National
Qualifications
2018

X837/75/11 **History**

Amended Marking Instructions

WEDNESDAY, 16 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.

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04/06/18

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General marking principles for National 5 History

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

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

(b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: 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* . . . (4 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 of 4 marks for this question:

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

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

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

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B Questions that ask candidates to *Explain the reasons why* . . . (6 marks)
Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons. Candidates may provide a number of straightforward reasons or a smaller number of developed reasons, or a combination of these.

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

- **1 mark** should be given for each accurate relevant 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…or How important…or How successful…(9 marks)
Candidates must make a judgement about the extent to which different factors contributed to an event or development, or to its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.

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

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

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

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

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

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

However, other historians think they were more concerned with fighting off the Labour Party. **(1 mark for balance)** *Cutting the working day for miners was simply a way of buying their*

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support. **(1 mark for knowledge)** *The National Insurance Acts were targeted at working men who might be likely to support the Labour Party if they felt the Liberals didn't listen.* **(1 mark for knowledge)**
Others believe it was about national efficiency. Churchill and Lloyd George argued that Britain needed its people to be fitter to be able to compete. **(1 mark for knowledge)** *They were shocked by the state of the men who volunteered during the Boer War and wanted to solve this problem*. **(1 mark for knowledge)**
Overall, the Liberals were more concerned about helping the poor. **(1 mark for a judgement)**
Most of their reforms were directed at helping the poor and it is clear from their speeches that this was what motivated them most. **(1 mark for supporting a judgement)**

D Questions that ask candidates to *Evaluate the usefulness of a given source as evidence of* …(5 marks)
Candidates must evaluate the extent to which a source is useful by making separate evaluative comments on aspects such as the author, type of source, purpose, timing, content and omission.

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

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

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

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

E Questions that ask candidates to *Compare the views of two given sources about*… (4 marks)
Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis.

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

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

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

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

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

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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 fully developed comparison)**

F Questions that ask *How fully does a given source explain/describe*…(6 marks)
Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.

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

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

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

Source B explains the reasons why the Liberals introduced their reforms fairly well ***(some 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)** In conclusion, Source B only explains the reasons why the Liberals introduced their reforms quite fully. **(clear evidence of a judgement)**

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)

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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)

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Key E-marking Information

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.

Complete button: When a candidate has not attempted an optional question, No Response (NR) should be applied. It will only be possible to use the **Complete** button to set unmarked questions to NR, once the minimum number of expected candidate answers have first been marked.

Clicking the **Complete** button will then populate all remaining unmarked question items with a No Response (NR)

Where the candidate has attempted more questions than required, you must mark all the attempted questions. RM Assessor will calculate and apply the best mark(s).

Recording the 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"

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- 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.

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

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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 wrong doing by the candidate. Examples of this include plagiarism or collusion.	Raise this exception and 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.
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 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 mark the script and enter your 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 For Official Use 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.

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Marking instructions for each question

Section 1 — Scottish Contexts

PART A — The Wars of Independence, 1286-1328

Question			Max mark	Specific marking instructions for this question
1.			6	**Explain the reasons why the succession of Margaret, the Maid of Norway, caused problems for Scotland after 1286.** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or a combination of these). **Possible reasons may include:** 1. Margaret was a child – problematic as others would have to rule or lead on her behalf/an adult ruler would be better/problematic as many children died before adulthood 2. Margaret was female – problematic as many thought a king would be a stronger ruler/better able to control the nobles/better able to lead an army in to battle 3. Margaret would need a husband – problematic as a Scottish husband could cause rivalry in Scotland/a foreign husband could mean that Scotland was controlled by a foreign country 4. Some nobles did not support Margaret – problematic as the monarch needed the support of the nobles to be able to have strong government 5. Margaret was from Norway which meant that some saw her as a foreigner and worried that she would have divided loyalties 6. Balliols and Bruces thought they had a rightful claim to the throne – problematic as rivalry increased/threat of civil war increased 7. if Margaret died there was no direct heir left 8. **Any other valid reason**

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Question			Max mark	Specific marking instructions for this question
2.			6	**How fully does Source A describe the events that led to the defeat and capture of John Balliol?** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development. Up to a **maximum of 6 marks** in total**, 1 mark** should be awarded for each valid point selected from the source or each valid point of significant omission provided. Candidates should be awarded **up to 3 marks** for their identification of points from the source which support their judgement. Candidates should be awarded **up to 4 marks** for their identification of points of significant omission, based on their own knowledge, that support their judgement. A **maximum of 2 marks** may be awarded for answers in which no judgement has been made **or** which refer only to the source. **Possible points which may be identified from the source include:** 1. John's parliament agreed that homage and fealty should be withdrawn 2. they (Scotland) concluded a treaty with France 3. the Scots invaded England 4. Edward slaughtered most of the citizens of Berwick. **Possible points of significant omission may include:** 5. John Balliol had accepted Edward I as his overlord 6. John Balliol was bullied by King Edward (eg summoned to pay wine bill) 7. John Balliol refused King Edward's order to join him in the war against France 8. King Edward defeated John Balliol at Dunbar/pursued Balliol north 9. King Edward forced John Balliol to surrender to him (at Montrose) 10. King Edward stripped John Balliol of his crown and title 11. **Any other valid point of significant omission**

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<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>3.</td><td></td><td></td><td>9</td><td>
To what extent were the mistakes made by the English the most important reason why the Scots won the Battle of Stirling Bridge in 1297?

Candidates can be credited in a number of ways up to a maximum of 9 marks. Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.

Up to 5 marks can be given for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point (but one mark should be deducted if the process is not clear in at least two factors). If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge. A further 4 marks can be given for providing the answer in a structured way and coming to a reasoned conclusion.

<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>English mistakes</td><td>1. the English were overconfident which meant that they underestimated the Scots/victory at Dunbar created the belief that they were superior
2. the English were missing experienced commanders/Hugh de Cressingham had little military experience/Earl of Surrey was in poor health
3. English army was smaller than the army they had at Dunbar which helped the Scots
4. poor planning – Cressingham rejected the option of crossing using a ford/crossing by the bridge was a difficult manoeuvre
5. Cressingham wanted the battle to be over quickly to save money which meant that they rushed decisions
6. choice of battlefield not suited to cavalry
7. plans chaotic – two false starts revealed plans to the Scots/English slow to get organised/slept in/knighting ceremony
8. army forced into a bottleneck/bridge too narrow for cavalry and no chance of escape</td></tr>
<tr><td>Scottish strengths</td><td>9. Scots positioned on high ground giving them an advantage/Abbey Craig
10. tactics – schiltrons impossible to break with cavalry charge/moved as a unit/mobility a surprise for the English</td></tr>
</table>
</td></tr>
</table>

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Question	Max mark	Specific marking instructions for this question

Possible factors:	Key points of knowledge to support this factor may include:
leadership of Wallace and Murray	11. chose battleground well/surveyed land/knew marshy ground would not be suited to the English cavalry 12. timing was superb – attacked quickly so English were trapped/if had attacked too early vanguard would not have got across bridge
any other relevant factor	13. any other valid reason.

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

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

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<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>4.</td><td></td><td></td><td>5</td><td>
Evaluate the usefulness of Source B as evidence of the methods used by King Robert to drive the English out of Scotland between 1307 and 1314.

Candidates can be credited in a number of ways up to a maximum of 5 marks. Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows why this aspect makes the source more or less useful.

A maximum of 4 marks can be given for evaluative comments relating to the 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.

Examples of aspects of the source and relevant comments:
<table>
<tr><th colspan="2">Aspect</th><th>Possible comment(s)</th></tr>
<tr><td>Author</td><td>Scottish writer</td><td>Useful as he lived during the time of King Robert/collected stories about King Robert</td></tr>
<tr><td>Type of source</td><td>Chronicle</td><td>Useful as they tend to be detailed</td></tr>
<tr><td>Purpose</td><td>To record</td><td>Less useful as may have been written to glorify King Robert and therefore be exaggerated for dramatic effect</td></tr>
<tr><td>Timing</td><td>1335</td><td>Useful as primary source from the 14th century</td></tr>
</table>
<table>
<tr><th>Content</th><th>Possible comment(s)</th></tr>
<tr><td>Some of King Robert’s followers hurried to the castle with ladders and secretly climbed over the stone wall and took the castle.</td><td>Useful as it is accurate (Bruce and his followers did capture castles held by the English)</td></tr>
<tr><td>Then they slaughtered all they found.</td><td>Useful as it is accurate (Bruce and his followers did kill many English soldiers who were garrisoned in Scotland/treated English brutally)</td></tr>
<tr><td>The king had the castle wall broken down, destroyed the well and then the whole castle/moved onto Perth with his army and soon set siege to it</td><td>Useful as it is accurate (Bruce did destroy castles so that the English could not return to them)</td></tr>
</table>
</td></tr>
</table>

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Question			Max mark	Specific marking instructions for this question
				Possible points of significant omission may include: 1. King Robert used guerrilla tactics (eg ambushed groups of English soldiers) 2. King Robert won the support of powerful nobles (eg Angus MacDonald) 3. English soldiers were demoralised by the capture of garrisons 4. King Robert defeated the English at Bannockburn 5. **Any other valid point of significant omission**

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Question			Max mark	Specific marking instructions for this question
5.			6	**Explain the reasons why the Catholic Church faced difficulties in Scotland in the 1540s and 1550s.** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or a combination of these). **Possible reasons may include:** 1. the Church could be easily influenced through bribery by rich nobles which affected the authority of the Church 2. Abbots and Bishops insisted that funds from parishes were sent to them (often abroad) which meant that local churches suffered 3. local parish priests were often poorly educated which meant they lacked knowledge of scripture and were not able to say mass accurately 4. some of the clergy were married with children which caused criticism as they were supposed to be celibate 5. illegitimate children of the nobility and royalty were appointed to offices within the Church which caused resentment (eg James V's illegitimate sons) 6. attempts at reform before the 1560s were criticised for being too limited 7. senior clergy spent Church finances to fund luxurious lifestyles which many people saw as corrupt 8. Protestant ideas were growing in Scotland which was a threat to the practices of the Catholic Church (eg sale of pardons) 9. the Lords of the Congregation, a group of Protestant Lords, united against Mary of Guise and were planning to establish a Protestant Reformation in Scotland, which challenged the authority of the Catholic Queen and Church 10. the Catholic Church faced condemnation for its persecution of Protestant followers (eg George Wishart who was burned as a heretic in 1546) 11. the Catholic Church was closely connected to France which aroused resentment in Scotland 12. **Any other valid reason**

Question			Max mark	Specific marking instructions for this question
6.			**6**	**How fully does Source A describe the regencies of Moray and Morton?** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development. Up to a **maximum of 6 marks** in total**, 1 mark** should be awarded for each valid point selected from the source or each valid point of significant omission provided. Candidates should be awarded **up to 3 marks** for their identification of points from the source which support their judgement. Candidates should be awarded **up to 4 marks** for their identification of points of significant omission, based on their own knowledge, that support their judgement. A **maximum of 2 marks** may be awarded for answers in which no judgement has been made **or** which refer only to the source. **Possible points which may be identified from the source include:** 1. [Moray] had to cope with the fact that Mary still had supporters who wanted to return her to the throne even after her abdication 2. Moray spent his time securing Protestantism in Scotland by passing laws to strengthen the religion 3. in 1572 Morton became regent and also strongly supported Protestantism 4. he forced ministers to declare loyalty to the King as Governor of the Kirk. **Possible points of significant omission may include:** 5. Moray passed laws of the Reformation Parliament in 1560 which favoured the Kirk 6. Moray took strong action against Catholic priests 7. Moray was murdered in Linlithgow in 1570 by one of Mary's supporters 8. Morton had strong support from Elizabeth I for his religious policies 9. Morton was a strong regent who restored law and order and increased taxes 10. Morton was executed in 1581 due to his complicity in the murder of Darnley 11. **Any other valid point of significant omission**

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Question			Max mark	Specific marking instructions for this question
7.			9	**To what extent were relations with the nobility the main reason why Mary faced difficulties during her reign in Scotland between 1561 and 1567?** Candidates can be credited in a number of ways **up to a maximum of 9 marks.** Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented. Up to **5 marks** can be given for relevant, factual, key points of knowledge used to support factors, with **1 mark** given for each point (but **one mark should be deducted** if the process is not clear in at least two factors). **If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge. A further 4 marks** can be given for providing the answer in a structured way and coming to a reasoned conclusion.

Possible factors:	Key points of knowledge to support this factor may include:
relations with the nobility	1. many nobles were suspicious of Mary on her return from France as they thought she would replace them with Frenchmen 2. the nobles resented taking orders from a woman 3. during her first few years, Mary used her half-brother, Lord James Stewart, and Maitland of Lethington to help govern Scotland which annoyed their rivals 4. in March 1565, Moray, Argyll and Châtelherault agreed to rebel because of Mary's marriage to Darnley, resulting in the Chaseabout Raid
marital relationships	5. Darnley's behaviour of drinking and womanising reflected badly on Mary 6. Mary's relationship with Riccio was under suspicion, some suspected they were having an affair/he was a foreign spy 7. Mary was suspected of involvement in Darnley's murder 8. Mary's marriage to Bothwell was heavily criticised and lost Mary support because he was a suspect in Darnley's death
religious policy	9. Scotland was a Protestant country and when the Catholic Mary returned from France the new Kirk was suspicious that she may wish to return Scotland to a Catholic country 10. John Knox never believed that Mary accepted the Protestant religion in Scotland and encouraged opposition to her amongst Protestant followers

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Question	Max mark	Specific marking instructions for this question

Possible factors:	Key points of knowledge to support this factor may include:
relationship with Elizabeth	11. Mary was undermined by Elizabeth's support of Scottish nobles in rebellion against her 12. Mary's religion encouraged English Catholics to plot against Elizabeth which further undermined their relationship
any other relevant factor	13. any other valid reason.

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

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

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<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>8.</td><td></td><td></td><td>5</td><td>
Evaluate the usefulness of Source B as evidence of the execution of Mary, Queen of Scots in 1567.

Candidates can be credited in a number of ways up to a maximum of 5 marks. Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows why this aspect makes the source more or less useful.

A maximum of 4 marks can be given for evaluative comments relating to the 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.

Examples of aspects of the source and relevant comments:
<table>
<tr><th colspan="2">Aspect</th><th>Possible comment(s)</th></tr>
<tr><td colspan="2">Author</td><td>Useful because she was an eyewitness</td></tr>
<tr><td colspan="2">Type of source</td><td>Useful because it is an honest, personal account</td></tr>
<tr><td colspan="2">Purpose</td><td>Useful because it is a private account (and likely to be truthful)</td></tr>
<tr><td rowspan="2">Timing

(either /or)</td><td>1567</td><td>Useful because it was written at the time of Mary’s execution</td></tr>
<tr><td>1567</td><td>Not useful because it was not written at the time of Mary’s execution</td></tr>
</table>
<table>
<tr><th>Content</th><th>Possible comment(s)</th></tr>
<tr><td>The Queen quickly, and with great courage, knelt down and showed no signs of faltering</td><td>Useful because it is accurate (Mary did show courage during her execution)</td></tr>
<tr><td>The executioner kept interrupting her prayers/when she was eventually finished she laid her head on the block</td><td>Useful because it is accurate (the executioner did attempt to interrupt Mary’s prayers)</td></tr>
<tr><td>The executioner struck her a great blow on the neck, which was not however, entirely severed</td><td>Useful because it is accurate (the first blow failed to cut off her head)</td></tr>
</table>
</td></tr>
</table>

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Question	Max mark	Specific marking instructions for this question
		Possible points of significant omission may include: 1. Mary removed her black dress to reveal a red petticoat which was a symbol of Catholic martyrdom 2. two blows were needed to cut off Mary's head 3. the executioner raised up her head to show the crowd and her wig came away to reveal her grey hair cut short to her scalp 4. Mary's small dog was found under her skirts soaked in her blood/the dog had to be removed by force then it laid on her shoulder 5. **Any other valid point of significant omission**

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Section 1 — Scottish Contexts

PART C — The Treaty of Union, 1689-1715

Question			Max mark	Specific marking instructions for this question
9.			6	**Explain the reasons why the Darien Scheme failed.** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or a combination of these). **Possible reasons may include:** 1. no one involved in setting up the scheme had ever been to Darien to carry out research and so were unaware of just how unsuitable for a colony the site was 2. the very high temperatures made things difficult for Scots who were not used to such heat 3. Darien has heavy rainfall/200 inches a year and this proved not to be conducive to the establishment of a settlement 4. Darien was full of diseases which posed dangers to the settlers (eg malaria, yellow fever) 5. the failure to take enough food on the journey contributed to the high casualty rate (eg 44 died during voyage) during the initial voyage 6. on the second expedition the casualty rate was even higher (eg 160 died during the voyage because of unclean water/rotting food) 7. not enough investment was made in the scheme as King William did not allow English or foreign investment 8. when the Scots got into difficulty King William forbade nearby English colonies to offer assistance 9. the Spanish attacked the settlement and forced the Scots to surrender 10. the Scots asked for high prices and so failed to trade 11. the Scots took the wrong goods for trading (eg Bibles, wigs, heavy cloths). 12. **Any other valid reason**

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Question			Max mark	Specific marking instructions for this question
10.			6	**How fully does Source A describe the arguments used by the opponents of Union in Scotland?** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development. Up to a **maximum of 6 marks** in total**, 1 mark** should be awarded for each valid point selected from the source or each valid point of significant omission provided. Candidates should be awarded **up to 3 marks** for their identification of points from the source which support their judgement. Candidates should be awarded **up to 4 marks** for their identification of points of significant omission, based on their own knowledge, that support their judgement. A **maximum of 2 marks** may be awarded for answers in which no judgement has been made **or** which refer only to the source. **Possible points which may be identified from the source include:** 1. its opponents said that taxes would be sure to rise if the Union went ahead 2. they also claimed that as Scots would be in a minority in a new British Parliament/their voices would always be drowned out by the English 3. some Presbyterians warned that Union would force unwelcome changes on the Church of Scotland 4. opponents of the Union also argued that Union would give the English too much control over Scotland's trade. **Possible points of significant omission may include:** 5. it was argued that in the aftermath of Union, Scottish businesses would not be able to compete with stronger English businesses 6. Episcopalians in Scotland opposed Union as it would secure the Hanoverian succession (and only a return to the Stuart dynasty could restore episcopacy to the Scottish church) 7. Union would lead to the end of Scotland's identity as an independent nation 8. Union would be wrong as a majority of the Scottish people opposed it 9. Royal burghs feared the end of their special privileges 10. many claimed Scotland's distinctive legal system would be under threat 11. **Any other valid point of significant omission**

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<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>11.</td><td></td><td></td><td>9</td><td>
To what extent was the support of the Squadrone Volante the most important reason for the passing of the Act of Union by the Scottish Parliament?

Candidates can be credited in a number of ways up to a maximum of 9 marks. Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.

Up to 5 marks can be given for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point (but one mark should be deducted if the process is not clear in at least two factors). If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge. A further 4 marks can be given for providing the answer in a structured way and coming to a reasoned conclusion.

<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>support of Squadrone Volante</td><td>1. role of the Squadrone crucial as had they failed to support Union it might have failed in Parliament given the opposition of the Country Party
2. many in the Squadrone supported Union as they were Presbyterians and believed this was the best way to protect the Kirk
3. many in the Squadrone were motivated by greed as they believed support for Union would give them control over the distribution of the Equivalent</td></tr>
<tr><td>pressure from England</td><td>4. England used the Aliens Act to make it clear there would be severe economic difficulties for Scotland should they resist Union
5. Queen Anne was determined for Union to take place and was ably assisted by political figures (eg Queensberry)
6. English troops were on the border during the negotiations to focus the mind of the Scots/fear of English army after recent victories (eg Blenheim, Ramillies)</td></tr>
<tr><td>bribery</td><td>7. pensions, promotions and jobs were all offered to encourage support for Union (eg the Earl of Glasgow distributed £20,000 to encourage support for Union)
8. Hamilton may have been bribed by the Court Party</td></tr>
</table>
</td></tr>
</table>

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Question	Max mark	Specific marking instructions for this question

Possible factors:	Key points of knowledge to support this factor may include:
division among the opposition	9. disagreement amongst opponents of Union (eg Catholics and extreme Presbyterians) meant they were unable to act together to prevent it 10. the Opposition was poorly led by the unpredictable Hamilton/he refused to participate in planned walkout of parliament
any other relevant factor	11. any other valid reason

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

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

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<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>12.</td><td></td><td></td><td>5</td><td>
Evaluate the usefulness of Source B as evidence of discontent with the Union after 1707.

Candidates can be credited in a number of ways up to a maximum of 5 marks. Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows why this aspect makes the source more or less useful.

A maximum of 4 marks can be given for evaluative comments relating to the 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.

Examples of aspects of the source and relevant comments:
<table>
<tr><th colspan="2">Aspect</th><th>Possible comment(s)</th></tr>
<tr><td>Author</td><td>Scottish Lord</td><td>Useful as it is a first-hand account by a Scottish Lord in Parliament who wanted to end Union</td></tr>
<tr><td>Type of source</td><td>Parliamentary Journal (speech)</td><td>Useful as this is part of an official account</td></tr>
<tr><td>Purpose</td><td>To record</td><td>Useful as it provides detail of Scottish grievances</td></tr>
<tr><td>Timing</td><td>June 1713</td><td>Useful as it was written soon after the Union (by which time Scots were able to judge its effects)</td></tr>
</table>
<table>
<tr><th>Content</th><th>Possible comment(s)</th></tr>
<tr><td>Permission should be given to bring in a Bill to end the Union.</td><td>Useful as it is accurate (many Scots did desire to end Union at this time)</td></tr>
<tr><td>Each Kingdom should have its Rights and Privileges restored to what they had been at the time when the Union was first passed.</td><td>Useful as it is accurate (many Scots were annoyed at the infringement of their rights)</td></tr>
<tr><td>Charging Scotland with a Malt Tax is in violation of the 14th Article of the Treaty of Union.</td><td>Useful as it is accurate (many Scots were angry at the levying of this tax in contravention of the terms of Union)</td></tr>
</table>
</td></tr>
</table>

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Question			Max mark	Specific marking instructions for this question
				Possible points of significant omission may include: 1. there was dissatisfaction with the length of time it took to pay the Equivalent 2. anger over higher customs duties led to an increase in smuggling 3. anti-Union feeling important in explaining the level of support for the Jacobites in 1715 4. there was anger after the Scottish Privy Council was abolished in 1708 5. **Any other valid point of significant omission**

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<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>13.</td><td></td><td></td><td>5</td><td>
Evaluate the usefulness of Source A as evidence of the reasons why so many immigrants came to Scotland after 1830.

Candidates can be credited in a number of ways up to a maximum of 5 marks. Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows why this aspect makes the source more or less useful.

A maximum of 4 marks can be given for evaluative comments relating to the 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.

Examples of aspects of the source and relevant comments:

<table>
<tr><th colspan="2">Aspect</th><th>Possible comment(s)</th></tr>
<tr><td>Author</td><td>Peter Rusgis</td><td>Useful as he was the son of an immigrant so he would have first-hand knowledge of why people immigrated to Scotland</td></tr>
<tr><td>Type of source</td><td>Interview</td><td>Useful because they tend to be factual and detailed</td></tr>
<tr><td>Purpose</td><td>To record/inform</td><td>Useful as he would want to record his father’s story as accurately as possible</td></tr>
<tr><td>Timing</td><td>1910</td><td>Useful because it was written when immigrants were coming to Scotland from Eastern Europe</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment(s)</th></tr>
<tr><td>Neither of them wanted to be forced into the Russian army as this would have meant they were away from home for several years</td><td>Useful as it is accurate (young men did flee from Lithuania to escape conscription into the Russian army)</td></tr>
<tr><td>They were both frightened as conditions were bad in the Russian army/Scotland seemed a safe destination</td><td>Useful as it is accurate (people did flee from places like Lithuania because of fear)</td></tr>
</table>
</td></tr>
</table>

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Question	Max mark	Specific marking instructions for this question

Content	Possible comment(s)
My father had also heard that there were plenty of jobs in Scotland	Useful as it is accurate (many immigrants did come to Scotland as there were plenty of jobs available)

Possible points of significant omission may include:

1. Irish Catholics came to escape hunger/because Scotland was geographically close/family connections/fares to Scotland were cheap/wages were higher in Scotland
2. Italian immigrants came to Scotland to escape poverty/to work in family businesses/to escape drought/to earn money to send back to Italy
3. Jewish immigrants came to escape persecution/pogroms in Russia
4. Irish Protestants came in response to job adverts/to work in shipyards
5. **Any other valid point of significant omission**

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Question			Max mark	Specific marking instructions for this question
14.			6	**How fully does Source B describe the relationships between immigrants and Scots between the 1830s and 1939?** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development. Up to a **maximum of 6 marks** in total**, 1 mark** should be awarded for each valid point selected from the source or each valid point of significant omission provided. Candidates should be awarded **up to 3 marks** for their identification of points from the source which support their judgement. Candidates should be awarded **up to 4 marks** for their identification of points of significant omission, based on their own knowledge, that support their judgement. A **maximum of 2 marks** may be awarded for answers in which no judgement has been made **or** which refer only to the source. **Possible points which may be identified from the source include:** 1. Italians established many popular businesses (such as ice-cream parlours, cafés and fish and chip shops) 2. there was tension between the Catholic Italians and the Protestant Scots (eg Italian cafés being open on a Sunday) 3. the café owners were also criticised by local people who claimed the cafés sometimes encouraged unruly behaviour 4. there was little integration between the Scots and Italians **Possible points of significant omission may include:** 5. immigrants were unpopular with the Scottish workers as they were accused of taking jobs/being strike breakers/keeping wages down 6. immigrants and Scots competed for available housing/pushed housing costs up 7. Catholic Irish faced hostility from the Church of Scotland 8. Protestant Irish assimilated more easily as they shared the same religion with the Scots 9. Jews set up businesses which provided services for the Scots (eg watchmakers, tobacconists) 10. Jews did face some anti-Semitism 11. **Any other valid point of significant omission**

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<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>15.</td><td></td><td></td><td>9</td><td>
To what extent were the attractions of new lands the most important factor which led to people leaving Scotland after 1830?

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

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

Up to 5 marks can be given for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point (but one mark should be deducted if the process is not clear in at least two factors). If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge. A further 4 marks can be given for providing the answer in a structured way and coming to a reasoned conclusion.

<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td rowspan="2">attractions of new lands</td><td>1. the promise of cheap land/opportunity to own land/more fertile land</td></tr>
<tr><td>2. climate perceived as better to that in Scotland
3. employment opportunities/higher wages
4. encouragement from relatives/friends</td></tr>
<tr><td>the clearances</td><td>5. many people evicted from their homes/made homeless so had to move
6. some landlords assisted tenants by paying their passage if they agreed to leave</td></tr>
<tr><td>difficulties of earning a living</td><td>7. collapse of kelp industry/fall in demand for black cattle/collapse of herring trade after Russian Revolution in 1917
8. overpopulation led to the subdivision of land/not enough good land to support family/pay rent
9. failure of potato crop/blight/hunger</td></tr>
<tr><td>poor living standards</td><td>10. rural housing – blackhouses/croft houses offer primitive accommodation
11. urban housing – tenements often squalid. Lacking basic amenities in 1920s and 1930s</td></tr>
<tr><td>Government</td><td>12. Government assistance to emigrate/assistance of charities (eg Barnardos)</td></tr>
<tr><td>any other relevant factor</td><td>13. any other valid reason</td></tr>
</table>
</td></tr>
</table>

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Question			Max mark	Specific marking instructions for this question
				Up to **4 marks** should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows: **1 mark** for an introduction (which places the question in its historical context or outlines relevant factors). **1 mark** for the answer being presented in a structured way (with knowledge being organised in support of different factors). **1 mark** for a conclusion with a valid judgement (or overall summary). **1 mark** for a reason in support of the judgement (a summary cannot be supported).

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Question			Max mark	Specific marking instructions for this question
16.			**6**	**Explain the reasons why Scottish emigrants were often successful in their new homelands.** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or a combination of these). **Possible reasons may include:** 1. Scots who emigrated often had skills which were in demand in their homeland which meant they prospered (eg they were experienced farmers/granite workers/handloom weavers/seamen) 2. Scots were often relatively well educated which meant they could often adopt leadership roles in their new communities which meant they did well (eg education/politics/finance) 3. Scots gained a reputation as being hardworking which meant that employers were often keen to hire them 4. many Scots had an entrepreneurial attitude and set up their own businesses which meant that there were examples of Scots who became very rich 5. Scots were innovative and played key roles in the modernisation of their new homelands (eg developing railroads/telegraph systems/introducing new farming methods) 6. many Scots moved to areas where there were existing Scots communities which meant they had families and friends to support them/felt at home/were able to settle quickly (eg Otago in New Zealand and Nova Scotia) 7. Scots were experienced in finance and banking which meant that these skills were much in demand in their new homelands 8. many Scots were experienced miners which meant they were successful in the Australian Gold Rush 9. the Canadian Fur Trade was dominated by Scots so Scots were recruited for Hudson Bay Company which meant that other Scots were given key positions 10. the Presbyterian church in New Zealand was able to offer support/was familiar to them which helped Scots create a stronger community than other immigrants 11. **Any other valid reason**

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Section 1 — Scottish Contexts

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

<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>17.</td><td></td><td></td><td>9</td><td>
To what extent was the machine gun the most effective weapon on the Western Front during the Great War?

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

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

Up to 5 marks can be given for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point (but one mark should be deducted if the process is not clear in at least two factors). If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge. A further 4 marks can be given for providing the answer in a structured way and coming to a reasoned conclusion.

<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>machine gun</td><td>1. machine gun’s casualty rate was much higher than that of regular rifles/the machine gun had the capability to fire 400-600 rounds per minute
2. the machine gun had a longer range than regular rifles/the use of cross fire made the machine gun deadly
3. it was the most effective defensive weapon in the trenches/but lacked mobility
4. at times less effective as barrel overheated and jammed</td></tr>
<tr><td>the tank</td><td>5. destroyed barbed wire defences/crossed no man’s land easily
6. bullet proof/shielded infantry during an attack on enemy trenches
7. very slow/often got stuck in the mud or broke down</td></tr>
<tr><td>gas</td><td>8. (chlorine/phosgene/mustard) – created panic and killed/wounded many by choking/blinding
9. less effective as it was weather dependent/impact of gas masks</td></tr>
<tr><td>artillery</td><td>10. killed/wounded the most men from long range</td></tr>
</table>
</td></tr>
</table>

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Question	Max mark	Specific marking instructions for this question

Possible factors:	Key points of knowledge to support this factor may include:
rifle	11. crucial ever-present infantry weapon/useful due to its mobility when the soldiers were attacking
aeroplanes	12. some success in reconnaissance/bombing enemy trenches
any other relevant factor	13. any other valid reason

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

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

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Question			Max mark	Specific marking instructions for this question
18.			6	**How fully does Source A describe the restrictions introduced under the Defence of the Realm Act?** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development. Up to a **maximum of 6 marks** in total**, 1 mark** should be awarded for each valid point selected from the source or each valid point of significant omission provided. Candidates should be awarded **up to 3 marks** for their identification of points from the source which support their judgement. Candidates should be awarded **up to 4 marks** for their identification of points of significant omission, based on their own knowledge, that support their judgement. A **maximum of 2 marks** may be awarded for answers in which no judgement has been made **or** which refer only to the source. **Possible points which may be identified from the source include:** 1. it stated that no-one was allowed to talk about the navy or the army in public places 2. you were also not allowed to spread rumours about military matters 3. you could not trespass on railway lines or bridges 4. British Summer Time was introduced to give more daylight hours for extra work. **Possible points of significant omission may include:** 5. no-one was allowed to melt down gold or silver 6. no-one was allowed to light bonfires or fireworks 7. no-one was allowed to use invisible ink when writing abroad 8. no-one was allowed to ring church bells 9. the government could censor newspapers/letters 10. opening hours in pubs were cut/beer was watered down/customers in pubs were not allowed to buy a round of drinks 11. **Any other valid point of significant omission**

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<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>19.</td><td></td><td></td><td>5</td><td>

Evaluate the usefulness of Source B as evidence of women's work during the Great War.

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

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

A maximum of **4 marks** can be given for evaluative comments relating to the 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.

Examples of aspects of the source and relevant comments:

<table>
<tr><th colspan="2">Aspect</th><th>Possible comment(s)</th></tr>
<tr><td>Author</td><td>David Lloyd George</td><td>Useful as he is the PM and has first-hand/eyewitness knowledge of the work done by women</td></tr>
<tr><td>Type of source</td><td>Newspaper interview</td><td>Useful as interviews tend to be both factual and detailed</td></tr>
<tr><td>Purpose</td><td>To inform/persuade</td><td>Useful as it praises the work done by women/provides detailed account of women's war work</td></tr>
<tr><td>Timing</td><td>22 August 1918</td><td>Useful as it was written in the last year of the war</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment(s)</th></tr>
<tr><td>female volunteers came forward to work in administrative offices of all kinds.</td><td>Useful as it is accurate (women did volunteer to do various jobs on the home front)</td></tr>
<tr><td>women working in hospitals</td><td>Useful as it is accurate (many women did become nurses)</td></tr>
<tr><td>The heroines who have flocked to work behind the front lines as ambulance drivers</td><td>Useful as it is accurate (many women did work behind the front lines)</td></tr>
</table>

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

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Question			Max mark	Specific marking instructions for this question
				Possible points of significant omission may include: 1. women worked in munition factories 2. the land army/on the land 3. on the trains as railway guards and ticket collectors/buses and tram conductors/emergency services like police/firefighters 4. some women also worked heavy or precision machinery in engineering/shipyards 5. **Any other valid point of significant omission**

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Question			Max mark	Specific marking instructions for this question
20.			6	**Explain the reasons why the Suffragettes harmed the cause of votes for women.** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or a combination of these). **Possible reasons may include:** 1. militancy created lots of bad publicity which made achieving the vote much less likely/portrayed women as unfit to vote 2. Suffragettes smashed shop windows which angered business owners 3. Suffragettes interrupted political meetings which annoyed politicians 4. Emily Davison's actions at the Derby outraged the nation 5. Suffragettes slashing paintings upset many people 6. attacking politicians made many people view Suffragettes as too immature to vote 7. chaining themselves to public buildings made many view Suffragettes as a nuisance 8. arson attacks (eg racecourses, post boxes) turned many against the cause 9. use of letter bombs made many think women were not responsible enough to vote 10. acid attacks (eg golf clubs) turned many against the cause 11. some Suffragettes viewed as unpatriotic for not supporting the war effort 12. **Any other valid reason**

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Section 2 — British Contexts

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

Question			Max mark	Specific marking instructions for this question
21.			4	**Describe the feudal system in medieval times.** Candidates can be credited in a number of ways **up to a maximum of 4 marks.** They may take different perspectives on the events and may describe a variety of different aspects of the events. Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be given for each accurate relevant key point of knowledge. **A second mark** should be given for each point that is developed, up to a maximum of **4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or a combination of these). **Possible points of knowledge may include:** 1. the king kept some land for himself and gave the rest to the nobility/other important members of society 2. barons received land from the king and in return provided knights to fight in the king's army 3. knights received land from the barons and in return fought for the king on behalf of the barons 4. peasants received some land and in return worked on their overlord's land/or provided other services 5. barons had to pay homage for their land 6. knights could pay money to their lord instead of providing military service (eg Scutage) 7. the Church was also part of the feudal system and could be asked to provide services in return for land 8. **Any other valid point of knowledge**

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<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>22.</td><td></td><td></td><td>4</td><td>
Compare the views of Sources A and B about the murder of Archbishop Becket in 1170.

Candidates can be credited in a number of ways up to a maximum of 4 marks.

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

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be given 1 mark. A developed comparison of the points of detail or overall viewpoint should be given a second mark. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by a combination of these).

Possible points of comparison may include:

Overall the sources agree about the violent murder of Archbishop Becket.

<table>
<tr><th>Source A</th><th>Source B</th></tr>
<tr><td>The knights attempted to arrest Becket but he refused to leave, claiming he was ready to die for God</td><td>The knights attempted to seize Archbishop Becket but he would not move, stating he was willing to be a martyr for the Church</td></tr>
<tr><td>Becket was dragged from the altar and in the scuffle that followed, was attacked by the knights</td><td>Becket was thrown to the floor and assaulted by the knights</td></tr>
<tr><td>(In an act of horror) one of the knights drew his sword and sliced off the crown of Becket’s head</td><td>To make sure he was dead, one of the knights held Becket down and cut off the top of his head.</td></tr>
</table>
</td></tr>
</table>

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Question			Max mark	Specific marking instructions for this question
23.			6	**How fully does Source C explain why monasteries were important in medieval times?** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development. Up to a **maximum of 6 marks in total**, **1 mark** should be given for each valid point selected from the source or each valid point of significant omission provided. 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. **Possible points which may be identified from the source include:** 1. monasteries played a vital role in the wool trade (creating work for people and boosting the economy) 2. monasteries were also centres of learning (especially for boys preparing for a career in the Church) 3. pilgrims often stayed there overnight 4. the sick were also frequent visitors (hoping to be treated at the monastic infirmary) **Possible points of significant omission may include:** 5. key places of worship (eg prayed for the souls of the dead) 6. monastic libraries held chronicles which were of great historical importance 7. monastic fields were used to grow herbs for medicine/only source of medical treatment for many people 8. monasteries involved in developing other industries (eg brewing, fishing) 9. monasteries provided food for the needy 10. **Any other valid point of significant omission**

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Question			Max mark	Specific marking instructions for this question
24.			**6**	**Explain the reasons why towns grew in medieval times.** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or a combination of these). **Possible reasons may include:** 1. the increase in population meant there was a greater demand for manufactured goods made in towns 2. the workforce needed somewhere to live and so moved to towns 3. peasants moved to towns because they could improve their social position there 4. towns were supported by kings which helped them to grow (eg right to hold a market) 5. kings/barons could levy taxes and obtain cash from them and so encouraged their growth 6. towns were supported by barons which helped them to grow (eg did not stop peasants from moving there/rented land instead) 7. towns were attractive to people because it was safer to live together inside a town's walls 8. towns were attractive to merchants who moved there so they could set up guilds 9. **Any other valid reason**

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Question	Max mark	Specific marking instructions for this question
25.	**9**	**To what extent was the Black Death the main reason for the Peasants' Revolt in 1381?** Candidates can be credited in a number of ways **up to a maximum of 9 marks.** Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented. Up to **5 marks** can be awarded for relevant, factual, key points of knowledge used to support factors, with **1 mark** given for each point (but **one mark should be deducted** if the process is not clear in at least two factors). **If only one factor is presented, a maximum of 3 marks should be awarded** for relevant points of knowledge. **A further 4 marks** can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.

Possible factors:	Key points of knowledge to support this factor may include:
Black Death	1. the peasants were unhappy because the Statute of Labourers law in 1351 said that no peasant could ever be paid more than he was before the Black Death 2. the peasants were angry because since the Black Death some peasants had been able to buy their freedom from their lord but many were still villeins and were not free
The Hundred Years' War	3. England had been at war with France for nearly 50 years (the peasants were tired of paying for the war) 4. the war had been going badly since 1369, the peasants feared the French might invade
King Richard II	5. King Richard II was still young (the peasants believed he was being badly advised by his commissioners) 6. the peasants disliked the King's commissioners because they were enforcing the collection of new taxes (eg in Essex and Kent)
poll taxes	7. the peasants were worried because they could not pay the new poll taxes (which had been introduced in 1377, 1379 and 1381) 8. the peasants were angry with the 1381 poll tax because every person over 15 had to pay 4d

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Question	Max mark	Specific marking instructions for this question

Possible factors:	Key points of knowledge to support this factor may include:
the Church	9. the peasants resented having to work on the Church's land for free 10. the peasants were angry when John Ball, a priest who supported them, was jailed
any other relevant factor	11. any other valid reason

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

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

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Section 2 — British Contexts

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

<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>26.</td><td></td><td></td><td>9</td><td>
To what extent was religion the main reason why James VI and I argued with Parliament between 1603 and 1625?

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

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

Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with1 mark given for each point (but one mark should be deducted if the correct process is not clear in at least two factors). If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.

<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>religion</td><td>1. Millenary Petition (1603) which requested changes to practices in Church of England was rejected by James
2. licensing of Bancroft’s Canons (brought changes to clergy and Prayer Book) annoyed the clergy
3. James gave Bishops more control in the Church which worried Puritans (Direction of Preachers 1622)</td></tr>
<tr><td>revenue/ finance</td><td>4. Parliament viewed James as being extravagant with money (eg spending on favourites/spending on coronation)
5. Parliament was dismissed in 1610 because of arguments over finances
6. arguments over impositions (extra customs tax) and subsidies led to parliament’s dismissal in 1614
7. quarrels over the sale of monopolies</td></tr>
</table>
</td></tr>
</table>

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Question	Max mark	Specific marking instructions for this question

Possible factors:	Key points of knowledge to support this factor may include:
King's personality	8. many in parliament were offended by James' belief in the Divine Right of Kings 9. James was criticised for neglecting the business of government in favour of leisure pursuits
any other relevant factor	10. any other valid reason

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

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

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Question			Max mark	Specific marking instructions for this question
27.			6	**How fully does Source A explain the reasons why the English forces were defeated by the Scots in the Bishops' Wars of 1639 and 1640?** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development. Up to a **maximum of 6 marks in total**, **1 mark** should be given for each valid point selected from the source or each valid point of significant omission provided. Candidates should be given **up to 3 marks** for their identification of points from the source that supports 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. **Possible points which may be identified from the source include:** 1. the King's plans were undermined by lack of funds 2. the Scottish forces organised themselves quickly and efficiently 3. English forces lacked experienced commanders 4. the English army that finally gathered on the Scottish border in mid-1639 was untrained and poorly equipped. **Possible points of significant omission may include:** 5. there was a lack of support for the war among the King's subjects 6. in 1640, King Charles attempted a second campaign against the Scots, but once again, the army he raised was inadequate 7. many of the English soldiers deserted on the march to the north because they were untrained and poorly-disciplined 8. by August 1640, the King's forces had mustered in Yorkshire and Northumberland, most of them poorly-armed, unpaid and underfed 9. the Earl of Strafford coerced the Irish parliament into granting funds to raise an Irish army but it was not ready in time to take part in the campaign against Scotland 10. the Scots were able to occupy Newcastle/morale in the English army was shattered 11. **Any other valid point of significant omission**

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Question			Max mark	Specific marking instructions for this question
28.			**6**	**Explain the reasons why there were challenges to royal authority in England during the reign of Charles I.** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or a combination of these). **Possible reasons may include:** 1. King Charles I believed in the Divine Right of Kings which annoyed Parliament because they objected to the power it gave him 2. Charles' period of Personal Rule (1629-1640) increased opposition because he ruled without consulting Parliament for 11 years 3. Charles' personality caused problems because he was considered extravagant and Parliament accused him of wasting money 4. the foreign policy of Charles I (eg war with Spain was unpopular and caused opposition in Parliament because they mostly failed) 5. the money raising methods of Charles (forced loans, Ship Money, Tonnage and Poundage) led to opposition as they were deemed unfair 6. Charles attempted to reform the Church by introducing religious policies which were opposed by Parliament and Puritans because they believed they were returning to more Catholic-like ceremonies 7. Charles showed favouritism to some individuals at court (eg Buckingham, who was distrusted by Parliament leading to distrust of Charles) 8. **Any other valid reason**

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Question			Max mark	Specific marking instructions for this question
29.			**4**	**Describe the events of the St Giles' riot in Edinburgh in 1637.** Candidates can be credited in a number of ways **up to a maximum of 4 marks.** They may take different perspectives on the events and may describe a variety of different aspects of the events. Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be given for each accurate relevant key point of knowledge. **A second mark** should be given for each point that is developed, up to a maximum of **4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or a combination of these). **Possible points of knowledge may include:** 1. on 23 July 1637 in St Giles Cathedral, the Sunday service used the New Prayer Book introduced by Charles I 2. the Dean of the Cathedral began to read from the book but was shouted down by some women in the congregation (shouting 'the mass has come amongst us') 3. the Bishop of Edinburgh climbed the pulpit to try and appease the crowd 4. members of the congregation began to throw Bibles at him 5. Jenny Geddes threw a stool at the Bishop (shouting 'how dare you say mass in ma lug') 6. bailiffs attempted to restore order and threw the rioters out 7. the service continued but rioters were banging on doors outside and throwing stones at the windows 8. **Any other valid point of knowledge**

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<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>30.</td><td></td><td></td><td>4</td><td>
Compare the views of Sources B and C about the reasons why people joined sides in the English Civil War.

Candidates can be credited in a number of ways up to a maximum of 4 marks.

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

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be given 1 mark. A developed comparison of the points of detail or overall viewpoint should be given a second mark. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by a combination of these).

Possible points of comparison may include:

Overall the sources agree on the reasons why people joined sides on the outbreak of the civil war.

<table>
<tr><th>Source B</th><th>Source C</th></tr>
<tr><td>The King’s supporters included the gentry because they saw him as defender of the social order</td><td>However, for some religion did not matter, they were more attracted by the Parliamentarians’ attitudes to challenging the class system</td></tr>
<tr><td>Others supported him because of religious reasons with more conservative Protestants and some Catholics defending his religious policies</td><td>The Parliamentarians were against the King’s religious policies and many Puritans joined them to fight against changes to the church</td></tr>
<tr><td>Then there were those who joined up purely because they sincerely believed in the cause of the King, which was to maintain his royal authority</td><td>A few joined the civil war only to make money but the majority believed in the royal cause</td></tr>
</table>
</td></tr>
</table>

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Section 2 — British Contexts

PART C — The Atlantic Slave Trade, 1770-1807

<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>31.</td><td></td><td></td><td>9</td><td>
To what extent did tribal conflict encouraged by the slave trade cause the most harm to African societies?

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

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

Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point (but one mark should be deducted if the correct process is not clear in at least two factors). If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.

<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>tribal conflict</td><td>1. Africans became slaves by being captured as prisoners of war
2. African chiefs captured slaves from rival kingdoms to trade for goods (eg cloth, iron tools, weapons and alcohol)
3. Kingdom of Dahomey sent raiding parties to capture slaves to sell onto Europeans
4. demand for more slaves led to increased hatred and violence between tribes/within tribes/made worse by the introduction of guns</td></tr>
<tr><td>destruction of society</td><td>5. the loss of the youngest men and women in society meant that Africa fell behind the rest of the world (estimated that around 10 million people were transported from Africa over the eighteenth century)/villages often destroyed/deserted
6. farm land or hunting areas being abandoned because it was too far from the village to be safe/impact on food supply
7. parents were encouraged to sell children to pay family debts
8. African chiefs changed laws to make being sold into slavery a more common punishment
9. Slave trade led to loss of/destruction of culture</td></tr>
</table>
</td></tr>
</table>

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<table>
<tr><th colspan="4">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>slave factories</td><td>10. development of European ‘factories’ on the coast to control the slave trade led to terrible treatment for captured Africans
11. captured Africans deemed unfit were often left abandoned at slave factories</td></tr>
<tr><td>any other relevant factor</td><td>12. any other valid reason</td></tr>
</table>

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

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

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Question			Max mark	Specific marking instructions for this question
32.			6	**How fully does Source A explain the impact that trade with the Caribbean had on the British economy?** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development. Up to a **maximum of 6 marks** in total**, 1 mark** should be awarded for each valid point selected from the source or each valid point of significant omission provided. Candidates should be awarded **up to 3 marks** for their identification of points from the source which support their judgement. Candidates should be awarded **up to 4 marks** for their identification of points of significant omission, based on their own knowledge, that support their judgement. A **maximum of 2 marks** may be awarded for answers in which no judgement has been made **or** which refer only to the source. **Possible points which may be identified from the source include:** 1. slave produced goods such as sugar and coffee were imported into British ports helping them to become rich and powerful trading centres 2. work was provided in many ports as men were employed as sailors, shipbuilders and dock workers 3. the profits made from the slave trade were also invested in the development of other British industries 4. wealthy colonial families built huge mansions in many of the British cities where they traded **Possible points of significant omission may include:** 5. many important government buildings in British cities were constructed using the profits of the slave trade 6. Glasgow's economy benefited from the tobacco trade 7. slave cotton provided work for the mills of Lancashire 8. the slave trade had raised struggling ports to rich and prosperous trading centres (eg Bristol, London, Liverpool) 9. banking and insurance businesses grew 10. **Any other valid point of significant omission**

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Question			Max mark	Specific marking instructions for this question
33.			**4**	**Describe the methods used to discipline slaves on the plantations.** Candidates can be credited in a number of ways **up to a maximum of 4 marks.** They may take different perspectives on the events and may describe a variety of different aspects of the events. Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to a maximum of **4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these). **Possible points of knowledge may include:** 1. flogging with a whip 2. beatings (for working slowly) 3. branded with hot iron 4. forced to wear heavy iron chains 5. iron muzzles 6. thumbscrews 7. execution (as an example to other slaves, eg burning slaves alive) 8. mutilation (eg cutting off feet of runaways) 9. **Any other valid point of knowledge**

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Question			Max mark	Specific marking instructions for this question
34.			**4**	**Compare the views of Sources B and C about the methods used by the abolitionists.** Candidates can be credited in a number of ways **up to a maximum of 4 marks.** Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall. A **simple comparison** will indicate what points of detail or viewpoint the sources agree or disagree on and **should be awarded 1 mark.** A **developed comparison** of the points of detail or overall viewpoint **should be awarded a second mark.** Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these). **Possible points of comparison may include:** **Overall** the sources agree about the methods that were used by the abolitionists.

Source B	Source C
(Personal accounts changed public opinion as) the dreadful experiences of the slaves during the Middle Passage were told by survivors	Some slaves (such as Olaudah Equiano) published autobiographies sharing their experiences (and changing the views of the public)
Many slavers backed these up, giving similar accounts about the horrors of the trade	John Newton, former slaver, published a pamphlet outlining the horrific conditions on the slave trade and confirming slave accounts
Abolitionists such as Clarkson toured the country with equipment used on slaves (to show the public how badly they were treated)	Clarkson travelled around Britain with instruments such as manacles and thumbscrews (to gain support for the cause)

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Question			Max mark	Specific marking instructions for this question
35.			**6**	**Explain the reasons why it took so long to abolish the slave trade in Britain.** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a **maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and a **second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these). **Possible reasons may include:** 1. the slave trade brought wealth to Britain, so was popular with those who were wealthy 2. the slave trade brought employment to Britain (eg shipyards, ports, mills, manufacturing) so was supported by many involved in these industries 3. cities profited from the slave trade (eg Bristol, Liverpool and Glasgow), so many in these cities wished to see slavery continue 4. the products of the slave trade were in great demand (eg cotton, tobacco and sugar) and many believed that slavery was needed in order to meet demand for these products 5. involvement in the slave trade helped Britain to remain a world power, so many continued to support slavery 6. the slave trade was seen as a valuable training ground for the Royal Navy, so it was supported 7. many MPs had financial interests in the slave trade, so wished to see it continue 8. many MPs were being bribed to ensure that they continued to give their support for the continuation of the trade 9. the slave trade still enjoyed the support of the King 10. taxes from slave produced goods were essential to fund the war with France 11. **Any other valid reason**

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Section 2 — British Contexts

PART D — Changing Britain, 1760-1914

<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>36.</td><td></td><td></td><td>9</td><td>
To what extent did better sanitation have the biggest impact on people's health between 1760 and 1914?

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

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

Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point (but one mark should be deducted if the process is not clear in at least two factors). If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.

<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>better sanitation</td><td>1. wash houses and public baths helped improve hygiene
2. provision of fresh, clean water reduced the threat of disease
3. improved sewerage systems/proper drainage reduced spread of germs/diseases</td></tr>
<tr><td>medical advances</td><td>4. smallpox vaccination (1798) helped prevent deaths from this illness
5. 1897 – cholera vaccine was developed, helping to protect people from deadly cholera epidemics
6. chloroform (after 1847/Simpson) helped to prevent deaths from shock during surgery
7. carbolic acid (Lister 1867) helped prevent spread of infection during/after surgery</td></tr>
<tr><td>better medical care</td><td>8. cleaner hospitals (thanks to Florence Nightingale) led to better treatment/survival rates
9. better training for doctors and nurses led to better medical care
10. properly trained midwives meant that more mothers and babies survived</td></tr>
</table>
</td></tr>
</table>

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Question	Max mark	Specific marking instructions for this question

Possible factors:	Key points of knowledge to support this factor may include:
Public Health Acts	11. local authorities empowered to improve living conditions (eg 1848, 1875)
any other relevant factor.	12. any other valid reason

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

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

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<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>37.</td><td></td><td></td><td>4</td><td>
Compare the views of Sources A and B about rules and punishments in textile factories.

Candidates can be credited in a number of ways up to a maximum of 4 marks.

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

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be given
1 mark. A developed comparison of the points of detail or overall viewpoint should be given a second mark. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by a combination of these).

Possible points of comparison may include:

Overall the sources agree about the harsh rules and punishments in textile factories.

<table>
<tr><th>Source A</th><th>Source B</th></tr>
<tr><td>Any person coming to work late shall be fined</td><td>being fined for things such as being late</td></tr>
<tr><td>Any person found talking with the other workers instead of working shall be fined</td><td>There were other fines too, for offences such as talking, whistling or singing</td></tr>
<tr><td>Any person found smoking on the premises shall be instantly dismissed</td><td>Mill owners also had the power to sack on the spot any employee who was found to be breaking the rules</td></tr>
</table>
</td></tr>
</table>

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Question			Max mark	Specific marking instructions for this question
38.			6	**How fully does Source C explain the ways in which laws helped to improve working conditions in coal mines?** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development. Up to a **maximum of 6 marks in total**, **1 mark** should be given for each valid point selected from the source or each valid point of significant omission provided. 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. **Possible points which may be identified from the source include:** 1. (1842 Mines Act) stated that no-one under 15 could be in charge of operating machinery/winding gear 2. (after 1850) all mine owners had to report accidents that led to death 3. (the 1862 Mines Act) made single shaft mines illegal 4. (1872 Mines Act) gave miners the right to appoint inspectors from among themselves. **Possible points of significant omission may include:** 5. (1842 Mines Act stated that) no women or children under 10 could work underground 6. (1842 Mines Act) replaced people dragging coal underground with ponies 7. (1842 Mines Act) appointed a Mines Inspector 8. (1860 Mines Act) increased the age of boys that were allowed to work underground to 12 9. (1872 Mines Act) stated that fans had to be installed to improve ventilation 10. (in 1872) naked flames were made illegal/all mines had to use safety lamps 11. **Any other valid point of significant omission**

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Question			Max mark	Specific marking instructions for this question
39.			**6**	**Explain the reasons why the development of railways had such a big impact on Britain.** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or a combination of these). **Possible reasons may include:** 1. raw materials and finished products could be transported quickly and cheaply which meant that factories/industry was boosted by the railways 2. perishable foods (such as fish or milk) could be transported to cities quickly which meant that diets improved/these industries were boosted 3. railways were reached more parts of Britain, which meant that canals/roads/turnpikes went into decline 4. national railway timetables had to be made which meant that time had to be standardised across Britain 5. sporting teams could now play teams from further away which meant that national sporting leagues developed 6. railway travel was affordable which meant that the working classes could travel further than before/cheap holidays 7. railway travel was quick/cheap (eg suburbs developed as people could commute to work) 8. railways meant that national daily newspapers were possible for the first time 9. railways meant cheap and extensive postal service was now possible nationwide 10. politicians could use trains to travel which meant that travel was easier between parliament and constituency/there were now national election campaigns 11. railways created new jobs (eg navvies and conductors) which reduced unemployment 12. the railway network was extensive which meant that some people complained that Britain's countryside was ruined 13. **Any other valid reason**

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Question			Max mark	Specific marking instructions for this question
40.			4	**Describe the demands of the Chartists.** Candidates can be credited in a number of ways **up to a maximum of 4 marks.** They may take different perspectives on the events and may describe a variety of different aspects of the events. Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be given for each accurate relevant key point of knowledge. **A second mark** should be given for each point that is developed, up to a maximum of **4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or a combination of these). **Possible points of knowledge may include:** 1. all men (over 21) to have the vote/universal manhood suffrage 2. voting should take place by secret ballot 3. constituencies should be of equal size 4. MPs should be paid 5. the property qualification for becoming an MP should be abolished 6. annual parliamentary elections 7. **Any other valid point of knowledge**

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Section 2 — British Contexts

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

Question			Max mark	Specific marking instructions for this question
41.			6	**Explain the reasons why many people believed some groups of the poor deserved to be helped before 1914.** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or a combination of these). **Possible reasons may include:** 1. reports of Booth and Rowntree highlighted the need for government intervention to tackle poverty 2. children were too young to be able to work and provide for themselves so deserved help if they were poor 3. children were often born into poverty which was no fault of their own so they deserved help 4. many children had to work instead of going to school so help for their families may enable them to go to school 5. the old were often unable to work and support themselves so they deserved some help 6. the old often ended up in the workhouse as they had been unable to save for their old age so it was seen as fair that they should receive some help from the state 7. the sick were unable to work and usually there was no sick pay so they deserved some help 8. medical treatment had to be paid for which many could not afford so they deserved some help 9. many of the unemployed were seasonally unemployed so they deserved help at certain times of year 10. finding work was difficult/employment was often irregular/workers often lost their jobs with no warning so they deserved some help 11. **Any other valid reason**

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Question			Max mark	Specific marking instructions for this question
42.			9	**To what extent were free school meals the most successful of the Liberal Reforms for the young?** Candidates can be credited in a number of ways **up to a maximum of 9 marks.** Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented. Up to **5 marks** can be awarded for relevant, factual, key points of knowledge used to support factors, with **1 mark** given for each point (but **one mark should be deducted** if the correct process is not clear in at least two factors). **If only one factor is presented, a maximum of 3 marks should be awarded** for relevant points of knowledge. **A further 4 marks** can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.

Possible factors:	Key points of knowledge to support this factor may include:
free school meals	1. often the only meal that children had in a day, making them healthier 2. helped poor families, as meals were paid for through local taxes 3. children's health deteriorated during the school holidays, showing how important school meals were 4. not made compulsory until 1914 so many children did not benefit/children were benefitted after 1914
medical inspections	5. only identified problems at first/did not provide treatment (although did put pressure on government to act) 6. led to further reform/prompted the introduction of school clinics in 1912 providing free treatment
Children's Charter	7. banned children under 16 from buying tobacco and children under 18 from buying alcohol so improved child health 8. juvenile remand homes/courts/prisons/probation officers meant that child criminals were no longer treated like adult criminals 9. abolished the death penalty for children which was fairer 10. fires in homes had to be guarded helping to prevent children from being burned in accidents 11. children could be removed from parents who did not take care of them improving their welfare

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Question	Max mark	Specific marking instructions for this question

Possible factors:	Key points of knowledge to support this factor may include:
any other relevant factor	12. any other valid reason

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

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

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<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>43.</td><td></td><td></td><td>4</td><td>
Compare the views of Sources A and B about the benefits of the 1911 National Insurance Act.

Candidates can be credited in a number of ways up to a maximum of 4 marks.

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

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be given 1 mark. A developed comparison of the points of detail or overall viewpoint should be given a second mark. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by a combination of these).

Possible points of comparison may include:

Overall the sources agree about the benefits of the 1911 National Insurance Act.

<table>
<tr><th>Source A</th><th>Source B</th></tr>
<tr><td>Insured workers received 10 shillings per week for the first 26 weeks of illness and 5 shillings a week after that</td><td>The 1911 Act also gave insured workers 10 shillings a week for the first six months of sickness and this benefit was then halved until they were fit to return to work</td></tr>
<tr><td>They were also entitled to free visits to the doctor and medicine</td><td>Insured workers were also provided with free medical care</td></tr>
<tr><td>there was a maternity grant for insured workers of 30 shillings</td><td>When insured workers had a baby they were given a grant of 30 shillings</td></tr>
</table>
</td></tr>
</table>

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Question			Max mark	Specific marking instructions for this question
44.			6	**How fully does Source C explain why the Second World War helped to bring about a welfare state?** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development. Up to a **maximum of 6 marks in total**, **1 mark** should be given for each valid point selected from the source or each valid point of significant omission provided. 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. **Possible points which may be identified in the source include:** 1. the war brought people together/created a sense of community/made people determined to create a better Britain 2. the government intervened in people's lives more/moved away from 'laissez-faire' 3. rationing was brought in/the Ministry of Food was created (to make sure everyone got a fair share of food) 4. family allowances were introduced before 1945 **Possible points of significant omission may include:** 5. evacuation raised awareness of levels of poverty/created a determination to tackle poverty amongst children 6. bombing levelled the social classes which created a sense of shared suffering and helped to change people's attitudes 7. the Beveridge Report sold hundreds of thousands of copies/created a public expectation of reform 8. some of the 'Giants' were tackled before the end of the war such as 'Ignorance' with the 1944 Butler Act 9. people accepted more government involvement in their lives because of things such as conscription 10. **Any other valid point of significant omission**

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Question			Max mark	Specific marking instructions for this question
45.			4	**Describe the Labour reforms which improved the lives of British people between 1945 and 1951.** Candidates can be credited in a number of ways **up to a maximum of 4 marks.** They may take different perspectives on the events and may describe a variety of different aspects of the events. Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be given for each accurate relevant key point of knowledge. **A second mark** should be given for each point that is developed, up to a maximum of **4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or a combination of these). **Possible points of knowledge may include:** 1. National Insurance was extended to prevent all workers from falling into poverty when they were sick or unemployed 2. National Insurance extended pensions for the old 3. National Insurance was universal/comprehensive (people were covered from the cradle to the grave) 4. National Assistance was available as a safety-net for those not covered by National Insurance 5. a National Health Service was introduced 6. many industries were nationalised 7. housing was improved with prefabs 8. housing was improved by the building of New Towns 9. **Any other valid point of knowledge**

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Section 3 — European and World Contexts

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

<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>46.</td><td></td><td></td><td>5</td><td>
Evaluate the usefulness of Source A as evidence of the use of castles in medieval times.

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

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

A maximum of 4 marks can be given for evaluative comments relating to the 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.

Examples of aspects of the source and relevant comments:
<table>
<tr><th colspan="2">Aspect</th><th>Possible comment(s)</th></tr>
<tr><td>Author</td><td>Modern historian</td><td>Useful as he is a well-informed expert</td></tr>
<tr><td>Type of source</td><td>Textbook</td><td>Useful because it will have been thoroughly researched</td></tr>
<tr><td>Purpose</td><td>To inform</td><td>Useful as it gives detailed information/a balanced account</td></tr>
<tr><td>Timing</td><td>1960</td><td>Useful as it is written with the benefit of hindsight</td></tr>
</table>
<table>
<tr><th>Content</th><th>Possible comment(s)</th></tr>
<tr><td>Most castles were built to defend a location</td><td>Useful as it is accurate (castles were used mainly for protection)</td></tr>
<tr><td>Castles had a Great Hall, where weddings and feasts were held to celebrate special occasions</td><td>Useful as it is accurate (Great Halls were used to entertain)</td></tr>
<tr><td>castles provided a place for knights to stay when carrying out guard duty for their lord</td><td>Useful as it is accurate (most castles had barracks used by knights/soldiers)</td></tr>
</table>
</td></tr>
</table>

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Question			Max mark	Specific marking instructions for this question
				Possible points of significant omission may include: 1. castles were used as a home by the king/lord 2. Great Hall used as a court to try criminals 3. castles had a store room for supplies (eg crops) 4. castles were used as an administrative centre from which to control the surrounding land/village 5. **Any other valid point of significant omission**

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Question			Max mark	Specific marking instructions for this question
47.			**6**	**Explain the reasons why Emperor Alexius and the Crusaders had a difficult relationship during the First Crusade.** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or a combination of these). **Possible reasons may include:** 1. the People's Crusade had behaved badly whilst in the Byzantine Empire and Byzantine troops had attacked them 2. the Crusaders blamed Emperor Alexius for the failure of the People's Crusade 3. some Crusaders were unhappy Emperor Alexius had forced them to take an oath of loyalty/to give back any land they captured 4. Emperor Alexius withheld supplies until the oath was taken, angering the Crusaders 5. the Crusaders felt betrayed by Emperor Alexius when he negotiated with the Muslims inside Nicaea/took the city behind the Crusaders' backs 6. Baldwin broke his oath/took Edessa which upset Emperor Alexius 7. Emperor Alexius did not arrive at Antioch to help the Crusaders when they were besieged by the Muslims 8. Bohemond broke his oath/kept Antioch for himself angering Emperor Alexius 9. **Any other valid reason**

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Question			Max mark	Specific marking instructions for this question
48.			**6**	**How fully does Source B describe the capture of Antioch in 1098?** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development. Up to a **maximum of 6 marks in total, 1 mark** should be given for each valid point selected from the source or each valid point of significant omission provided. 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. **Possible points which may be identified from the source include:** 1. Bohemond bribed a Muslim guard who agreed to let the Crusaders into the city 2. in the middle of the night, 60 of Bohemond's men scaled the city walls 3. quickly they reached the battlements and captured three towers 4. the two main gates were opened and the rest of the Crusader army rushed in. **Possible points of significant omission may include:** 5. the Crusaders appeared to withdraw to give the defenders a false sense of security 6. the Crusaders used ropes/ladders to climb the walls 7. the Crusaders slaughtered the inhabitants of the city 8. native Christians inside the city joined the Crusaders in the attack 9. the citadel was not initially captured 10. **Any other valid point of significant omission**

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Question			Max mark	Specific marking instructions for this question
49.			**4**	**Describe what happened at the Battle of Hattin in 1187.** Candidates can be credited in a number of ways **up to a maximum of 4 marks.** They may take different perspectives on the events and may describe a variety of different aspects of the events. Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be given for each accurate relevant key point of knowledge. **A second mark** should be given for each point that is developed, up to a maximum of **4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or a combination of these). **Possible points of knowledge may include:** 1. the Crusaders were trapped at Hattin and cut off from any water supplies 2. Saladin surrounded the Crusaders with burning brushwood and dry grass, blinding them 3. the Muslim cavalry attacked the Crusaders with arrows 4. some Crusaders broke through the Muslim lines but were then cut off from the main army and forced to retreat 5. many Crusaders were killed in battle/others were captured 6. the Knights Templars/Hospitallers were singled out for execution 7. other Crusaders were sold into slavery 8. King Guy was forced to surrender/taken prisoner by Saladin 9. **Any other valid point of knowledge**

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<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>50.</td><td></td><td></td><td>4</td><td>
Compare the views of Sources C and D about the relationship between Saladin and the Muslims.

Candidates can be credited in a number of ways up to a maximum of 4 marks.

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

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

Possible points of comparison may include:

Overall the sources disagree about the relationship between Saladin and the Muslims.

<table>
<tr><th>Source C</th><th>Source D</th></tr>
<tr><td>many Muslims were unhappy with Saladin’s leadership and were close to leaving his army</td><td>Thousands of Muslims from Syria and Egypt flocked to join Saladin’s forces</td></tr>
<tr><td>Saladin had been out-fought by the Crusaders at Arsuf and the Muslims believed his poor tactics at Jaffa had cost them victory</td><td>At Jaffa Saladin successfully held off an attack led by Richard I and saved the grateful Muslims from defeat</td></tr>
<tr><td>Saladin also upset the Muslims at Jerusalem by showing mercy to the Crusaders and refusing to kill them</td><td>Saladin was so highly respected by the Muslims that even when he let the Crusaders go free at Jerusalem, not one Muslim complained</td></tr>
</table>
</td></tr>
</table>

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Section 3 — European and World Contexts

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

Question			Max mark	Specific marking instructions for this question
51.			4	**Describe the events of the Boston Massacre.** Candidates can be credited in a number of ways **up to a maximum of 4 marks.** They may take different perspectives on the events and may describe a variety of different aspects of the events. Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to a maximum of **4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these). **Possible points of knowledge may include:** 1. arguments began at Custom House between colonists and a British sentry over Townshend Acts (taxes) 2. the British soldiers came to the aid of a sentry dealing with an increasingly angry crowd 3. the crowd failed to disperse when ordered to do so 4. shots were fired to disperse crowd 5. five people died 6. seven people were wounded 7. the British officer in charge, Captain Preston, was arrested for manslaughter 8. **Any other valid point of knowledge**

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Question			Max mark	Specific marking instructions for this question
52.			**6**	**Explain the reasons why the American colonists went to war with Britain in 1775.** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a **maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and a **second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these). **Possible reasons may include:** 1. colonists were angered by the presence of British troops following the defeat of the French in 1763 2. colonists were angered by George III's desire to exert greater control over colonies 3. frustration over Britain's refusal to allow the colonies to expand westward 4. growing anger over continued taxation of colonies without direct representation in the British parliament 5. anger over imposition of British taxes (eg Sugar Act, Stamp Act, The Tea Act, Quartering Acts, Intolerable Acts) 6. the Boston Massacre increased tension between Britain and the colonists 7. the Boston Tea Party increased tension between Britain and the colonists 8. formation of the Continental Congress in 1774 9. fighting at Lexington and Concord in April 1775 led to formation of Continental Army under leadership of George Washington in June 1775 10. **Any other valid reason**

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<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>53.</td><td></td><td></td><td>5</td><td>
Evaluate the usefulness of Source A as evidence of the conflict between the colonists and the British by 1776.

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

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

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

Examples of aspects of the source and relevant comments:

<table>
<tr><th colspan="2">Aspect</th><th>Possible comment(s)</th></tr>
<tr><td>Author</td><td>Written by a modern historian</td><td>Useful because he is a well-informed expert</td></tr>
<tr><td>Type of source</td><td>Textbook</td><td>Useful as it is likely to have been thoroughly researched</td></tr>
<tr><td>Purpose</td><td>To inform</td><td>Useful as it provides detailed information about the conflict/less useful as it only informs us about Ticonderoga</td></tr>
<tr><td>Timing</td><td>2005</td><td>Useful because it was written with the benefit of hindsight</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment(s)</th></tr>
<tr><td>The Battle of Fort Ticonderoga gave the colonists a surprising but important victory over the British</td><td>Useful because it is accurate (this was an unexpected victory for the colonists)</td></tr>
<tr><td>The location of the fort was vital as its position protected New York and the New England colonies from British invasion from Canada.</td><td>Useful because it is accurate (the location was advantageous to colonists)</td></tr>
</table>
</td></tr>
</table>

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Question			Max mark	Specific marking instructions for this question

Content	Possible comment(s)
The main reason that the colonists wanted the fort was because they would gain control over cannons, munitions and armaments/these cannons were later moved to Boston	Useful because it is accurate (the colonists did seize a significant amount of weaponry from the fort)

Possible points of significant omission may include:

1. Green Mountain Boys (local militia group) took over fort for the colonists
2. Battles of Lexington/Concord are considered the start of the conflict
3. Battle of Bunker Hill many British soldiers died causing further escalation of conflict
4. **Any other valid point of significant omission**

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Question			Max mark	Specific marking instructions for this question
54.			6	**How fully does Source B describe the experience of British soldiers in battle during the American Revolution?** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development. Up to a **maximum of 6 marks** in total, **1 mark** should be awarded for each valid point selected from the source or each valid point of significant omission provided. Candidates should be awarded **up to 3 marks** for their identification of points from the source which support their judgement. Candidates should be awarded **up to 4 marks** for their identification of points of significant omission, based on their own knowledge, that support their judgement. A **maximum of 2 marks** may be awarded for answers in which no judgement has been made **or** which refer only to the source. **Possible points which may be identified from the source include:** 1. the British army had around 8,500 men and were vastly outnumbered by the militia they were fighting 2. their uniform made them easy targets 3. it (uniform) was also unsuitable for fighting in North America 4. British troops were not used to guerrilla warfare (fighting enemies whose main tactics were to hide behind walls and trees, open fire then move away). **Possible points of significant omission may include:** 5. the British army was drilled to fight in formation 6. soldiers carried smooth-bore muskets that took time to load down the barrel and these guns were not very accurate 7. soldiers also had bayonets for close quarter combat 8. some British officers were ignorant and lazy and made poor military decisions which caused confusion 9. the British underestimated the colonists which led to higher casualties (eg Bunker Hill) 10. **Any other valid point of significant omission**

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Question			Max mark	Specific marking instructions for this question
55.			**4**	**Compare the views of Sources C and D about attitudes towards the Declaration of Independence in 1776.** Candidates can be credited in a number of ways **up to a maximum of 4 marks.** Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall. A **simple comparison** will indicate what points of detail or viewpoint the sources agree or disagree on and **should be awarded 1 mark.** A **developed comparison** of the points of detail or overall viewpoint **should be awarded a second mark.** Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these). **Possible points of comparison may include:** **Overall** the sources disagree about attitudes towards the Declaration of Independence in 1776.

Source C	Source D
King George III was accused by many colonists of indefensible crimes such as imposing taxes which colonists had not agreed to and damaging their trade	Many colonists supported King George III's policies, arguing that his taxes were justified
The worst charge was that he was responsible for an unfair justice system	The King was most upset by the accusation that he had stopped America from having a just legal system as the British felt it was the fairest available
The Declaration of Independence was inspirational for all Americans, both black and white	The Declaration was criticised by many as it made no comment on the large number of slaves in America

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Section 3 — European and World Contexts

PART C — USA, 1850-1880

<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>56.</td><td></td><td></td><td>5</td><td>
Evaluate the usefulness of Source A as evidence of the reasons why people moved West.

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

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

A maximum of 4 marks can be given for evaluative comments relating to the 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

Examples of aspects of the source and relevant comments:

<table>
<tr><th colspan="2">Aspect</th><th>Possible comment(s)</th></tr>
<tr><td>Author</td><td>Modern historians</td><td>Useful because they are well-informed experts</td></tr>
<tr><td>Type of source</td><td>Textbook</td><td>Useful because it will have researched the issue thoroughly</td></tr>
<tr><td>Purpose</td><td>To inform</td><td>Useful because it is a detailed explanation of the reasons for Westward expansion</td></tr>
<tr><td>Timing</td><td>1998</td><td>Useful because it has been written with the benefit of hindsight</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment(s)</th></tr>
<tr><td>Thousands of former soldiers wanted to rebuild their lives</td><td>Useful as it is accurate (many ex-soldiers did go West to rebuild their lives)</td></tr>
<tr><td>Many of the newly freed black slaves were looking for a new life</td><td>Useful as it is accurate (many former slaves did want to leave the South for a new life in the West)</td></tr>
<tr><td>The Homestead Act in 1862 encouraged people to move West/allowed each family to settle on 160 acres of land</td><td>Useful as it is accurate (many settlers did move West because of the promise of free land)</td></tr>
</table>
</td></tr>
</table>

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Question			Max mark	Specific marking instructions for this question
				Possible points of significant omission may include: 1. people moved West to make a fortune by looking for gold 2. people moved West to escape economic problems in the East (eg unemployment, low wages, overcrowded cities) 3. people moved West to escape religious persecution in the East (eg Mormons) 4. sense of adventure/Manifest Destiny 5. **Any other valid point of significant omission**

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Question			Max mark	Specific marking instructions for this question
57.			**4**	**Describe the problems faced by settlers who travelled West.** Candidates can be credited in a number of ways **up to a maximum of 4 marks.** They may take different perspectives on the events and may describe a variety of different aspects of the events. Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be given for each accurate relevant key point of knowledge. **A second mark** should be given for each point that is developed, up to a maximum of **4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or a combination of these). **Possible points of knowledge may include:** 1. very few reliable maps/unreliable routes/poor roads/no bridges 2. harsh and unpredictable weather 3. homesteaders became ill/caught diseases and were unable to receive medical attention 4. cases of accidents/run over by wagon wheels 5. dangers crossing rivers/crossing mountain ranges 6. attacked by animals 7. threat from Native Americans 8. possibility of running out of food/water 9. **Any other valid point of knowledge**

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Question			Max mark	Specific marking instructions for this question
58.			**6**	**Explain the reasons why support for the Republican Party grew in the 1850s.** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or a combination of these). **Possible reasons may include:** 1. people supported the Republicans because they appeared to be the anti-slavery party 2. people supported the Republicans because they advocated the return to high protective tariffs 3. people supported the Republicans because they wished to give free grants of land to Western settlers 4. people supported the Republicans because they appeared to be the party of big business and the North was developing in this way 5. people supported the Republicans because they were successful at securing majorities in the Senate so could implement their policies 6. people supported the Republicans because Lincoln was an able leader 7. European immigrants supported the Republicans because they opposed slavery/tended to settle in the northern cities 8. split in Democrats along North/South lines drove some northern Democrats to the Republicans 9. **Any other valid reason**

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Question			Max mark	Specific marking instructions for this question
59.			**6**	**How fully does Source B describe the treatment of newly freed slaves by the Black Codes?** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development. Up to a **maximum of 6 marks in total, 1 mark** should be given for each valid point selected from the source or each valid point of significant omission provided. 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. **Possible points which may be identified from the source include:** 1. they gave newly freed slaves the right to own and inherit property 2. former slaves also had the right to legal protection 3. the Black Codes tried to prevent them from using their right to vote in elections 4. Black Codes banned newly freed slaves from certain jobs/made sure that they could only earn very low wages. **Possible points of significant omission may include:** 5. ex-slaves could not run their own business 6. ex-slaves were not allowed to bear arms 7. ex-slaves were allowed to marry in some states 8. ex-slaves were forced to be tried in separate courts 9. ex-slaves were not allowed to strike or leave their jobs 10. ex-slaves could not testify in court against whites 11. **Any other valid point of significant omission**

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Question			Max mark	Specific marking instructions for this question
60.			**4**	**Compare the views of Sources C and D about the attitudes of Native Americans to their treatment by the US Government.** Candidates can be credited in a number of ways **up to a maximum of 4 marks.** Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall. A **simple comparison** will indicate what points of detail or viewpoint the sources agree or disagree on and **should be awarded 1 mark.** A **developed comparison** of the points of detail or overall viewpoint **should be awarded a second mark.** Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these). **Possible points of comparison may include:** **Overall** both sources disagree about the reaction of Native Americans to their treatment by the US Government.

Source C	Source D
We cannot accept being forced to live on land which is not suitable to our needs	Most accepted the change from being hunters to farmers/The only option for us was life on a reservation which had some advantages
There is no climate or soil which is equal to our previous home	We were given adequate amounts of land on which to grow crops
Our people are decreasing in numbers here, and will continue to decrease unless they are allowed to return to their native land	Food rations were sufficient and the Native American population increased

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Section 3 — European and World Contexts

PART D — Hitler and Nazi Germany, 1919-1939

Question			Max mark	Specific marking instructions for this question
61.			4	**Describe the events of the Munich Beer Hall Putsch in 1923.** Candidates can be credited in a number of ways **up to a maximum of 4 marks.** They may take different perspectives on the events and may describe a variety of different aspects of the events. Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be given for each accurate relevant key point of knowledge. **A second mark** should be given for each point that is developed, up to a maximum of **4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or a combination of these). **Possible points of knowledge may include:** 1. (on the night of 8 November 1923) Hitler and 600 supporters burst into a political meeting at the local Beer Hall 2. Hitler stood on a chair and fired a shot in the air and announced a revolution had begun/made an impassioned speech and gained support of those in hall 3. Hitler forced the Bavarian leaders present to agree to rebel 4. Ludendorff then let them go home and they ordered the army/police to end the rebellion 5. the next day (9 November 1923) Hitler and his Nazis went into Munich on what they thought would be a triumphal march to take power 6. police and army reinforcements blocked the path of the rebels 7. 16 Nazis and 4 policemen were killed in an exchange of gunfire 8. Hitler was injured and fled/was arrested two days later 9. **Any other valid point of knowledge**

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Question			Max mark	Specific marking instructions for this question
62.			6	**Explain the reasons why support for the Nazis grew by January 1933.** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or a combination of these). **Possible reasons may include:** 1. Versailles was very unpopular in Germany and Hitler's promise to ignore/tear it up got him a lot of support 2. Germans were disgusted by a series of weak, short-lived coalitions so they supported Hitler who seemed a strong and determined leader 3. opponents of the Nazis were not united so there was no one who was prepared or able to fight to stop Hitler 4. Hitler's promises to end unemployment were very popular 5. people wanted someone to blame, and looked to extreme solutions – Hitler offered them both, and Nazi success in the elections grew 6. the financial support of wealthy businessmen gave Hitler the money to run his propaganda and election campaigns 7. Nazi propaganda persuaded the German masses to believe that Hitler was their last hope 8. Hitler promised everybody something so the Nazis had widespread appeal 9. parades of uniformed SA/Brownshirts impressed Germans/led to many young men joining the Nazis 10. Hitler was a brilliant speaker/he was a good organiser and politician (his self-belief persuaded people to believe in him) 11. failure of Weimar to deal with economic problems (eg hyperinflation/Great Depression) helped to create support for the Nazis 12. **Any other valid reason**

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<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>63.</td><td></td><td></td><td>5</td><td>

Evaluate the usefulness of Source A as evidence of the treatment of Jews in Nazi Germany between 1933 and 1939.

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

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

A maximum of **4 marks** can be given for evaluative comments relating to the 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.

Examples of aspects of the source and relevant comments:

<table>
<tr><th colspan="2">Aspect</th><th>Possible comment(s)</th></tr>
<tr><td>Author</td><td>Historians</td><td>Useful as they are well-informed experts</td></tr>
<tr><td>Type of source</td><td>Textbook</td><td>Useful because it will have researched the issue thoroughly</td></tr>
<tr><td>Purpose</td><td>To inform</td><td>Useful as it provides detailed information/less useful as it only refers to Kristallnacht</td></tr>
<tr><td>Timing</td><td>2000</td><td>Useful as it is a written with the benefit of hindsight</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment(s)</th></tr>
<tr><td>attacks on Jewish shops, homes and synagogues</td><td>Useful as it is accurate (many Jewish shops and businesses were destroyed or looted)</td></tr>
<tr><td>100 Jews were murdered</td><td>Useful as it is accurate (many Jews were killed)</td></tr>
<tr><td>20,000 sent to concentration camps</td><td>Useful as it is accurate (many Jews were sent to camps)</td></tr>
</table>

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

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Question			Max mark	Specific marking instructions for this question
				Possible points of significant omission may include: 1. Jews were forced out of jobs (eg civil service)/boycotts of Jewish shops 2. the Nuremburg Laws were passed in 1935 (eg Jews no longer allowed to be German citizens/Jews not allowed to have sexual relationships with non-Jews/Jews not allowed to marry non-Jews) 3. Jews beaten up on streets/separate park benches for Jews 4. Jews banned from state schools/cinemas/public places 5. **Any other valid point of significant omission**

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Question			Max mark	Specific marking instructions for this question
64.			**6**	**How fully does Source B describe opposition in Nazi Germany between 1933 and 1939?** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development. Up to a **maximum of 6 marks in total, 1 mark** should be given for each valid point selected from the source or each valid point of significant omission provided. 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. **Possible points which may be identified from the source include:** 1. some workers protested by refusing to give Nazi salutes 2. others rebelled by not turning up for work at all 3. some even damaged factory machinery or equipment 4. one worker planted a bomb in a Munich beer hall where Hitler was scheduled to speak **Possible points of significant omission may include:** 5. anti-Nazi activity among some urban youth groups (eg 'Edelweiss Pirates' who sang insulting parodies of Hitler Youth anthems and sometimes beat up members/the Pirates also engaged in petty resistance, such as vandalism of Nazi propaganda or buildings) 6. university halls and campuses were notable sources of anti-government criticism and protest 7. Christian churches (both Catholic and Protestant) opposed the imposition of Nazi ideology on German life (eg the Confessional Church was formed by Martin Niemöller in 1934 with 6,000 ministers) 8. some in the military despised Hitler and there were occasional plots and discussions about removing him from power 9. many SPD members went 'underground', forming a resistance group called *Roter Strosstrupp* ('Red Strike Troops')/by late 1933 this group had around 3,000 members 10. following the Reichstag fire (more than 30,000) KPD members continued with underground resistance 11. **Any other valid point of significant omission**

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<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>65.</td><td></td><td></td><td>4</td><td>
Compare the views of Sources C and D on attitudes towards youth organisations for girls in Nazi Germany.

Candidates can be credited in a number of ways up to a maximum of 4 marks.

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

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

Possible points of comparison may include:

Overall the sources disagree about attitudes towards youth organisations for girls in Nazi Germany.

<table>
<tr><th>Source C</th><th>Source D</th></tr>
<tr><td>For girls, the organisation prepared them for motherhood which most accepted</td><td>Girls (aged 10–14 years) joined the Young Maidens where they were taught how to become good mothers but many resented this</td></tr>
<tr><td>Girls had to run 60 metres in 14, seconds/throw a ball 12 metres/know how to somersault and they enjoyed the competitiveness</td><td>Compulsory route marches and swimming contests were disliked by many girls</td></tr>
<tr><td>When they turned 14, they had lessons on sewing and cooking which most found very useful</td><td>There were also classes on needlework and housework which many considered unnecessary</td></tr>
</table>
</td></tr>
</table>

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Section 3 — European and World Contexts

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

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

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Question			Max mark	Specific marking instructions for this question
67.			**6**	**How fully does Source A describe the events of the 1905 Revolution?** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development. Up to a **maximum of 6 marks in total, 1 mark** should be given for each valid point selected from the source or each valid point of significant omission provided. 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. **Possible points which may be identified from the source include:** 1. in January, a wave of strikes began throughout the country involving 400,000 people 2. the Tsar's uncle was assassinated in February 3. protestors took to the streets (demanding freedom of speech, an elected parliament and the right to form political parties) 4. national minorities who were opposed to the Tsarist regime also rose up to demand political and economic reforms **Possible points of significant omission may include:** 5. Father Gapon organised a peaceful protest to deliver a petition to the Tsar 6. march on Winter Palace leading to Bloody Sunday 7. in October, a General Strike took place in Moscow and quickly spread to other cities 8. railway strike in October led to a halt of the transport system upon which food distribution depended 9. some naval mutinies (eg Battleship Potemkin) 10. large scale peasant riots throughout October/November in many parts of the country/land seizure by peasants of what they saw as their land 11. **Any other valid point of significant omission**

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Question			Max mark	Specific marking instructions for this question
68.			**6**	**Explain the reasons why the February Revolution broke out in 1917.** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or a combination of these). **Possible reasons may include:** 1. working class discontent over poor living/working conditions/ shortages led to them wanting a change 2. the Tsar was blamed for the military defeats of the First World War after he took control of the army/by February 1917 he had lost the confidence of the Russian people as they wanted change 3. people had expected the First World War to be over long before 1917/people were war weary and believed the Tsar would not agree to a cessation of fighting so they looked for change 4. Russian peasants were still aggrieved due to the land issue/strain of the First World War hit the peasantry and they wanted change 5. severe economic problems such as high taxes/inflation and price rises led to a general demand for change 6. the Tsar was seen as a weak ruler who relied on the Tsarina/Rasputin and a close group of ministers which people grew to dislike and demanded change 7. the Tsarina was viewed with suspicion due to her German heritage and so people did not trust her 8. discontent at lack of political power by growing middle class/dislike of privileged status eg nobility, church 9. **Any other valid reason**

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<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>69.</td><td></td><td></td><td>5</td><td>
Evaluate the usefulness of Source B as evidence of the reasons for the failure of the Provisional Government.

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

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

A maximum of 4 marks can be given for evaluative comments relating to the 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.

Examples of aspects of the source and relevant comments:

<table>
<tr><th colspan="2">Aspect</th><th>Possible comment(s)</th></tr>
<tr><td>Author</td><td>Modern historian</td><td>Useful as he is a well-informed expert</td></tr>
<tr><td>Type of source</td><td>Textbook</td><td>Useful because it will have researched the issue thoroughly</td></tr>
<tr><td>Purpose</td><td>To inform</td><td>Useful as it is a detailed explanation of the reasons for the failure of the Provisional Government</td></tr>
<tr><td>Timing</td><td>1963</td><td>Useful as the author has the benefit of hindsight</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment(s)</th></tr>
<tr><td>They did not overcome the difficulties facing Russia</td><td>Useful as it is accurate (the Provisional Government was not successful at solving the key problems Russia faced)</td></tr>
<tr><td>The Provisional Government also continued the war, even though the Russian people were completely against it and the army became much less willing to fight</td><td>Useful as it is accurate (Provisional Government failed to end the war which increased criticism)</td></tr>
<tr><td>the Provisional Government failed to solve the issue of land settlements which also angered the peasants</td><td>Useful as it is accurate (the Provisional Government made no definitive land settlement)</td></tr>
</table>
</td></tr>
</table>

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Question			Max mark	Specific marking instructions for this question
				Possible points of significant omission may include: 1. Provisional Government failed due to conflict with the Petrograd Soviet/dual power weakened the government's authority 2. the Russian economy continued to go downhill/it failed to limit inflation (shortages of food/fuel) 3. the Provisional Government failed due to a lack of support from the army or police (eg Kornilov affair) **4.** did not take steps to disarm the Bolsheviks **5. Any other valid point of significant omission**

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<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>70.</td><td></td><td></td><td>4</td><td>

Compare the views of Sources C and D about the effects of the Civil War on Russian peasants.

Candidates can be credited in a number of ways **up to a maximum of 4 marks.**

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

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

Possible points of comparison may include:

Overall the sources disagree about the effects that the Civil War had on Russian peasants.

Source C	Source D
My troops entered the village and put all the Bolshevik traitors to death, this was the usual punishment	They looked on the death penalty as an emergency measure, which was only used when absolutely necessary
Then the rest of the population was ordered to deliver, without payment, all of their grain	The Whites adopted a policy of grain requisitioning, sending soldiers, usually armed, to get a share of the grain out of peasants' barns
We left them with their cattle and horses	They also took farm animals and horses to help them win the war

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

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Section 3 — European and World Contexts

PART F — Mussolini and Fascist Italy, 1919-1939

<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>71.</td><td></td><td></td><td>5</td><td>
Evaluate the usefulness of Source A as evidence of the appeal of Fascism between 1919 and 1925.

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

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

A maximum of 4 marks can be given for evaluative comments relating to the 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.

Examples of aspects of the source and relevant comments:

<table>
<tr><th colspan="2">Aspect</th><th>Possible comment(s)</th></tr>
<tr><td>Author</td><td>Modern historians</td><td>Useful as they are well-informed experts</td></tr>
<tr><td>Type of source</td><td>Textbook</td><td>Useful because it will have researched the issue thoroughly</td></tr>
<tr><td>Purpose</td><td>To inform</td><td>Useful as it provides detailed information</td></tr>
<tr><td>Timing</td><td>1998</td><td>Useful as it is written with the benefit of hindsight</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment(s)</th></tr>
<tr><td>They appealed to many small landowners who had been harmed by Socialist local government and were worried about a Socialist revolution</td><td>Useful as it is accurate (the Fascists did exploit the fear of Socialism)</td></tr>
<tr><td>Young people were attracted to Fascism as it seemed to offer the prospect of adventure and action</td><td>Useful as it is accurate (Fascism did have dynamic appeal for the young)</td></tr>
</table>
</td></tr>
</table>

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Question	Max mark	Specific marking instructions for this question

Content	Possible comment(s)
The Fascists also gained working class support as they kept some of their original radical social policies such as fair wages and prices	Useful as it is accurate (the Fascists did appeal to the workers)

Possible points of significant omission may include:

1. many were attracted by Mussolini's oratory
2. Fascism presented itself as a patriotic movement and so appealed to nationalists
3. Fascism appealed to ex-soldiers by promising recognition of their service
4. the promise of an eight hour day appealed to many
5. **Any other valid point of significant omission**

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Question			Max mark	Specific marking instructions for this question
72.			**4**	**Describe the methods used by the Italian Fascists to spread propaganda.** Candidates can be credited in a number of ways **up to a maximum of 4 marks.** They may take different perspectives on the events and may describe a variety of different aspects of the events. Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be given for each accurate relevant key point of knowledge. **A second mark** should be given for each point that is developed, up to a maximum of **4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or a combination of these). **Possible points of knowledge may include:** 1. control of newspapers 2. control of radio 3. use of mass rallies 4. display of posters 5. use of sport to promote Fascist ideals 6. L'Unione Cinematografica Eductavia produced documentaries and newsreels to be shown at cinemas 7. subsidies provided to Italian film makers who made patriotic films 8. schools used to indoctrinate pupils with Fascist ideals 9. **Any other valid point of knowledge**

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Question			Max mark	Specific marking instructions for this question
73.			6	**How fully does Source B describe the activities of Fascist youth organisations?** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development. Up to a **maximum of 6 marks in total, 1 mark** should be given for each valid point selected from the source or each valid point of significant omission provided. 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.** **Possible points which may be identified from the source include:** 1. young people learned horse riding skills 2. many youngsters went skiing in the Italian Alps 3. every member had to swear a personal oath of loyalty to Mussolini 4. most towns had rallies on a Saturday afternoon between 3.30 and 6.00 pm. **Possible points of significant omission may include:** 5. military drill 6. attending propaganda lectures 7. singing Fascist hymns/songs 8. watching propaganda films 9. taking part in parades 10. girls did sewing, flower arranging and gardening 11. **Any other valid point of significant omission**

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Question			Max mark	Specific marking instructions for this question
74.			**6**	**Explain the reasons why Italy invaded Abyssinia in 1935.** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or a combination of these). **Possible reasons may include:** 1. to avenge the defeat at Adowa in 1896 2. to consolidate Italy's position in East Africa (where they had had a presence since the 1880s) 3. to increase Italian prestige/to show that Italy was capable of acting as an imperial power like Britain and France 4. a successful war abroad could rally support at home 5. to put Italy in a position to exploit Abyssinian resources 6. to develop export markets for Italian businesses 7. to demonstrate to Hitler that Italy was a powerful nation (and therefore a valuable ally) 8. Mussolini believed that Britain and France would not act to stop him 9. **Any other valid reason**

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Question			Max mark	Specific marking instructions for this question
75.			**4**	**Compare the views of Sources C and D about opposition to the Fascist regime.** Candidates can be credited in a number of ways **up to a maximum of 4 marks.** Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall. A **simple comparison** will indicate what points of detail or viewpoint the sources agree or disagree on and **should be awarded 1 mark.** A **developed comparison** of the points of detail or overall viewpoint **should be awarded a second mark.** Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these). **Possible points of comparison may include:** **Overall** the sources disagree on opposition to the Fascist regime.

Source C	Source D
Opposition to the Fascist government in Italy was quite effective	There was opposition to the Fascists, but it never posed a threat to the regime
the regime was not popular amongst large numbers of people	most supported Mussolini's foreign and economic policies
The opposition groups were only occasionally infiltrated by the police and their informers	When opposition groups did appear they were unable to operate without interference from the police

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Section 3 — European and World Contexts

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

Question			Max mark	Specific marking instructions for this question
76.			4	**Describe the difficulties faced by immigrants to the USA in the 1920s.** Candidates can be credited in a number of ways **up to a maximum of 4 marks.** They may take different perspectives on the events and may describe a variety of different aspects of the events. Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be given for each accurate relevant key point of knowledge. **A second mark** should be given for each point that is developed, up to a maximum of **4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or a combination of these). **Possible points of knowledge may include:** 1. on first arrival to America, immigrants were taken to Ellis Island where they faced a physical examination and possible return 2. immigrants found it difficult to find accommodation/often had to pay high rent 3. overcrowded housing/some large families sometimes with 10 or 12 people had only one room to live in 4. housing which lacked adequate heating/cold and damp housing/ housing without sanitation/running water 5. many immigrants were poorly educated/non-English speaking and struggled to find work 6. many immigrants found that the only work that was available to them was unskilled and low paid 7. many immigrants faced prejudice and discrimination from the American public (eg ethnicity, religious tensions, political views) 8. immigrants were often viewed as criminals 9. **Any other valid point of knowledge**

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<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>77.</td><td></td><td></td><td>5</td><td>
Evaluate the usefulness of Source A as evidence of the ways in which the Jim Crow laws segregated black and white Americans.

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

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

A maximum of 4 marks can be given for evaluative comments relating to the 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.

Examples of aspects of the source and relevant comments:

<table>
<tr><th colspan="2">Aspect</th><th>Possible comment(s)</th></tr>
<tr><td>Author</td><td>Modern historians</td><td>Useful because they are well-informed experts</td></tr>
<tr><td>Type of source</td><td>Textbook</td><td>Useful because it will have researched the issue thoroughly</td></tr>
<tr><td>Purpose</td><td>To inform</td><td>Useful because it provides detailed information</td></tr>
<tr><td>Timing</td><td>2013</td><td>Useful as it is written with the benefit of hindsight</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment(s)</th></tr>
<tr><td>Black children were forbidden to attend school with white children</td><td>Useful as it is accurate (education was segregated)</td></tr>
<tr><td>At work, black Americans collected their pay separately from whites</td><td>Useful as it is accurate (employment was segregated)</td></tr>
<tr><td>There were also strict bans on whites and blacks marrying</td><td>Useful as it is accurate (marriage between black and white Americans was forbidden)</td></tr>
</table>

Possible points of significant omission may include:

1. separate train carriages/separate seating on buses
2. separate restaurants/separate seating areas in restaurants
3. separate leisure and sporting facilities
4. separate toilets, drinking fountains and restrooms
5. Any other valid point of significant omission
</td></tr>
</table>

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Question			Max mark	Specific marking instructions for this question
78.			**6**	**Explain the reasons why sit-ins were an important step forward in the campaign for civil rights.** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or a combination of these). **Possible reasons may include:** 1. many white Americans supported the protestors 2. restaurants and cafés across America could not afford the bad publicity and loss of business/by the summer of 1960 there were almost no more segregated lunch counters in the South 3. the success of the sit-ins proved that blacks had economic power and could use it to end segregation 4. sit-ins attracted a great amount of media attention and sympathy for the civil rights movement/night after night TV viewers across America saw peaceful students being mistreated 5. the sit-ins led to the formation of the Students Non-Violent Co-ordinating Committee (SNCC) which provided student volunteers for marches and other protests 6. the use of the sit-in tactic spread to protest against other forms of racial segregation (eg wade-ins at segregated swimming pools/pray-ins at segregated churches) 7. sit-ins gave other black Americans (eg students/young people) the confidence and determination to campaign for civil rights 8. **Any other valid reason**

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Question			Max mark	Specific marking instructions for this question
79.			**6**	**How fully does Source B describe the civil rights protest in Birmingham in 1963?** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development. Up to a **maximum of 6 marks in total, 1 mark** should be given for each valid point selected from the source or each valid point of significant omission provided. 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. **Possible points which may be identified in the source include:** 1. Martin Luther King led a protest march through Birmingham (against the discrimination and inequality faced by black Americans in the city) 2. the march was led by children/with over 30,000 demonstrators taking part 3. Chief of Police, Bull Connor, ordered the arrest of protestors (many children aged 6 to 18 were jailed) 4. on the following day water cannons were used to disperse the marchers **Possible points of significant omission may include:** 5. many protestors were beaten/injured by police (many of them were children) 6. dogs were also used by the police to attack the protestors 7. on the third day, the firemen refused to turn on their hoses/many of the police refused orders to attack the marchers 8. the march continued into a fourth day 9. the businessmen of Birmingham, worried about the impact on trade, offered to desegregate restrooms, lunch counters and drinking fountains within 90 days 10. the Ku Klux Klan was furious at the offer from the businessmen and firebombed black churches, houses and businesses 11. **Any other valid point of significant omission**

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<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>80.</td><td></td><td></td><td>4</td><td>Compare the views of Sources C and D about the beliefs of Malcolm X.

Candidates can be credited in a number of ways up to a maximum of 4 marks.

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

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

Possible points of comparison may include:

Overall the sources disagree about the beliefs of Malcolm X.

<table>
<tr><th>Source C</th><th>Source D</th></tr>
<tr><td>Malcolm was a racist who hated white Americans (in much the same way that members of the KKK hated black Americans)</td><td>Malcolm didn’t hate white Americans, he just distrusted them (not because of their skin colour but because of the way they treated his people)</td></tr>
<tr><td>His answer to the discrimination faced by black Americans was to call for segregation of the races (to separate black Americans from the ‘white enemy’)</td><td>Malcolm X never once argued for segregation of white Americans from black Americans</td></tr>
<tr><td>In promoting ‘Black is Beautiful’, Malcolm argued that black Americans were a superior people to other races</td><td>Malcolm never believed that black people were superior to anyone else</td></tr>
</table>
</td></tr>
</table>

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Section 3 — European and World Contexts

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

Question			Max mark	Specific marking instructions for this question
81.			6	**Explain the reasons why the German people were so opposed to the Treaty of Versailles.** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or a combination of these). **Possible reasons may include:** 1. Germans were angered at having no say in the terms of the Treaty, calling it a 'DIKTAT' or dictated peace 2. Germans felt that Germany was unjustly blamed for starting the war (War Guilt Clause) 3. Germans resented having to pay reparations 4. anger towards the Treaty was further heightened by the economic difficulties Germany faced in the 1920s (hyperinflation) 5. Germans were angered that land lost in the Treaty led to Germans living under foreign rule 6. the loss of German colonies was felt to be unfair 7. resentment towards the Treaty was further heightened as the territorial terms were not based on Wilson's 14 points/self-determination 8. Germans believed that the reduction in the armed forces left their country vulnerable to attack by foreign nations 9. **Any other valid reason**

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Question			Max mark	Specific marking instructions for this question
82.			6	**How fully does Source A describe the successes of the League of Nations before 1933?** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development. Up to a **maximum of 6 marks in total, 1 mark** should be given for each valid point selected from the source or each valid point of significant omission provided. 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. **Possible points which may be identified from the source include:** 1. the League improved health by starting a global campaign to exterminate mosquitoes and the spread of malaria 2. when Czechoslovakia and Poland fought over Teschen, the League resolved the conflict by splitting the area between the two countries 3. in 1921 it held a vote to settle a disagreement between Germany and Poland over control of Silesia 4. when Greece invaded Bulgaria in 1925, the League successfully ordered Greece to withdraw. **Possible points of significant omission may include:** 5. the League helped prisoners of war return to their homes in the years following the end of the First World War 6. the League settled a dispute between Sweden and Finland over the Aaland Islands in 1921 (eg after an investigation it decided that the islands should belong to Finland) 7. the League fought worldwide slavery (eg slave trade in Africa and Burma, freed 200,000 slaves) 8. the League assisted refugees (eg set up camps, provided food, built farms and homes) 9. the League of Nations tackled the illegal drugs trade (eg blacklisting large German, Dutch, French and Swiss companies which were involved in the sale of illegal drugs) 10. the League worked to prevent the spread of leprosy 11. **Any other valid point of significant omission**

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Question			Max mark	Specific marking instructions for this question
83.			**4**	**Describe the steps taken by Hitler to strengthen Germany's military position between 1933 and 1938.** Candidates can be credited in a number of ways up to a maximum of 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events. Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be given for each accurate relevant key point of knowledge. A second mark should be given for each point that is developed, up to a maximum of **4 marks**. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or a combination of these). **Possible points of knowledge may include:** 1. Hitler introduced conscription to the German army (eg by the end of 1935 the German army totalled over 500,000 men) 2. Hitler ordered industry to begin the production of tanks 3. Hitler had built up an air force by the end of 1934 4. 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 5. in March 1936, Hitler sent 20,000 German troops to reoccupy the demilitarised zone of the Rhineland 6. in March 1938, Hitler ordered German troops to march across the border with Austria 7. under threat of a German invasion of Czechoslovakia, Britain, France and Italy signed the Munich agreement in September 1938 giving Germany permission to annexe the Sudetenland 8. **Any other valid point of knowledge**

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<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>84.</td><td></td><td></td><td>5</td><td>
Evaluate the usefulness of Source B as evidence of the reasons why Britain chose to follow a policy of appeasement.

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

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

A maximum of 4 marks can be given for evaluative comments relating to the 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.

Examples of aspects of the source and relevant comments:

<table>
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<tr><td>Type of source</td><td>Textbook</td><td>Useful because it will have researched the issue thoroughly</td></tr>
<tr><td>Purpose</td><td>To inform</td><td>Useful because it provides detailed information</td></tr>
<tr><td>Timing</td><td>2006</td><td>Useful as it is written with the benefit of hindsight</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment(s)</th></tr>
<tr><td>This policy can be traced back to the way Germany was treated at Versailles, with many in Britain later regretting how harsh the Treaty had bee</td><td>Useful as it is accurate (many British people felt that Hitler was merely righting the wrongs of the unjust Treaty of Versailles)</td></tr>
<tr><td>After the horrors of the Great War, public opinion influenced British governments more than ever before because people longed for peace</td><td>Useful as it is accurate (there was a growing pacifist feeling amongst the British public)</td></tr>
<tr><td>the British economy was depressed throughout the 1930s and appeasement was an attractive way of avoiding expensive conflict</td><td>Useful as it is accurate (the British economy faced difficulties in the interwar period)</td></tr>
</table>
</td></tr>
</table>

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Question			Max mark	Specific marking instructions for this question
				Possible points of significant omission may include: 1. Britain lacked allies (eg Empire countries unwilling, USA isolationist and France not trusted) 2. Germany had rearmed with a powerful army, navy and air force so Britain felt too weak to challenge 3. there was fear of war due to the likely destruction caused by bombing from the air 4. by appeasing Hitler Britain bought itself time to rearm and strengthen the military 5. **Any other valid point of significant omission**

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<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>85.</td><td></td><td></td><td>4</td><td>
Compare the views of Sources C and D about the reaction of Neville Chamberlain to Germany’s occupation of Czechoslovakia in March 1939.

Candidates can be credited in a number of ways up to a maximum of 4 marks.

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

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

Possible points of comparison may include:

Overall both sources disagree about the reaction of Neville Chamberlain to Germany’s occupation of Czechoslovakia in March 1939.

<table>
<tr><th>Source C</th><th>Source D</th></tr>
<tr><td>However, Chamberlain's reaction to the German occupation of Czechoslovakia was weak</td><td>The German occupation of Czechoslovakia marks the moment that Chamberlain finally took strong action against Hitler</td></tr>
<tr><td>Although Hitler was clearly in breach of the promises he had previously made, Chamberlain would not accuse him of breaking the terms of the Munich Agreement</td><td>Chamberlain made it very clear to Hitler that he believed the promises he had made at Munich had been broken</td></tr>
<tr><td>Chamberlain never had any intention of fighting Germany at this point and he continued trying to negotiate a peaceful settlement with Hitler</td><td>Chamberlain put Britain on a war footing and was ready and willing to fight with Germany if necessary</td></tr>
</table>
</td></tr>
</table>

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Section 3 — European and World Contexts

PART I — World War II, 1939-1945

Question			Max mark	Specific marking instructions for this question
86.			**6**	**Explain the reasons why the German army was able to defeat Poland in 1939.** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or a combination of these). **Possible reasons may include:** 1. two German army groups invaded, from Slovakia in the south and Prussia in the north which meant that the Polish forces were surrounded 2. the German air force attacked and destroyed the Polish air force in the air and on the ground which meant they quickly established air supremacy 3. German bombers attacked road and rail junctions, as well as concentrations of Polish troops which meant Polish counter-attack and communications were compromised 4. towns and villages were bombed to spread terror among civilians and generate a fleeing mass of refugees which blocked the roads and prevented reinforcements from arriving at the front 5. dive-bombers (Junkers) destroyed any strong points in the German path meaning that counter-attack was almost impossible 6. Anglo-French military aid could not reach Poland in time to help 7. the Soviet Union had signed a non-aggression pact with Germany in August 1939 and helped Germany defeat Poland by seizing a third of all Polish territory by mid-September 8. the Polish army was weaker than the German army (eg 30 Polish divisions faced 40 German ones/12 of the Polish divisions were cavalry) 9. the German army was more mechanised (eg while the Germans deployed 3,200 tanks, the Polish only had 600) 10. **Any other valid reason**

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<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>87.</td><td></td><td></td><td>5</td><td>
Evaluate the usefulness of Source A as evidence of the German invasion of France in 1940.

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

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

A maximum of 4 marks can be given for evaluative comments relating to the 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.

Examples of aspects of the source and relevant comments:

<table>
<tr><th colspan="2">Aspect</th><th>Possible comment(s)</th></tr>
<tr><td>Author</td><td>Modern historian</td><td>Useful because he is a well-informed expert</td></tr>
<tr><td>Type of source</td><td>Textbook</td><td>Useful because it will have been thoroughly researched</td></tr>
<tr><td>Purpose</td><td>To inform</td><td>Useful because it provides detailed information</td></tr>
<tr><td>Timing</td><td>2011</td><td>Useful because it is written with the benefit of hindsight</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment(s)</th></tr>
<tr><td>The German plan was to attack through Holland and Belgium, with the main blow against France to be launched a little later through the Ardennes</td><td>Useful because it is accurate (the plan was to attack France through the Ardennes)</td></tr>
<tr><td>Contrary to a generally held belief, the Germans had fewer tanks than the Allies (2,500 against 3,500) at this point</td><td>Useful because it is accurate (the German tanks were fewer in number than the French)</td></tr>
<tr><td>The German tanks were concentrated into Panzer formations but the French tanks were scattered rather than organised into powerful formations like the Germans</td><td>Useful because it is accurate (the German tank formations were stronger than the French)</td></tr>
</table>
</td></tr>
</table>

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Question			Max mark	Specific marking instructions for this question
				Possible points of significant omission may include: 1. German troops used Blitzkrieg tactics and unleashed their surprise attack 2. the French had most of their forces on the Maginot Line further south 3. the Germans launched a major offensive on Paris on 9th June/on 13th June Paris was declared an open city 4. the French government fled to Bordeaux/the first German troops entered the French capital on 14th June 5. **Any other valid point of significant omission**

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Question			Max mark	Specific marking instructions for this question
88.			**6**	**How fully does Source B describe the Battle of Midway in June 1942?** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development. Up to a **maximum of 6 marks in total, 1 mark** should be given for each valid point selected from the source or each valid point of significant omission provided. 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. **Possible points which may be identified in the source include:** 1. 37 bombers from the USS *Enterprise* engaged in a dive-bombing attack on two Japanese aircraft carriers 2. within minutes both ships were on fire due to the explosion of fuel lines and aircraft petrol tanks 3. within six hours the remaining two Japanese carriers had also been destroyed 4. by the time the battle ended, 3,057 Japanese had died. **Possible points of significant omission may include:** 5. the Americans were able to confirm the target of the Japanese was Midway by intercepting radio communications 6. the American attack was a combined assault, mixing torpedo bombers with dive bombers escorted by fighters 7. earlier the US torpedo bombers flew in at low level but were badly damaged by Japanese Zero fighters/47 out of 51 American torpedo planes were shot down 8. the dive-bombers from the USS *Enterprise* were lost, but found their target by following a Japanese destroyer, which was steaming at high speed to re-join the carriers after driving off an American submarine 9. the Japanese did not have radar, relying instead on the human eye to spot the threat 10. Japanese losses were much greater than the US (the Japanese lost four carriers, a heavy cruiser and 270 aircraft - the US lost one carrier and 130 aircraft) 11. **Any other valid point of significant omission**

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Question			Max mark	Specific marking instructions for this question
89.			**4**	**Describe the conditions for prisoners in forced labour camps in Nazi occupied Europe.** Candidates can be credited in a number of ways **up to a maximum of 4 marks**. They make take different perspectives on the events and may describe a variety of different aspects of the events. Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be given for each accurate relevant key point of knowledge. **A second mark** should be given for each point that is developed, up to a maximum of **4 marks**. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or a combination of these). **Possible points of knowledge may include:** 1. on arrival the inmates were separated (men and women were kept apart, children stayed with their mothers) had their heads shaved and were given a striped uniform 2. every day there was a roll call (sometime the prisoners would have to stand in rows for hours on end in all weathers) 3. before roll call the inmates had to share unsanitary toilet facilities and wash in dirty water with no soap or change of clothes 4. inmates were given meagre rations (eg watery soup, a piece of bread and some imitation coffee once a day) 5. depending on the type of camp, prisoners were assigned to a whole range of different duties (eg some remained inside the camp working on a variety of jobs, from administration tasks to heavy manual labour) 6. most prisoners worked outside the camps in one of the many factories, construction projects, farms or coal mines (they would quite often have to walk several kilometres to their place of work) 7. punishments for breaking rules were harsh and could result in death 8. sleeping quarters were cramped and overcrowded bunk beds 9. **Any other valid point of knowledge**

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<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>90.</td><td></td><td></td><td>4</td><td>
Compare the views of Sources C and D about the Normandy landings in June 1944.

Candidates can be credited in a number of ways up to a maximum of 4 marks.

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

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

Possible points of comparison may include:

Overall the sources disagree about the Normandy landings in June 1944.

<table>
<tr><th>Source C</th><th>Source D</th></tr>
<tr><td>The Normandy landings, which pushed German forces out of north-west Europe, are often remembered as a predominantly American operation</td><td>Despite being led by an American General, D-Day was a huge Allied effort with Britain taking the lead in planning and resourcing it</td></tr>
<tr><td>The German forces were defeated in northern France due to the better tactical skills of the Allies</td><td>The German forces were not easy to defeat, nevertheless the Allies prevailed due to their superior resources</td></tr>
<tr><td>However, despite the Allies becoming bogged down in Normandy, they eventually secured one of history’s most memorable victories</td><td>The rapid Allied advance through France was faster than the German advance through France four years earlier</td></tr>
</table>
</td></tr>
</table>

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Section 3 — European and World Contexts

PART J — The Cold War, 1945-1989

Question			Max mark	Specific marking instructions for this question
91.			6	**Explain the reasons why NATO was set up in 1949.** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a **maximum of 6 marks in total**, **1 mark** should be given for each accurate, relevant reason, and a **second mark** should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or a combination of these). **Possible reasons may include:** 1. to protect Western Europe from a potential Soviet attack 2. to resist the spread of Communism to Western Europe 3. to provide for a system of collective security 4. to strengthen the American military presence in Europe 5. to ensure that smaller member countries would be less vulnerable to Soviet influence or attack (in case the Soviets tried to pick off countries one by one) 6. to make good on the Truman doctrine, which stated that the US would resist the spread of Communism 7. in 1948 Czechoslovakia became Communist and this prompted action as it saw the disappearance of the last democracy in Eastern Europe 8. the Berlin blockade seemed to indicate a new aggressive intent from the Soviets and NATO was established to try and counter this 9. as a US response to British requests to do more to aid the countries of Western Europe 10. the US hoped that NATO would integrate West Germany into the European system and thus reduce the likelihood of future conflict. 11. **Any other valid reason**

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<table>
<tr><th colspan="3">Question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>92.</td><td></td><td></td><td>5</td><td>
Evaluate the usefulness of Source A as evidence of the Cuban missile crisis.

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

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

A maximum of 4 marks can be given for evaluative comments relating to the 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.

Examples of aspects of the source and relevant comments:

<table>
<tr><th colspan="2">Aspect</th><th>Possible comment(s)</th></tr>
<tr><td>Author</td><td>Modern historian</td><td>Useful as he is a well-informed expert</td></tr>
<tr><td>Type of source</td><td>Textbook</td><td>Useful because it will have researched the issue thoroughly</td></tr>
<tr><td>Purpose</td><td>To inform</td><td>Useful as it provides detailed information</td></tr>
<tr><td>Timing</td><td>1997</td><td>Useful as it is written with the benefit of hindsight</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment(s)</th></tr>
<tr><td>In 1962 Castro agreed to the placing of 64 nuclear missiles on 9 bases in Cuba</td><td>Useful as it is accurate (Castro did allow several Soviet bases to be set up in Cuba)</td></tr>
<tr><td>In October, 43,000 Soviet servicemen arrived in Cuba, along with hundreds of tanks and anti-aircraft missiles, to operate and defend the bases</td><td>Useful as it is accurate (a considerable number of Soviet military personnel were based in Cuba)</td></tr>
<tr><td>The equipment was unloaded at night, and the servicemen arrived on cruise ships dressed as holidaymakers</td><td>Useful as it is accurate (Soviets did try to disguise their intentions)</td></tr>
</table>
</td></tr>
</table>

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Question			Max mark	Specific marking instructions for this question
				Possible points of significant omission may include: 1. an American U2 spy plane took photographs of the missile sites 2. the Americans responded with a naval blockade of Cuba 3. US armed forces moved to DefCon2 4. Krushchev agreed to remove the missiles (if the US did the same in Turkey) 5. **Any other valid point of significant omission**

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Question			Max mark	Specific marking instructions for this question
93.			**6**	**How fully does Source B describe American military tactics in Vietnam?** Candidates can be credited in a number of ways **up to a maximum of 6 marks.** Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development. Up to a **maximum of 6 marks in total, 1 mark** should be given for each valid point selected from the source or each valid point of significant omission provided. 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. **Possible points which may be identified in the source include:** 1. the Americans used napalm which caused horrific burns on its victims 2. anti-personnel bombs exploded in mid-air and spewed out thousands of pellets and needles onto the land below 3. helicopters were also used to transport platoons in and out of the jungle very quickly 4. Operation Flaming Dart was a bombing campaign targeting North Vietnamese bases in 1965. **Possible points of significant omission may include:** 5. Agent Orange was sprayed on crops/jungle 6. search and destroy missions aimed to kill any Vietcong found in villages 7. peasants were forced to leave Vietcong controlled areas and live in strategic hamlets 8. 'Zippo' raids were launched to burn villages 9. Operation Rolling Thunder involved a massive bombing campaign on North Vietnam by B52 Bombers 10. Operation Phoenix saw the CIA kill or capture suspected Vietcong and sympathetic civilians 11. **Any other valid point of significant omission**

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Question			Max mark	Specific marking instructions for this question
94.			**4**	**Describe the tactics used by the Vietcong.** Candidates can be credited in a number of ways **up to a maximum of 4 marks.** They may take different perspectives on the events and may describe a variety of different aspects of the events. Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be given for each accurate relevant key point of knowledge. **A second mark** should be given for each point that is developed, up to a maximum of **4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or a combination of these). **Possible points of knowledge may include:** 1. guerilla warfare (launched surprise attacks before quickly disappearing) 2. use of the Ho Chi Minh trail to supply their armies 3. staying very close to the Americans so they could not use air or artillery backup without killing their own men ('Hanging onto the belts' of the Americans) 4. use of booby traps/landmines 5. mingling in with peasants to prevent identification 6. the Tet Offensive was an attack on South Vietnamese cities 7. location of bases in swamps and forests 8. use of tunnels and underground bases 9. **Any other valid point of knowledge**

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Question			Max mark	Specific marking instructions for this question
95.			**4**	**Compare the views of Sources C and D on the attitudes towards the strategic arms limitation treaties.** Candidates can be credited in a number of ways **up to a maximum of 4 marks.** Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall. A **simple comparison** will indicate what points of detail or viewpoint the sources agree or disagree on and **should be awarded 1 mark.** A **developed comparison** of the points of detail or overall viewpoint **should be awarded a second mark.** Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these). **Possible points of comparison may include:** **Overall** the sources disagree on the attitudes towards strategic arms limitation treaties.

Source C	Source D
Both countries believed that these treaties would limit the threat of nuclear destruction	Many were concerned that agreements such as this would not reduce the threat of nuclear war
There was a desire in both countries to save money rather than spending it on more weapons	Nixon and Brezhnev did not care about how much this would cost
There was a belief that arms reduction could lead to increased cooperation between the two superpowers	Both countries continued to view each other with suspicion and were reluctant to cooperate on areas such as joint space missions

[END OF MARKING INSTRUCTIONS]

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