cheap fares/day trips and holidays for working class possible</li> <li>9. Parliamentary trains meant railway travel was accessible to all</li> <li>10. MPs could travel quickly between constituencies and London</li> <li>11. political parties able to campaign nationwide</li> <li>12. enabled growth of trade union movement</li> <li>13. standardised time across Britain (GMT/Railway time)</li> <li>14. enabled national sporting leagues to develop</li> <li>15. perishable foods more widely available, so diet improved</li> <li>16. <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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
31.	<p><b>Describe the changes made to voting and representation by 1867.</b></p> <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> <p><b>1832 Reform Act:</b></p> <ol style="list-style-type: none"> <li>1. seats were distributed more fairly (eg industrial towns gained MPs)</li> <li>2. pocket/rotten boroughs lost their MPs</li> <li>3. boroughs with less than 4,000 inhabitants lost one MP each</li> <li>4. more seats were awarded to the counties</li> <li>5. Scotland was awarded extra seats/Ireland was given extra seats</li> <li>6. some people lost the right to vote (eg working men in 'potwalloper' burghs)</li> <li>7. 1 in 6 adult men now had the vote/1 in 8 in Scotland, 1 in 5 in England.</li> <li>8. electorate increased by about 60%/from 435,000 to 652,000</li> <li>9. in Scotland the electorate increased from 4,500 to 65,000</li> <li>10. in burghs the franchise was standardised/all male householders paying £10 per annum rent got the vote</li> <li>11. in counties the franchise was extended to 40 shilling (£2)freeholders/ £10 copyholders/£50 tenants</li> <li>12. this meant that middle-class men now had the vote (eg small landowners, tenant farmers and shopkeepers)</li> <li>13. voter registration introduced/duration of polling limited to two days</li> </ol>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p><b>1867 Reform Act:</b></p> <ul style="list-style-type: none"> <li>14. enfranchised 1.25 million men/effectively doubled the electorate/1 in 3 men now had vote</li> <li>15. all male householders/lodgers in burghs who paid rent of £10 per annum got the vote (enfranchised skilled working men in towns)</li> <li>16. business owners who paid rates of £12 per annum got the vote</li> <li>17. seats were redistributed from small towns to the growing industrial towns or counties(eg Liverpool got an extra MP/Edinburgh from two to four MPs)</li> <li>18. the University of London was also given a seat/two seats given to Scottish universities</li> <li>19. <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> </ul>

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
32.	<p><b>Describe the problems facing the poor by the early 1900s.</b></p> <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. poor housing (eg dampness, vermin, shared outside toilets)</li> <li>2. poor health/lack of affordable health-care.</li> <li>3. overcrowding - often leading to health problems (eg TB)</li> <li>4. malnutrition led to health problems (eg Rickets)</li> <li>5. low wages/few benefits</li> <li>6. Unemployment/employment often cyclical or seasonal</li> <li>7. dependence on charity/voluntary organisations (eg no pensions until 1908)</li> <li>8. fear/stigma of workhouse/poorhouse (splitting up of families in workhouse)</li> <li>9. destitution/homelessness</li> <li>10. high death rates - especially of young children/vulnerable people</li> <li>11. lack of sympathy - due to laissez-faire attitudes</li> <li>12. lack of education</li> <li>13. excessive drunkenness/gambling</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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
33.	<p><b>How fully does <u>Source A</u> explain the reasons for changing attitudes to poverty by the 1900s?</b></p> <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 which support their judgement. 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 or which refer only to the source.</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.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made or 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. other parties were afraid that they might lose votes to Labour if they did not show that they wanted to help the poor</li> <li>2. most working class men now had the vote, so it was possible that they could vote for Labour</li> <li>3. Trade unions put pressure on the Liberals and Conservatives, to do more to help the poor</li> <li>4. society was beginning to accept that some people became poor through no fault of their own</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. Booth's survey revealed high levels of poverty in London.</li> <li>6. Rowntree's survey revealed that the problem was not confined to London - provincial cities like York affected too.</li> <li>7. concerns over fitness of recruits during Boer War led to desire to improve health by tackling poverty.</li> <li>8. concerns over national efficiency/worries about Britain's future workforce led to desire to tackle poverty and poor health</li> <li>9. other countries beginning to challenge Britain's position (eg Germany and the USA)</li> <li>10. 'New Liberals' accepted that government had to intervene more in the lives of the people to help the poor</li> <li>11. politicians such as David Lloyd George came from a working class background and had genuine concern for the poor</li> </ol>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					<p>12. the Germans had introduced some welfare reforms already and the 'German Model' was studied and copied by the British/David Lloyd George had visited Germany for this purpose</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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
34.	<p><b>Explain the reasons why the reforms of the Liberal government of 1906 - 1914 did not fully meet the needs of the British people.</b></p> <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>• 1 mark should be given for each accurate relevant point</li> <li>• a second mark 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>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b><i>Possible reasons may include:</i></b></p> <ol style="list-style-type: none"> <li>1. Liberals had no overall plan for social reform</li> <li>2. reforms were selective/only helped some groups/deserving poor</li> <li>3. benefit levels were ungenerous/often below subsistence level (eg pensions)</li> <li>4. many of the reforms were voluntary/optional/control given to local authorities (eg school meals only made compulsory in 1914)</li> <li>5. unemployment benefit only paid for short-term (15 weeks), so did not tackle long-term unemployment</li> <li>6. unemployment insurance only for certain trades</li> <li>7. problems with pensions (eg payable at 70 - well above average life-expectancy)</li> <li>8. medical inspections did not provide treatment (until 1912 when school clinics introduced)</li> <li>9. health insurance did not cover most hospital treatment</li> <li>10. families of workers not covered by health insurance</li> <li>11. housing not tackled at all</li> <li>12. Education barely tackled (apart from some scholarships in 1907/8 Education Act)</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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question												
35.	<p>Compare the views of <u>Sources B</u> and <u>C</u> about the success of the reforms of the Labour Government of 1945 - 1951.</p> <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>. 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> <table border="1" data-bbox="1383 789 2748 1608"> <thead> <tr> <th colspan="2" data-bbox="1383 789 2748 867"><b>Possible points of comparison may include:</b></th> </tr> <tr> <td colspan="2" data-bbox="1383 867 2748 940"><b>Overall:</b> The Sources disagree about the success of the Labour reforms</td> </tr> <tr> <th data-bbox="1383 940 2059 1020">Source B</th> <th data-bbox="2059 940 2748 1020">Source C</th> </tr> </thead> <tbody> <tr> <td data-bbox="1383 1020 2059 1142">Their record of success is difficult to argue with</td> <td data-bbox="2059 1020 2748 1142">Their reputation ... is not entirely deserved</td> </tr> <tr> <td data-bbox="1383 1142 2059 1398">The National Health Service was the greatest achievement of the Labour welfare state, giving free medical and dental treatment to all</td> <td data-bbox="2059 1142 2748 1398">By 1951, charges had to be introduced (for some dental treatment, spectacles and prescriptions) meaning that the NHS was not an entirely free service.</td> </tr> <tr> <td data-bbox="1383 1398 2059 1608">Considerable progress was made in tackling the housing shortage/ between 1948 and 1951, around 200,000 homes were built per year</td> <td data-bbox="2059 1398 2748 1608">Labour's record on house building is poor (when compared to that of the previous governments of the 1930s)</td> </tr> </tbody> </table>	<b>Possible points of comparison may include:</b>		<b>Overall:</b> The Sources disagree about the success of the Labour reforms		Source B	Source C	Their record of success is difficult to argue with	Their reputation ... is not entirely deserved	The National Health Service was the greatest achievement of the Labour welfare state, giving free medical and dental treatment to all	By 1951, charges had to be introduced (for some dental treatment, spectacles and prescriptions) meaning that the NHS was not an entirely free service.	Considerable progress was made in tackling the housing shortage/ between 1948 and 1951, around 200,000 homes were built per year	Labour's record on house building is poor (when compared to that of the previous governments of the 1930s)
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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
36.	<p><b>Describe the role of a knight in medieval times.</b></p> <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. knights were expected to fight for the king</li> <li>2. knights were expected to carry out castle guard duty</li> <li>3. knights were expected to fight for the Church/protect the clergy</li> <li>4. orders of knights protected pilgrims (eg the Knights Templar)</li> <li>5. knights were expected to protect the weak and vulnerable in society (eg elderly, children)</li> <li>6. knights were part of the feudal system providing land for peasants to cultivate</li> <li>7. knights enforced law and order/were members of a jury in some countries</li> <li>8. knights were expected to be role models/to live by the Code of Chivalry</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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
37.	<p><b>Explain the reasons why the People's Crusade failed.</b></p> <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. Peter the Hermit was a poor military leader</li> <li>2. belief in the righteousness of their cause made them overconfident</li> <li>3. the peasants were not trained soldiers/accompanied by wives, children, even the elderly</li> <li>4. the peasants had few weapons</li> <li>5. the peasants ran out of supplies/money whilst travelling across Europe</li> <li>6. the peasants were ill-disciplined on their journey (eg treatment of the Jews making communities unwilling to help them)</li> <li>7. the peasants ignored Emperor Alexius' advice to wait for the main Crusader army</li> <li>8. the peasants split into different groups and elected their own leaders/Peter the Hermit was cast aside</li> <li>9. peasants were lured into an ambush by spies</li> <li>10. the peasants were defeated by Muslim forces/most were killed/supplies lost</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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
38.	<p><b>How fully does <u>Source A</u> describe Muslim disunity during the First Crusade?</b></p> <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 which support their judgement. 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 or which refer only to the source.</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</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made or 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. Muslim communities did not attack Crusaders/gave them money to keep the peace</li> <li>2. refused to join together and thought only of their own land</li> <li>3. Seljuk Turks had been defeated by Egyptian forces and lost the city</li> <li>4. Egyptians asked for help but no Muslim armies came to their aid</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. the Crusaders captured Nicaea because Kilij Arslan was away fighting other Muslims (eg The Danishmends)</li> <li>6. at Antioch the Crusaders bribed a Muslim who let them into the city eg Firouz</li> <li>7. Kerbogha arrived late to Antioch because he spent time trying to protect his own land first (eg attacked Edessa)</li> <li>8. Muslim forces refused to attack together at Antioch (eg Ridwan of Aleppo/Duqaq of Damascus)</li> <li>9. Kerbogha's men fled the battlefield at Antioch</li> <li>10. Turks did not attempt to recapture Jerusalem because they had land disputes to settle with other Muslim groups elsewhere.</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> </ol>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
39.	<p><b>Evaluate the usefulness of <u>Source B</u> as evidence of the Battle of Hattin.</b></p> <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="1383 1167 2742 1822"> <thead> <tr> <th data-bbox="1383 1167 1881 1245">Aspect of the source</th> <th data-bbox="1881 1167 2742 1245">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1383 1245 1881 1367"><b>Author:</b> A Crusader</td> <td data-bbox="1881 1245 2742 1367">Useful because he has first-hand experience/eyewitness</td> </tr> <tr> <td data-bbox="1383 1367 1881 1488"><b>Type of Source:</b> Chronicle</td> <td data-bbox="1881 1367 2742 1488">Useful because it was a well-researched record of events in the East</td> </tr> <tr> <td data-bbox="1383 1488 1881 1656"><b>Purpose:</b> To record/blame King Guy for the defeat</td> <td data-bbox="1881 1488 2742 1656">Useful because it provides a detail account of the battle/less useful as it may be biased</td> </tr> <tr> <td data-bbox="1383 1656 1881 1822"><b>Timing:</b> 1187</td> <td data-bbox="1881 1656 2742 1822">Useful because it was written at the time of the Battle of Hattin</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> A Crusader	Useful because he has first-hand experience/eyewitness	<b>Type of Source:</b> Chronicle	Useful because it was a well-researched record of events in the East	<b>Purpose:</b> To record/blame King Guy for the defeat	Useful because it provides a detail account of the battle/less useful as it may be biased	<b>Timing:</b> 1187	Useful because it was written at the time of the Battle of Hattin
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					<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. Saladin's army set fire to the grass around the Crusaders' camp</li> <li>2. not all Crusaders agreed with the march to Tiberias (eg Roland of Tripoli)</li> <li>3. Saladin's army captured some Crusaders as prisoners</li> <li>4. Saladin's army captured a shard of the True Cross</li> <li>5. Saladin spared the life of King Guy and some other Christian lords</li> <li>6. repeated charges by mounted Crusaders against Muslim lines failed</li> <li>7. <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 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
40.	<p><b>Explain the reasons why the colonists had become unhappy with British rule by the 1770s.</b></p> <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 colonists were unhappy with the imposition of laws and taxes which were seen as unjust (eg the passing of the Stamp Act and Townshend Act in the 1760s had been very unpopular measures)</li> <li>2. they resented being taxed without representation in the British parliament</li> <li>3. events such as the Boston Tea Party led to an increase in anti-British feeling among colonists/unhappiness at high-handed actions of British government</li> <li>4. the colonists were unhappy with the continuing presence of British soldiers in the colonies</li> <li>5. some colonists were frustrated that the British were stopping them from moving West</li> <li>6. some colonists felt that the policies of the British government were damaging trade</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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
41.	<p><b>Describe the events at Bunker Hill in 1775.</b></p> <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 secured high ground at Bunker Hill overlooking British forces</li> <li>2. British Navy opened fire on the colonists' position (but shells fell short)</li> <li>3. Prescott told the colonists, 'Don't fire until you see the whites of their eyes!' (to save much needed ammunition)</li> <li>4. British charged the hill three times before the colonists were driven away/ran out of ammunition</li> <li>5. British soldiers were exposed to American musket fire as they made their way up the hill</li> <li>6. Bright uniforms of British soldiers made them easy targets</li> <li>7. British suffered around 1,000 casualties (226 killed, 828 wounded)</li> <li>8. Colonists suffered less than half of British casualties (around 100-400 killed and 300 wounded)</li> <li>9. British were victorious/Colonists achieved confidence boost for future battles against British forces</li> <li>10. <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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
42.	<p><b>How fully does <u>Source A</u> describe the events at Lexington and Concord in 1775?</b></p> <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 which support their judgement. 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 or which refer only to the source.</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.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made or 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. British soldiers were dispatched to seize the supplies</li> <li>2. when the British arrived at Lexington they were confronted by a group of minutemen</li> <li>3. shots were fired and several colonists were killed</li> <li>4. the British then marched on to Concord where they destroyed any remaining supplies.</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. the Sons of Liberty had discovered that the British were planning to march on Concord.</li> <li>6. Paul Revere and other riders sounded the alarm</li> <li>7. church bells roused the minutemen from their beds.</li> <li>8. the British soldiers were attacked by angry colonists as they tried to make their way back to Boston.</li> <li>9. many British soldiers were killed and injured.</li> <li>10. Colonists in Massachusetts continued to attack the British forces.</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> </ol>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
43.	<p>Evaluate the usefulness of <u>Source B</u> as evidence of the condition of the American army during the winter of 1777.</p> <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>Candidates can be credited in a number of ways up to a maximum of <b>5 marks</b>.</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="1383 1161 2742 1770"> <thead> <tr> <th data-bbox="1383 1161 1881 1236">Aspect of the source</th> <th data-bbox="1881 1161 2742 1236">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1383 1236 1881 1360"><b>Author:</b> American army officer</td> <td data-bbox="1881 1236 2742 1360">Useful as he is an eyewitness/first-hand experience</td> </tr> <tr> <td data-bbox="1383 1360 1881 1484"><b>Type of Source:</b> Diary entry</td> <td data-bbox="1881 1360 2742 1484">Useful as it is more likely to reveal his true opinion/feelings</td> </tr> <tr> <td data-bbox="1383 1484 1881 1648"><b>Purpose:</b> To record</td> <td data-bbox="1881 1484 2742 1648">Useful as it is a private record and is less likely to be biased on the poor condition of the American army</td> </tr> <tr> <td data-bbox="1383 1648 1881 1770"><b>Timing:</b> 1777</td> <td data-bbox="1881 1648 2742 1770">Useful because it was written during the Wars of Independence</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> American army officer	Useful as he is an eyewitness/first-hand experience	<b>Type of Source:</b> Diary entry	Useful as it is more likely to reveal his true opinion/feelings	<b>Purpose:</b> To record	Useful as it is a private record and is less likely to be biased on the poor condition of the American army	<b>Timing:</b> 1777	Useful because it was written during the Wars of Independence
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					<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. the American forces had endured a number of military setbacks in 1777</li> <li>2. the Army was small in number/lacked experienced leadership/few professional soldiers</li> <li>3. Washington used the difficult winter of 1777 to train and discipline his soldiers into a much more effective force.</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 3, Context C, USA 1850-1880

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
44.	<p><b>Describe the problems faced by the different groups who travelled west after 1850.</b></p> <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. problems of trying to cross mountains and rivers</li> <li>2. difficulties with wagons (eg broken wheels)</li> <li>3. had to be timed to complete journey before winter struck</li> <li>4. dangers of weather - possibility of being stuck in snow</li> <li>5. had to cross deserts and plains/lack of water</li> <li>6. navigating the terrain was challenging</li> <li>7. problems of supplies lasting for the whole journey/lack of fuel in treeless plains</li> <li>8. threats of attack from Native Americans</li> <li>9. problems of disease (eg cholera killed many)</li> <li>10. attacks by wild animals</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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
45.	<p><b>Explain the reasons why the Southern States seceded from the Union in 1861.</b></p> <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. failure to resolve slavery as an issue between the states</li> <li>2. failure to resolve disputes over tariffs</li> <li>3. growth of abolitionism in North</li> <li>4. Dred Scott Case upset Northern States and abolitionists</li> <li>5. Kansas - Nebraska Act led to "Bleeding Kansas"</li> <li>6. growing tension between North and South (eg incidents such as John Brown/Harpers Ferry)</li> <li>7. south felt it was being blocked from expansion in new western territories</li> <li>8. growing industry/wealth and immigrant population of North was at odds with plantation life of South</li> <li>9. growth of Republican Party which favoured Northern interests/North increasingly dominating politics</li> <li>10. south felt it was being marginalised/losing influence</li> <li>11. election of Lincoln in 1860 angered Southern states who saw it as an attack upon them</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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
46.	<p><b>Evaluate the usefulness of <u>Source A</u> as evidence of slave life on plantations before 1861.</b></p> <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="1383 1167 2742 1730"> <thead> <tr> <th data-bbox="1383 1167 1881 1245">Aspect of the source</th> <th data-bbox="1881 1167 2742 1245">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1383 1245 1881 1367"><b>Author:</b> George Fitzhugh</td> <td data-bbox="1881 1245 2742 1367">Useful as he was an eyewitness/first-hand experience</td> </tr> <tr> <td data-bbox="1383 1367 1881 1488"><b>Type of Source:</b> Letter</td> <td data-bbox="1881 1367 2742 1488">Useful as it gives his own honest opinion</td> </tr> <tr> <td data-bbox="1383 1488 1881 1610"><b>Purpose:</b> To persuade</td> <td data-bbox="1881 1488 2742 1610">Less useful as it presents a biased view of slavery</td> </tr> <tr> <td data-bbox="1383 1610 1881 1730"><b>Timing:</b> 1857</td> <td data-bbox="1881 1610 2742 1730">Useful as it was written at the time when slavery existed</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> George Fitzhugh	Useful as he was an eyewitness/first-hand experience	<b>Type of Source:</b> Letter	Useful as it gives his own honest opinion	<b>Purpose:</b> To persuade	Less useful as it presents a biased view of slavery	<b>Timing:</b> 1857	Useful as it was written at the time when slavery existed
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					<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. no mention of punishments</li> <li>2. no mention of particular mistreatment of female slaves</li> <li>3. no mention of splitting of slave families</li> <li>4. no mention of slaves as property</li> <li>5. no mention of slaves running away</li> <li>6. no mention of Abolitionist viewpoints</li> <li>7. <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>									

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
47.	<p><b>How fully does <u>Source B</u> describe the impact of Reconstruction in the South after 1865?</b></p> <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 which support their judgement. 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 or which refer only to the source.</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.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made or 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. slaves were made free in 1865</li> <li>2. the right of citizenship granted in the Fourteenth Amendment is practically a mockery/is ignored</li> <li>3. the right to vote, provided for in the Fifteenth Amendment, is under attack/is ignored</li> <li>4. the old ruling class is victorious today/the newly freed slaves are little better off than they were before</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. Carpetbaggers and Scalawags exploited opportunities in South</li> <li>6. Freedman's Bureau helped freed slaves with their needs (eg jobs)</li> <li>7. Sharecroppers little better off after 1865</li> <li>8. Black Codes restricted the rights of black Americans eg could not leave employment without permission</li> <li>9. KKK and other groups used violence to attack freed slaves</li> <li>10. Jim Crow Laws began to be passed after 1877 (eg separate facilities)</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> </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
48.	<p><b>Explain the reasons why the German people were opposed to the Treaty of Versailles.</b></p> <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. Germany got no say in the Treaty/called it a “DIKTAT” a dictated peace</li> <li>2. Germany blamed for starting the war (War Guilt Clause)</li> <li>3. felt it humiliated Germany/was unacceptable/too harsh</li> <li>4. Germans resented having to pay reparations</li> <li>5. with the Kaiser gone Germans did not believe they should be punished</li> <li>6. not based on Wilson’s 14 points eg no self determination</li> <li>7. Germany lost land eg people living under foreign rule</li> <li>8. loss of colonies felt to be unfair</li> <li>9. Armed forces reduced increasing unemployment/leaving them vulnerable to attack</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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
49.	<p><b>Describe the treatment of the Jews in Nazi Germany.</b></p> <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. Anti-Jewish propaganda: blamed for World War One/Communism/ economic ruin/contaminating the “Master Race”</li> <li>2. Jews were often abused or beaten up in the streets</li> <li>3. Anti-Semitic education: pupils taught to be hostile to Jews: teachers humiliated Jewish children</li> <li>4. from 1933 Anti-Jewish Laws/boycott of Jewish shops/doctors/lawyers/ lecturers dismissed</li> <li>5. Law for the Restoration of the Professional Civil Service banned Jews from government jobs</li> <li>6. 1935: Jews forbidden to join the Army; restrictions on opportunities for employment, education; Civil Liberties restricted; Anti-Jewish signs displayed in shops/restaurants/cafes</li> <li>7. 1935 Nuremburg Laws for protection of German blood and honour (eg ban on marriage between Jews and non-Jews)</li> <li>8. Sexual relations between Jews and non-Jews outside marriage - criminal offence</li> <li>9. 1935 National Law of Citizenship meant Jews lost citizenship – no vote/ rights</li> <li>10. 1938 Government contracts only for Aryan firms</li> <li>11. 1938 only Aryan doctors were allowed to treat Aryan patients</li> <li>12. 1938 all Jews had to take new first name: Israel and Sarah: adding to signatures/passport stamped with letter ‘J’</li> </ol>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					<p>13. 1938 Kristallnacht - massive anti-Semitic campaign: Jewish homes/shops/synagogues destroyed; 100 killed/2000 arrested/</p> <p>14. Many Jews sent to concentration camps/murdered</p> <p>15. <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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
50.	<p><b>Evaluate the usefulness of <u>Source A</u> as evidence of the use of intimidation by the Nazis.</b></p> <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="1383 1167 2754 1734"> <thead> <tr> <th data-bbox="1383 1167 1881 1245">Aspect of the source</th> <th data-bbox="1881 1167 2754 1245">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1383 1245 1881 1367"><b>Author:</b> Ernst Thalmann</td> <td data-bbox="1881 1245 2754 1367">Useful as it is from someone who has first-hand experience of Nazi intimidation</td> </tr> <tr> <td data-bbox="1383 1367 1881 1488"><b>Type of Source:</b> Diary</td> <td data-bbox="1881 1367 2754 1488">Useful as it is an honest personal account</td> </tr> <tr> <td data-bbox="1383 1488 1881 1610"><b>Purpose:</b> To inform</td> <td data-bbox="1881 1488 2754 1610">Useful as it provides a balanced (and detailed) account of the use of intimidation by the Nazis</td> </tr> <tr> <td data-bbox="1383 1610 1881 1734"><b>Timing:</b> 1933</td> <td data-bbox="1881 1610 2754 1734">Useful as it is from the time that the Nazis were routinely intimidating their opponents</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> Ernst Thalmann	Useful as it is from someone who has first-hand experience of Nazi intimidation	<b>Type of Source:</b> Diary	Useful as it is an honest personal account	<b>Purpose:</b> To inform	Useful as it provides a balanced (and detailed) account of the use of intimidation by the Nazis	<b>Timing:</b> 1933	Useful as it is from the time that the Nazis were routinely intimidating their opponents
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					<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. the SS also very intimidating</li> <li>2. fear of concentration camps intimidating</li> <li>3. use of Gestapo informers/other spying systems intimidated people</li> <li>4. public executions acted as a warning to others</li> <li>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>									

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
51.	<p><b>How fully does <u>Source B</u> describe the activities of the Hitler Youth?</b></p> <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 which support their judgement. 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 or which refer only to the source.</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.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made or 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. boys learned military skills such as practising with weapons</li> <li>2. to toughen them up, they were taken on cross country hikes and runs</li> <li>3. boys were also tested on their knowledge of Nazism</li> <li>4. however they did not all enjoy the endless marching</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. details on “military athletics” (Wehrsport) (eg bayonet drill, grenade throwing, trench digging, map reading, gas defence, use of dugouts, how to get under barbed wire and pistol shooting)</li> <li>6. compulsory gymnastics/ other sporting activities like football/handball</li> <li>7. competitive boxing matches (where the rules were not as important as beating your opponent)</li> <li>8. camping trips</li> <li>9. played musical instruments/learned Nazi songs</li> <li>10. parades/pageants</li> <li>11. <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 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
52.	<p><b>How fully does <u>Source A</u> describe the conditions of workers and peasants in Russia before 1905?</b></p> <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 which support their judgement. 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.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made or 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. police brutality is steadily growing</li> <li>2. many workers are now imprisoned along with political prisoners</li> <li>3. millions of peasants.....become poorer every year</li> <li>4. famine is now normal throughout the country</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. redemption payments and high taxes meant peasants struggle</li> <li>6. shortage of land/the majority of land owned by nobility</li> <li>7. backward agricultural techniques led to poor output</li> <li>8. poor living conditions for peasants (eg one room huts)</li> <li>9. workers have poor working conditions/many accidents in factories</li> <li>10. low pay/rising cost of food and fuel</li> <li>11. workers have poor living conditions/many live in overcrowded conditions</li> <li>12. lacked basic freedoms (eg free speech, democratic elections)</li> <li>13. constant fear of arrest by Okhrana</li> <li>14. <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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
53.	<p><b>Describe the reforms which were introduced in Russia after the 1905 Revolution.</b></p> <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. Stolypin Reforms introduced to improve agriculture</li> <li>2. ended redemption payments</li> <li>3. allowed peasant families to leave the commune or Mir</li> <li>4. encouraging peasants to group their strips of land into larger fields/ changed the rules of inheritance</li> <li>5. created the Kulak class</li> <li>6. Duma was set up/the October Manifesto introduced greater freedoms</li> <li>7. Trade unions legalised</li> <li>8. National insurance scheme introduced for industrial workers</li> <li>9. education extended to increase literacy</li> <li>10. armed forces modernised</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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
54.	<p><b>Explain the reasons why the Bolsheviks were able to seize power in Petrograd in October 1917.</b></p> <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. dual power had weakened authority of Provisional Government</li> <li>2. Provisional Government losing support due to problems caused by war (g failure to tackle inflation and shortages)</li> <li>3. Provisional Government losing support due to failure to tackle the land issue</li> <li>4. Provisional Government losing support for continuing the war despite military defeats</li> <li>5. failure to hold quick elections to the Constituent Assembly made it unpopular</li> <li>6. Provisional Government appeared weak due to Kornilov Revolt</li> <li>7. Kornilov Revolt had resulted in the arming of Bolshevik Red Guards</li> <li>8. Bolshevik slogan 'Peace, Bread and Land' gained popular support</li> <li>9. Bolsheviks had been gaining control in the Petrograd Soviet/ increasingly Soviets taking charge</li> <li>10. leadership of Lenin/Trotsky was decisive</li> <li>11. Military Revolutionary Council set up by Bolsheviks to control army units</li> <li>12. only Women's Battalion of Death and a few others still defending Government in Winter Palace/seized Winter Palace with little opposition</li> <li>13. seizure of communication centres prevented help being summoned</li> <li>14. blocking of transport links prevented help being summoned</li> <li>15. <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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question								
55.	<p><b>Evaluate the usefulness of <u>Source B</u> as evidence of the reasons for the Bolshevik victory in the Civil War.</b></p> <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="1383 1255 2754 1787"> <thead> <tr> <th data-bbox="1383 1255 1881 1335">Aspect of the source</th> <th data-bbox="1881 1255 2754 1335">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1383 1335 1881 1503"><b>Author:</b> Leon Trotsky</td> <td data-bbox="1881 1335 2754 1503">Useful as he had first-hand experience/was the commander of the Red Army and therefore well informed</td> </tr> <tr> <td data-bbox="1383 1503 1881 1625"><b>Type of Source:</b> Diary</td> <td data-bbox="1881 1503 2754 1625">Useful as it is an honest personal account</td> </tr> <tr> <td data-bbox="1383 1625 1881 1787"><b>Purpose:</b> To record</td> <td data-bbox="1881 1625 2754 1787">Less useful as may be limited to his perspective</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> Leon Trotsky	Useful as he had first-hand experience/was the commander of the Red Army and therefore well informed	<b>Type of Source:</b> Diary	Useful as it is an honest personal account	<b>Purpose:</b> To record	Less useful as may be limited to his perspective
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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
56.	<p><b>Explain the reasons why Mussolini was able to secure power in Italy by 1925.</b></p> <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. Mussolini exploited weaknesses of other groups by use of his newspaper 'Il Popolo D'Italia'</li> <li>2. by 1921 - fascism was anti-communist, anti-trade union, anti-socialist and pro-nationalism and thus became attractive to the middle and upper classes</li> <li>3. fascism became pro-conservative, appealed to family values, supported church and monarchy</li> <li>4. promised to work within the accepted political system (this made fascism more respectable and appealing to both the monarchy and the papacy)</li> <li>5. violence showed fascism was strong and ruthless (it appealed to many ex-soldiers)</li> <li>6. middle class frightened by Communism/fascists appeared to be only ones prepared to stand up to Communists</li> <li>7. fascists promised strong government. This was attractive after a period of extreme instability</li> <li>8. Mussolini attracted many with his powerful oratory. Mussolini manipulated his image, kept out of violence himself but exploited the violence of others</li> <li>9. Parliamentary government was weak - informal 'liberal' coalitions. Corruption was commonplace (transformismo)</li> <li>10. the Acerbo law was used to secure a Fascist parliamentary majority</li> </ol>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					<p>11. the King gave in to Fascist pressure during the March on Rome. He failed to call Mussolini's bluff</p> <p>12. after the Aventine Secession the King was unwilling to dismiss Mussolini</p> <p>13. Mussolini's' political opponents were divided and this weakened them</p> <p>14. Mussolini's Blackshirts terrorised the cities and provinces causing fear with tactics such as force-feeding with toads and castor oil</p> <p>15. destruction of opposition press severely weakened them</p> <p>16. <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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
57.	<p><b>Describe the policies introduced by Mussolini to try to control the lives of young Italians.</b></p> <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. from 1925 teachers with suspect political views could be dismissed</li> <li>2. from 1929 all teachers were required to take an oath of loyalty to the regime</li> <li>3. in 1931 a Fascist Teachers Association was set up to regulate the profession. Membership was compulsory by 1937</li> <li>4. in schools the cult of personality was heavily promoted (the Duce's portrait had to be hung alongside that of the King)</li> <li>5. teachers were ordered to stress the genius and strength of Mussolini</li> <li>6. children were taught the importance of obedience in the Fascist state/ Text books were altered</li> <li>7. in history children were taught that Italy had been the cradle of European civilisation and that Italians had always been at the forefront of events. Italy's role in the First World War was exaggerated</li> <li>8. The Fascist Youth movement, the Opera Nazionale Balliala (ONB) was set up to control young people's leisure activities</li> <li>9. The Ballila and Avanguardista provided military and ideological training as well as sports and fitness training for boys</li> <li>10. in the Piccole Italiane and Giovani Italiane girls were prepared for a traditional role by being taught sewing and child care</li> </ol>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					<p>11. at university level the Gruppi Universitari Fascisti (GUF) provided further sporting and military training/ students had to join to further careers</p> <p>12. <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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
58.	<p><b>How fully does <u>Source A</u> describe the cult of 'Il Duce'.</b></p> <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 which support their judgement. 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 or which refer only to the source.</b></p>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5marks.</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.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made or 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. media played an important role in establishing the cult of "Il Duce."</li> <li>2. the cult was intended to build popular support for the dictator and to secure support for the government</li> <li>3. Benito Mussolini was shown as a man chosen by destiny to save Italy and its people from Communism and Socialism</li> <li>4. he was the new Caesar/a man of genius/a man of action</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. Mussolini started a new calendar with Year 1 beginning in 1922</li> <li>6. the regime made propagandist feature films</li> <li>7. the Duce was shown as a great athlete and musician</li> <li>8. always uniformed to portray strength and aggression</li> <li>9. the newspapers suggested that Mussolini was infallible</li> <li>10. an image of youthfulness was portrayed by not referring to Mussolini's age or the fact he wore glasses</li> <li>11. 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>12. indoctrination of children into 'cult' (eg school textbooks/fascist youth groups)</li> <li>13. <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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
59.	<p><b>Evaluate the usefulness of <u>Source B</u> as evidence of Mussolini's foreign policy.</b></p> <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="1383 1247 2748 1812"> <thead> <tr> <th data-bbox="1383 1247 1881 1325">Aspect of the source</th> <th data-bbox="1881 1247 2748 1325">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1383 1325 1881 1446"><b>Author:</b> Mussolini</td> <td data-bbox="1881 1325 2748 1446">Useful as he was in charge of Fascist foreign policy/first-hand experience</td> </tr> <tr> <td data-bbox="1383 1446 1881 1568"><b>Type of Source:</b> A speech</td> <td data-bbox="1881 1446 2748 1568">Less useful as Mussolini might exaggerate as this is intended for public consumption.</td> </tr> <tr> <td data-bbox="1383 1568 1881 1690"><b>Purpose:</b> To persuade</td> <td data-bbox="1881 1568 2748 1690">Less useful as Mussolini would be keen to justify military action/offers a one-sided view</td> </tr> <tr> <td data-bbox="1383 1690 1881 1812"><b>Timing:</b> 1922</td> <td data-bbox="1881 1690 2748 1812">Useful as Mussolini was in power with responsibility for Fascist foreign policy</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> Mussolini	Useful as he was in charge of Fascist foreign policy/first-hand experience	<b>Type of Source:</b> A speech	Less useful as Mussolini might exaggerate as this is intended for public consumption.	<b>Purpose:</b> To persuade	Less useful as Mussolini would be keen to justify military action/offers a one-sided view	<b>Timing:</b> 1922	Useful as Mussolini was in power with responsibility for Fascist foreign policy
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Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			9. Axis/Pact of Steel - Italian foreign policy in conjunction with Germany eg Munich Conference 10. played crucial role as mediator at Munich Conference Sept 1938/tried to appear as a moderate 11. <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>

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
60.	<p><b>Describe the ways that the Jim Crow laws segregated black and white Americans.</b></p> <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. separate restaurants</li> <li>2. separate schools</li> <li>3. separate toilets, drinking fountains and restrooms</li> <li>4. separate carriages on busses/trains</li> <li>5. separate entrances and wards in hospitals</li> <li>6. separate graveyards</li> <li>7. separate leisure and sporting facilities</li> <li>8. in some states marriage between whites and blacks was forbidden</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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
61.	<p><b>Explain the reasons why many Americans were against immigration by the 1920s.</b></p> <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. unemployment increased after the war / immigrants were accused of taking jobs from Americans</li> <li>2. concern that immigrant workers were forcing wages down by working for less</li> <li>3. concern that immigrants would be used by employers to break strikes</li> <li>4. WASPs feared 'inferior' immigrants from south and east Europe would threaten their way of life/new immigrants had different religions</li> <li>5. concern that immigrants would create pressure on scarce housing</li> <li>6. feeling that new immigrants who were uneducated and illiterate had little to contribute to American life/spoke different languages</li> <li>7. immigrants were often blamed for crime, disease, alcoholism and other social problems in cities</li> <li>8. new immigrants often settled amongst people from their own countries leading to a perception that they were unwilling to mix with other Americans</li> <li>9. fear of political unrest from communist and socialist immigrants</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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
62.	<p><b>How fully does <u>Source A</u> describe the actions of the Ku Klux Klan in the 1920s?</b></p> <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 which support their judgement. 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 or which refer only to the source.</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.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made or 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. wearing white robes and pointed hats</li> <li>2. during elections, the Klan would wait outside the voting place to beat up blacks if they came near</li> <li>3. a divorced woman in Texas was tarred and feathered for remarrying</li> <li>4. a massive march in Washington DC in 1925</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. the Klan held elaborate ceremonies and used a coded language</li> <li>6. the Klan were intimidating (eg burned large crosses on hillsides and near the homes of people they wished to frighten)</li> <li>7. the Klan brutally assaulted many blacks/ night raids on black households</li> <li>8. the Klan lynched many blacks</li> <li>9. the Klan bombed and burned churches, schools and other meeting places used by black people</li> <li>10. use of propaganda/advertised to gain larger membership</li> <li>11. influenced all aspects of local authority (eg courts, police departments)</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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
63.	<p>Evaluate the usefulness of <b>Source B</b> as evidence of the reasons why Malcolm X was popular amongst many black Americans.</p> <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>Candidates can be credited in a number of ways up to a maximum of 5 marks.</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="1397 1108 2769 1780"> <thead> <tr> <th data-bbox="1397 1108 1896 1186">Aspect of the source</th> <th data-bbox="1896 1108 2769 1186">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1397 1186 1896 1354"><b>Author:</b> A black American taxi driver</td> <td data-bbox="1896 1186 2769 1354">Useful as he eyewitness/first-hand experience of Malcolm X/a member of the black American community</td> </tr> <tr> <td data-bbox="1397 1354 1896 1476"><b>Type of Source:</b> Newspaper interview</td> <td data-bbox="1896 1354 2769 1476">Useful as it contains an honest opinion/may be less useful as possibility of bias</td> </tr> <tr> <td data-bbox="1397 1476 1896 1598"><b>Purpose:</b> To inform</td> <td data-bbox="1896 1476 2769 1598">Useful as the interview provides several reasons for supporting Malcolm X</td> </tr> <tr> <td data-bbox="1397 1598 1896 1780"><b>Timing:</b> 1961</td> <td data-bbox="1896 1598 2769 1780">Useful as it is from the time when Malcolm X was a leading figure</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> A black American taxi driver	Useful as he eyewitness/first-hand experience of Malcolm X/a member of the black American community	<b>Type of Source:</b> Newspaper interview	Useful as it contains an honest opinion/may be less useful as possibility of bias	<b>Purpose:</b> To inform	Useful as the interview provides several reasons for supporting Malcolm X	<b>Timing:</b> 1961	Useful as it is from the time when Malcolm X was a leading figure
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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
64.	<p><b>Describe the ways in which Hitler rearmed Germany between 1933 and 1935.</b></p> <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. Hitler instructed industry to begin the secret production of new tanks, aircraft and other weapons</li> <li>2. by 1934 Hitler had doubled the size of the German army</li> <li>3. Hitler built up an air force of 2000 planes by the end of 1934</li> <li>4. Hitler introduced conscription to the German army/greatly expanded the office corps</li> <li>5. by the end of 1935 the German army totalled over 500,000 men</li> <li>6. the Anglo-German Naval agreement was signed giving Germany permission to build up its navy to a level that was 35% of Britain's naval strength</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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
65.	<p><b>Evaluate the usefulness of <u>Source A</u> as evidence of the consequences of the Anschluss.</b></p> <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="1383 1171 2748 1780"> <thead> <tr> <th data-bbox="1383 1171 1881 1247">Aspect of the source</th> <th data-bbox="1881 1171 2748 1247">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1383 1247 1881 1371"><b>Author:</b> Historian</td> <td data-bbox="1881 1247 2748 1371">Useful as it is written by a well-informed expert</td> </tr> <tr> <td data-bbox="1383 1371 1881 1537"><b>Type of Source:</b> Article (from a modern history journal)</td> <td data-bbox="1881 1371 2748 1537">Useful as it will have been well-researched</td> </tr> <tr> <td data-bbox="1383 1537 1881 1661"><b>Purpose:</b> To inform</td> <td data-bbox="1881 1537 2748 1661">Useful as it gives a balanced insight in to the consequences of the Anschluss</td> </tr> <tr> <td data-bbox="1383 1661 1881 1780"><b>Timing:</b> 2008</td> <td data-bbox="1881 1661 2748 1780">Useful as it was written with the benefit of hindsight</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> Historian	Useful as it is written by a well-informed expert	<b>Type of Source:</b> Article (from a modern history journal)	Useful as it will have been well-researched	<b>Purpose:</b> To inform	Useful as it gives a balanced insight in to the consequences of the Anschluss	<b>Timing:</b> 2008	Useful as it was written with the benefit of hindsight
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Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
66.	<p><b>How fully does <u>Source B</u> explain the reasons why Britain followed a policy of appeasement?</b></p> <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 which support their judgement. 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 or which refer only to the source.</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.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made or 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. a belief that given the harsh treatment of Germany at Versailles, Hitler's demands were not unreasonable</li> <li>2. the British public were still haunted by memories of World War One and unwilling to back military action</li> <li>3. Chiefs of the armed forces advised that that the British military was unprepared for war</li> <li>4. the Treasury meanwhile warned against the financial consequences of war</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. Germany had rearmed with a powerful army, navy and air force</li> <li>6. by appeasing Hitler Britain bought itself time to rearm and strengthen the military</li> <li>7. there was fear of war due to the likely destruction caused by bombing from the air</li> <li>8. lack of allies - Empire countries unwilling, USA isolationist and France not trusted</li> <li>9. Britain wanted a stronger Germany to prevent Communist expansion</li> <li>10. fear of war and its impact on the British Empire</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> </ol>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
67.	<p><b>Explain the reasons why Hitler declared war on Poland in 1939.</b></p> <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. Germany had a grievance over land lost to Poland at the end of World War One</li> <li>2. millions of Germans were forced to live under Polish rule</li> <li>3. Danzig, a German town and free city under the League, was run to suit the Poles</li> <li>4. The 'Polish Corridor' divided East Prussia from the rest of Germany</li> <li>5. A successful invasion of Poland would be popular/ provide land for Lebensraum</li> <li>6. Hitler regarded the Poles as inferior (untermenschen)</li> <li>7. The Nazi-Soviet Pact meant that Russia would not protect Poland</li> <li>8. The Pact of Steel had assured Germany of Italy's support</li> <li>9. Hitler did not believe that Britain would help Poland in the event of war</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 I, World War II, 1939-1945

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
68.	<p><b>Explain the reasons why Hitler launched an attack on Russia in June 1941.</b></p> <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 hated the Communist ideals of the USSR/thought Communism was a threat to Germany</li> <li>2. Hitler believed in the expansion rights of the Master Race and wanted Russian land as Lebensraum (Living space)/declared plans to invade in Mein Kampf</li> <li>3. Hitler believed the Russian army would be easily defeated due to Russia's failure in the Finnish war/as well as by purge of Red army</li> <li>4. believed USSR would be an easy target/fall in 6 to 8 weeks</li> <li>5. Hitler wanted to enslave the Russian people (untermenschen) to work for the German Master Race</li> <li>6. Hitler wanted valuable resources contained in Russia eg grain, oil, iron ore/Germany was running short of vital raw materials by 1940</li> <li>7. Hitler believed Russia to be a threat to Germany's interests in the Balkans and Scandinavia</li> <li>8. Stalin had resisted joining Germany, Italy and Japan in the Tripartite Pact of 1940</li> <li>9. Nazi-Soviet Pact of 1939 was only an alliance of convenience so that Hitler could successfully invade Poland/Hitler did not trust Stalin</li> <li>10. conquest of Russia would force Britain to surrender</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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
69.	<p><b>Describe the attack on Pearl Harbour by Japanese forces in December 1941.</b></p> <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. surprise attack on the morning of December 7<sup>th</sup> 1941</li> <li>2. Japanese bombers, fighter and torpedo planes were launched from six aircraft carriers in the Pacific</li> <li>3. attack came in two waves and lasted around 2 hours</li> <li>4. Japanese attacked US battleships and airfields</li> <li>5. USS Arizona exploded when a bomb hit the ship's magazine, killing approximately 1,100 men</li> <li>6. USS Oklahoma was torpedoed and listed so badly that it turned upside down</li> <li>7. Japanese sent in 5 midget subs to aid the air force/Americans sunk 4 of the midget subs and captured the 5<sup>th</sup></li> <li>8. all battleships stationed at Pearl Harbour were sunk or damaged</li> <li>9. over 2,400 Americans were dead/21 ships had been sunk or damaged/ over 188 US aircraft destroyed</li> <li>10. Japanese lost only 29 aircraft and 65 killed</li> <li>11. Japanese missed main targets as American aircraft carriers at sea</li> <li>12. <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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
70.	<p><b>How fully does <u>Source A</u> describe the preparations for the Normandy Landings of June 1944?</b></p> <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 which support their judgement. 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 or which refer only to the source.</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.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made or 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. preparations began in 1943 under the overall command of General Eisenhower of the United States</li> <li>2. Normandy was chosen as the site for the landings because of its open beaches that were not as well defended as those at Calais</li> <li>3. Normandy was also chosen because it had a fairly large port, Cherbourg</li> <li>4. it was also opposite the main ports of southern England</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. deception plans intended to fool Germans into believing an attack would come at Pas de Calais or Norway/Allies had decoded German messages which gave the Allies an advantage</li> <li>6. imaginary army units/rubber tanks/inflatable aircraft were stationed at areas around the Kent coast (opposite Calais)</li> <li>7. double agents operated to pass false information to Germans (Garbo)</li> <li>8. massive drive to manufacture equipment including transport ships, landing craft, amphibious tanks etc</li> <li>9. floating harbours constructed on Clydeside (Mulberry Harbours)</li> <li>10. pipe-line laid under the channel to transport fuel (Pluto)</li> <li>11. large numbers of soldiers trained in Devon and on Scottish coasts, amongst other places/mobilised in secret to Southern England</li> <li>12. prior to invasion Allied air forces targeted the railways and bridges of northern France to stop any counter-attack</li> </ol>

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					13. coordination with French Resistance 14. 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).

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71.	<p><b>Evaluate the usefulness of <u>Source B</u> as evidence of the use of atomic bombs against Japan in 1945.</b></p> <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="1383 1167 2742 1776"> <thead> <tr> <th data-bbox="1383 1167 1881 1245">Aspect of the source</th> <th data-bbox="1881 1167 2742 1245">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1383 1245 1881 1367"><b>Author:</b> US Government</td> <td data-bbox="1881 1245 2742 1367">Useful as it is a first-hand account</td> </tr> <tr> <td data-bbox="1383 1367 1881 1488"><b>Type of Source:</b> Leaflet</td> <td data-bbox="1881 1367 2742 1488">Less useful as it is a propaganda leaflet</td> </tr> <tr> <td data-bbox="1383 1488 1881 1656"><b>Purpose:</b> To persuade</td> <td data-bbox="1881 1488 2742 1656">Useful as it is an attempt to frighten the Japanese into surrendering</td> </tr> <tr> <td data-bbox="1383 1656 1881 1776"><b>Timing:</b> 16 August 1945</td> <td data-bbox="1881 1656 2742 1776">Useful as this leaflet comes from the time atomic bombs were dropped over Japan</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> US Government	Useful as it is a first-hand account	<b>Type of Source:</b> Leaflet	Less useful as it is a propaganda leaflet	<b>Purpose:</b> To persuade	Useful as it is an attempt to frighten the Japanese into surrendering	<b>Timing:</b> 16 August 1945	Useful as this leaflet comes from the time atomic bombs were dropped over Japan
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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										
72.	<p><b>Evaluate the usefulness of <u>Source A</u> as evidence of why the Berlin Wall was built.</b></p> <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="1383 1255 2748 1822"> <thead> <tr> <th data-bbox="1383 1255 1881 1335">Aspect of the source</th> <th data-bbox="1881 1255 2748 1335">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1383 1335 1881 1457"><b>Author:</b> East German government</td> <td data-bbox="1881 1335 2748 1457">Useful as it is a first-hand account</td> </tr> <tr> <td data-bbox="1383 1457 1881 1579"><b>Type of Source:</b> Leaflet</td> <td data-bbox="1881 1457 2748 1579">Useful as it is an attempt to justify the building of the Berlin Wall</td> </tr> <tr> <td data-bbox="1383 1579 1881 1701"><b>Purpose:</b> To persuade</td> <td data-bbox="1881 1579 2748 1701">Less useful as it is a propaganda leaflet</td> </tr> <tr> <td data-bbox="1383 1701 1881 1822"><b>Timing:</b> 1962</td> <td data-bbox="1881 1701 2748 1822">Useful as it is from the time that the Wall was built</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> East German government	Useful as it is a first-hand account	<b>Type of Source:</b> Leaflet	Useful as it is an attempt to justify the building of the Berlin Wall	<b>Purpose:</b> To persuade	Less useful as it is a propaganda leaflet	<b>Timing:</b> 1962	Useful as it is from the time that the Wall was built
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					<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. West Berlin/Germany was attractive because it was more prosperous than the East</li> <li>2. West Berlin/Germany was attractive because it had more democratic freedoms than the East</li> <li>3. East Germans feared that open border in Berlin enabled the West to spy more easily</li> <li>4. food shortages in 1960 in the East (following enforced collectivisation) added to the urge to leave</li> <li>5. departures from the East made Communism look bad.</li> <li>6. fear of what would happen in other East European states if exodus continued</li> <li>7. <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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73.	<p><b>How fully does <u>Source B</u> explain the reasons for the Cuban missile crisis?</b></p> <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 which support their judgement. 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 or which refer only to the source.</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.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made or 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. crisis in Cuba because by the early 1960s the USA and the Soviet Union were bitter rivals</li> <li>2. many in the United States believed that the Soviet actions in Cuba provided proof of a determination to spread Communism all around the world</li> <li>3. Cuba was very close to the American mainland and this explains why Americans were so concerned by events there</li> <li>4. both sides were afraid to back down in case they lost face</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. Cuban leader Castro had formed a close alliance with the Soviet Union which alarmed the USA</li> <li>6. Castro had angered American businesses by nationalising key industries</li> <li>7. American spy planes revealed evidence of missile bases being constructed in Cuba</li> <li>8. Soviet convoys carrying missiles to Cuba caused alarm</li> <li>9. American public opinion would not accept the threat posed by Soviet missiles on the island.</li> <li>10. fear in America that their country was falling behind in the Cold War</li> <li>11. Kennedy was looking for an opportunity to take revenge after the failed Bay of Pigs invasion</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</b></li> </ol>

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74.	<p><b>Describe the differing American views on the Vietnam war.</b></p> <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. many supported it as they believed America was defending freedom and democracy</li> <li>2. many supported it as they believed it was the job of America to fight Communism</li> <li>3. many supported it because of fear of the domino theory</li> <li>4. many supported it as they believed it was a response to North Vietnamese aggression in the Gulf of Tonkin</li> <li>5. unpopularity of the draft/the draft was disproportionate in taking poor Blacks</li> <li>6. opposition to the war grew because of the media coverage of high casualties, lack of success etc</li> <li>7. evidence of atrocities such as the My Lai massacre weakened support</li> <li>8. anti-war protests and demonstrations grew</li> <li>9. cost of the war led to growing opposition</li> <li>10. some were concerned that the war was preventing social progress in America (eg Martin Luther King)</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>

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75.	<p><b>Explain the reasons why the USA and the Soviet Union followed a policy of detente after 1968.</b></p> <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. in the 1960s they came to the brink of nuclear war and wanted to avoid similar crises</li> <li>2. Brezhnev felt the economic burden of the nuclear arms race was too great</li> <li>3. the American economy was in financial trouble as a result of the Vietnam war/growing social unrest called for a reassessment of spending priorities</li> <li>4. the Soviets hoped for better relations with Western Europe, perhaps detaching them from the USA</li> <li>5. the Soviet leadership was terrified of a possible Sino-American alliance</li> <li>6. both sides had achieved rough parity in nuclear arms so continuing an arms race seemed pointless</li> <li>7. a state of mutually assured destruction (MAD) had been reached</li> <li>8. both Brezhnev and Nixon thought that it would boost their domestic popularity</li> <li>9. Brezhnev was intent on using a period of détente to prepare for Soviet expansion in the 1980s</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>

[END OF MARKING INSTRUCTIONS]