



2015 History

Intermediate 1

Finalised Marking Instructions

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Part One: General Marking Principles for: History Intermediate 1

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 specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. 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/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: History Intermediate 1

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

Marking Conventions

Please make good use of the following indications of where marking credit has or has not been awarded.

- █** above a phrase indicates a relevant, credited piece of evidence
- R** above a phrase indicates that recall has been credited
- DP** above a phrase indicates a developed point of evidence

- P** in the margin indicates that process is apparent

- a single line underneath a response indicates that part of the evidence is suspect

- X** in the margin indicates irrelevance
- SE** in the margin indicates a serious error
- NP** in the margin indicates that process is suspect or non-existent
- C** in the margin indicates that the candidate has **simply** copied presented evidence (maximum 1 mark)
- NR** in the margin indicates no relevant recall
- NPE** in the margin indicates no presented evidence has been used

In O3 “How useful” answers use the following indications in the text of the answer:

- O** origin of the source (primary/secondary)
- A** authorship
- P** purpose
- C** content
- CO** content omission

Where several points are run together ie “listing” – the answer is marked out of half marks.

In O3 1 mark should be credited for each of the following:

“The source is useful as it is a primary source written at the time”.

“The source is useful as it is a secondary source written much later/with the benefit of hindsight/research”.

NB a tick in the right hand margin indicates that a misplaced part of an answer has been read.

Marks are no longer deducted for badly written or illegible answers.

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Part Two: Marking Instructions for each Question

SCOTTISH AND BRITISH

CONTEXT 1: MURDER IN THE CATHEDRAL: CROWN, CHURCH AND PEOPLE, 1154-1173

- 1.** The candidate explains why Henry II had problems with his barons when he became king by referring to evidence such as: 4
O2

from the source

- barons were corrupt
- barons had control of the law/were accepting bribes from those accused of crimes
- barons were keeping fines that belonged to the king

from recall

- barons had built illegal castles
- barons were stealing land from weaker neighbours
- barons had their own armies
- barons openly rebelled eg the Earl of York

Maximum of 3 out of 4 for answers which refer only to the source or only to recall.

- 2.** The candidate describes the role of a knight in medieval times by referring to evidence such as: 3
O1

from the source

- were members of a jury/expected to uphold the king's laws
- had to report for castle guard duty/to help protect the kingdom from possible invasion

from recall

- fought for the king
- were role models/set examples of how to behave in society
- protected the Church eg went on Crusade
- protected the weak/young/vulnerable
- were part of the feudal system eg gave lands to peasants

Maximum of 2 out of 3 for answers which refer only to the source or only to recall.

3. The candidate evaluates the source by referring to evidence such as:

4
O3

- secondary source written after the time
- unlikely to be biased/author would have researched the topic
- to show that some monks behaved badly
- says monks were drunk when attending services/stole relics

Maximum of 1 mark for commenting on content omission such as:

- most monks lived by the vows of obedience, chastity and poverty and were well behaved

4. The candidate describes the murder of Archbishop Becket by referring to evidence such as:

4
O1

from the source

- Becket refused to go with the knights
- a scuffle broke out and Edward Grim's arm was cut
- Becket was hit on the head four times/violently murdered

from recall

- Becket could have hidden or fled the Cathedral but chose not to
- knelt down at the altar and stated he was willing to die a martyr
- crown of head sliced open/brains removed
- knights fled

Maximum of 3 out of 4 for answers which refer only to the source or only to recall.

SCOTTISH AND BRITISH

CONTEXT 2: WALLACE, BRUCE AND THE WARS OF INDEPENDENCE, 1286-1328

- 1.** The candidate explains why it difficult for Scots to decide who should become King of Scots after the death of the Maid of Norway by referring to evidence such as: 4
O2

from the source

- both had royal blood/were descended from Earl David
- Bruce claimed to be a generation closer to Earl David/eldest grandson
- Balliol claimed to be from the eldest line of Earl David

from recall

- there was no obvious heir
- both were powerful noblemen
- both men had powerful supporters
- Scots were frightened they would start a civil war
- there were a total of eleven Competitors

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

- 2.** The candidate describes how Edward I treated King John Balliol by referring to evidence such as: 3
O1

from the source

- Edward interfered in the government of Scotland/sent orders directly to Scottish nobles
- Edward summoned King John for unimportant reasons

from recall

- Edward heard legal appeals from King John's court
- King John had to attend Edward's formal court and take part in ceremonies
- Edward wanted King John and the Scots to help him fight France

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

3. The candidate evaluates the source by referring to evidence such as: 4
O3

- primary source written at the time
- author was English but could be biased: author disliked Cressingham/use of biased language
- to tell what happened to Cressingham/to explain that Cressingham deserved his fate
- Cressingham's skin was cut into pieces

Maximum of 1 mark for commenting on content omission such as:

- the English army was defeated at Stirling Bridge
- Cressingham was blamed for losing the battle
- the Scots made purses/sheaths from Cressingham's skin

4. The candidate describes what happened at the Battle of Bannockburn by referring to evidence such as: 4
O1

from the source

- the Scots advanced quickly
- the English cavalry were unable to charge at the Scots successfully
- the Scottish spearmen pushed the English back

from recall

- de Bohun was killed when he attacked Robert Bruce
- the Scots used caltrops and had dug pits to stop the English cavalry charging
- the English were trapped between the two burns/did not have space to use their men
- the English archers were killed by Scots cavalry when they crossed the Bannockburn
- King Edward fled to Stirling Castle/King Edward fled downstream

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

SCOTTISH AND BRITISH

CONTEXT 3: MARY, QUEEN OF SCOTS AND THE SCOTTISH REFORMATION, 1540s-1587

- 1.** The candidate explains why there were problems in Scotland when Mary became Queen of Scots in 1542 by referring to evidence such as:

**4
O2**

from the source

- Mary was only seven days old/too young to rule
- some people did not want to be ruled by a female
- nobles competed about who should control Scotland/the young queen

from recall

- Francis I and Henry VIII wanted to strengthen their country's influence in Scotland
- Francis I and Henry VIII supported rival politicians in Scotland
- France and England supported rival religious groups in Scotland
- there were rivalries in finding a prospective husband for the young Queen

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

- 2.** The candidate describes the difficulties facing Mary of Guise in 1559 – 1560 by referring to evidence such as:

**3
O1**

from the source

- the French Alliance was deeply unpopular/some Scots resented French influence
- the Roman Catholic Church which supported her was facing severe criticism

from recall

- there were English and French soldiers in Scotland
- John Knox was preaching in Scotland
- there were Protestant riots in some Scottish towns
- there was virtual civil war in Scotland

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

3. The candidate describes the events surrounding the death of Darnley by referring to evidence such as:

4
O1

from the source

- there was an explosion two hours after midnight
- Darnley's lodging house had been blown up from its foundations
- Darnley's body was found in the garden three hours later

from recall

- he was killed at Kirk o' Fields
- Darnley had only recently returned to Edinburgh
- Mary had left the house a short time earlier to go to a wedding
- Darnley had been murdered/suffocated (but not by the explosion)

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

4. The candidate evaluates the source by referring to evidence such as:

4
O3

- primary source written at the time
- written by Mary herself to explain why she was giving up her crown/making her son king
- she wanted to ensure he became king during her lifetime

Maximum of 1 mark for commenting on content omission such as:

- Mary was forced to issue this document by her captors

SCOTTISH AND BRITISH

CONTEXT 4: “ANE END OF ANE AULD SANG”: SCOTLAND AND THE TREATY OF UNION, 1690s-1715

- 1.** The candidate describes what happened when the Scots tried to set up a colony at Darien by referring to evidence such as:

**4
O1**

from the source

- they suffered from the bad climate/died from disease
- they were attacked by natives/the Spanish
- they were unable to get help from English traders

from recall

- the colony had to be abandoned partly because of the bad climate
- the Scots took the wrong things to trade
- the venture had to be abandoned

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

- 2.** The candidate describes the importance of the Alien Act by referring to evidence such as:

**3
O1**

from the source

- insisted on discussions about the Hanoverian succession/a treaty of union start by Christmas 1705
- threatened penalties if the Scots did not agree

from recall

- the Act of Security threatened that the Scots would take a different ruler from England
- the Hanoverian Succession awarded the throne to the closest Protestant relatives of Anne
- the Alien Act forced Scots to open discussion about a Union
- the Scots could not afford to face penalties such as a ban on trade

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

3. The candidate explains why some Scots supported a Treaty of Union by referring to evidence such as: 4
O2

from the source

- Scotland was in very serious financial trouble/it would take years for them to recover
- access to England's colonies would allow them to make money
- a Union would end the distrust between the two countries

from recall

- they had been bribed
- a Union would keep out the Jacobites
- Scotland would no longer be the loser in England's wars but gain from the peace treaties

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

4. The candidate evaluates the source by referring to evidence such as: 4
O3

- primary source written at the time
- the author was in Edinburgh and was an eye-witness to what happened there
- purpose is to contrast Edinburgh to London/describe the celebrations
- says in Scotland the church bells played "Why should I be sad on my wedding day?"

Maximum of 1 mark for commenting on content omission such as:

- the majority of Scots did not want the Union
- prominent officials who could have organised celebrations were all in London eg Queensberry

SCOTTISH AND BRITISH

CONTEXT 5: IMMIGRANTS AND EXILES: SCOTLAND, 1830s-1930s

- 1.** The candidate explains why many Irish people settled in Scotland in the years between 1830 and 1939 by referring to evidence such as: 4
O2

from the source

- places like Ayrshire were close to Ireland
- cheap fares were available to Glasgow
- work was available in factories such as Dundee jute mills

from recall

- wages were higher in Scotland
- housing was available in growing towns and cities
- poverty of Irish tenant farmers encouraged them to emigrate
- many had relatives and friends already settled in Scotland
- potato famine of the 1840s

Maximum of 3 out of 4 for answers which refer only to recall or only to the source

- 2.** The candidate describes living conditions for Irish immigrants in Scotland by referring to evidence such as: 3
O1

from the source

- they had to breathe in smoke and polluted air
- many rooms had no daylight

from recall

- living conditions were often overcrowded
- there was poor sanitation/water supply
- diseases were common eg smallpox, cholera, typhus

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

3. The candidate describes the working conditions in Scotland which led many people to emigrate by referring to evidence such as: 4
O1

from the source

- farmers lost land and homes
- modern machinery replaced farm workers
- skilled tradesmen could not compete with factories

from recall

- Highland landlords cleared people from the land
- the herring industry was in decline
- the kelp industry was in decline

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

4. The candidate evaluates the source by referring to evidence such as: 4
O3

- primary source from the time
- from a government official so eye witness account
- to show that people from the Scottish islands were not useful immigrants
- gives details of problems with islanders such as difficulty with English language, laziness

Maximum of 1 mark for commenting on content omission such as:

- islanders had skills such as farming, fishing
- comments on virtues of Scots such as hard work

SCOTTISH AND BRITISH

CONTEXT 6: FROM THE CRADLE TO THE GRAVE? SOCIAL WELFARE IN BRITAIN, 1890s-1951

- 1.** The candidate describes what investigators found out about poverty in the early twentieth century by referring to evidence such as: 3
O1

from the source

- great deal of poverty in York/not just a problem in London
- different types of poverty existed – primary and secondary

from recall

- 1/3 of people in London (Booth) and York lived in poverty
- causes of poverty were discovered eg large family size, sickness, old age, gambling, drinking
- conditions of poverty eg slum housing, no benefits, poor could not afford to pay for medical care

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

- 2.** The candidate describes what the Liberal Government of 1906-1914 did to help the old and the young by referring to evidence such as: 4
O1

from the source

- pensions available for people over the age of 70
- children under 16 not allowed to beg, smoke, drink alcohol
- borstals set up to help child criminals

from recall

- School Meals Act – free school meals for children of the poorest families
- Medical Inspections provided in schools to check for common diseases

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

- 3.** The candidate evaluates the source by referring to evidence such as: 4
O3

- secondary source written a long time after the event
- written by historian who would have researched the issue
- to show how people during the Second World War began to accept the idea of government assistance
- everyone deserved help/people were more accepting of the idea of government assistance

Maximum of 1 mark for commenting on content omission such as:

- experience of evacuation highlighted the continuing problem of poverty amongst working class children
- war time assistance such as rationing of food, clothing and fuel helped people realise the government could take responsibility for sharing resources
- free hospital treatment to war wounded during the war led to demands for more medical assistance during peacetime

- 4.** The candidate explains why some people criticised the Labour Government reforms of 1945 - 1951 by referring to evidence such as: 4
O2

from the source

- many NHS hospitals and equipment were outdated
- National Insurance scheme needed a lot of people to organise it
- some nationalised industries ran into financial problems

from recall

- not enough houses were being built to fulfil demand
- NHS cost a lot of money/prescription charges were introduced by 1951 to help pay for the NHS
- education system was criticised for being unfair to working class children

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

SCOTTISH AND BRITISH

CONTEXT 7: CAMPAIGNING FOR CHANGE: SOCIAL CHANGE IN SCOTLAND, 1900s-1979

1. The candidate evaluates the source by referring to evidence such as:

4
O3

- primary source from the time
- written by a senior medical officer who would be well informed about the procedure
- gives instructions on how the procedure should be done
- takes five assistants to control the woman/tube inserted into gullet or nose

Maximum of 1 mark for commenting on content omission such as:

- force feeding was painful/teeth could be damaged/lungs could be damaged
- procedure was carried out repeatedly on prisoners/encouraged public sympathy

2. The candidate describes the ways outdoor leisure activities in Scotland developed between the wars by referring to evidence such as:

3
O1

from the source

- rambling and cycling clubs became very popular
- the Scottish Youth Hostel Association opened its first hostel in 1931

from recall

- day trips by steamer/coach became popular
- mountaineering/climbing clubs became popular for all social classes
- municipal golf courses/tennis courts/bowling clubs were set up
- football matches attracted huge crowds

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

3. The candidate explains why Scottish education needed reform between the wars by referring to evidence such as: 4
O2

from the source

- boys and girls were taught different subjects such as woodwork for boys and laundry work for girls
- there was no financial help for clever but poor children to stay on
- most left as soon as they could at 14

from recall

- pupils' futures decided by 'qualifying' exam at age 11 or 12
- junior secondaries where most pupils went offered no qualifications
- very few were able to qualify for entrance to university/only Senior Secondaries prepared pupils for entrance exams
- class sizes were very large – up to 50
- teachers used physical punishment to discipline pupils

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

4. The candidate describes the new job opportunities in Scotland since the Second World War by referring to evidence such as: 4
O1

from the source

- more jobs appeared in local government/the new welfare benefits services needed many more clerical workers
- shops, banks and restaurants took on more staff
- public transport expanded/airports needed staff

from recall

- jobs in new NHS for men and women all over Scotland
- after North Sea Oil was discovered, thousands more jobs were created to build oil rigs and pipelines
- new car factory at Linwood/trucks at Bathgate
- entertainment industry – radio, television/BBC, STV in Glasgow
- more part time work available for women workers

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

SCOTTISH AND BRITISH

CONTEXT 8: A TIME OF TROUBLES: IRELAND, 1900-1923

- 1.** The candidate explains why Irish Nationalists were unhappy with British rule before 1914 by referring to evidence such as: 4
O2

from the source

- believed the British had too much power in Ireland
- Irish MPs were outnumbered and rarely listened to
- British government was too far away to really deal with Ireland's problems

from recall

- there was great poverty in Ireland
- the Protestant Church was more dominant than the Catholic Church
- there were many absentee landlords/many landlords were British
- the British government ignored Irish protests over land issues

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

- 2.** The candidate describes the Easter Rising by referring to evidence such as: 4
O1

from the source

- outnumbered and with little support from the general public, the rebels were forced to surrender
- the British arrested thousands of people, imprisoning anyone who had a connection with the rebels
- within one month the main leaders of the rising had been rounded up and executed without trial

from recall

- the rebels failed to take over the city centre or capture Dublin Castle
- the rebels were cut off/surrounded by the British
- extra artillery was brought in by the British
- the British drafted in 12,000 soldiers to fight
- the British used a gunboat to shell the rebels' position

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

3. The candidate evaluates the source by referring to evidence such as: 4
O3

- primary source written at the time
- leader of the Republicans/against the Treaty
- to encourage Ireland to reject the Treaty/to persuade Britain to give Ireland more freedom
- says we reject the Treaty because it does not give Ireland real freedom

Maximum of 1 mark for commenting on content omission such as:

- not all Irish people rejected the Treaty
- disagreement over the Treaty led to a civil war

4. The candidate describes the actions of both sides during the Irish Civil War by referring to evidence such as: 3
O1

from the source

- The Free State government arrested 11,000 republican soldiers and imprisoned them without trial
- 77 republicans were executed

from recall

- Republicans assassinated key Free Staters eg Michael Collins
- Republicans occupied number of key buildings eg Four Courts
- Republicans took over ex-British army barracks
- Free Staters attacked the Four Courts
- Free Staters defeated the Republicans

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

EUROPEAN AND WORLD

CONTEXT 1: THE NORMAN CONQUEST, 1060-1153

1. The candidate evaluates the source by referring to evidence such as:

**4
O3**

- a primary source from the time
- tapestry made for a Norman Bishop so possible bias
- to show what happened at the Battle of Hastings
- shows Norman cavalry/archers

Maximum of 1 mark for commenting on content omission such as:

- does not show the English army
- does not mention the death of Harold

2. The candidate explains why William I introduced the feudal system in England by referring to evidence such as:

**4
O2**

from the source:

- control his new lands
- he had made use of the same system in Normandy
- the system would provide valuable knights for the King's army

from recall:

- William needed help to govern his new lands eg when he left to attend to his lands in Normandy
- it allowed William to pass on to his lords the responsibility for keeping order on their land
- it encouraged the building of castles across the kingdom

Maximum of 3 out of 4 for answers which refer only to the source or only to recall.

3. The candidate describes the changes which David I brought to Scotland by referring to evidence such as: 4
such as: O1

from the source:

- he founded many Abbeys
- he developed the Scottish economy/sheep farming
- he founded Royal Burghs

from recall:

- he granted land to Anglo-Normans
- he encouraged the building of castles
- he introduced coinage

Maximum of 3 out of 4 for answers which refer only to the source or only to recall.

4. The candidate describes the ways burghs benefited Scotland by referring to evidence such as: 3
such as: O1

from the source:

- farmers could trade surplus food
- annual fairs brought luxury/exotic goods to Scotland

from recall:

- merchant guilds supported and regulated trade
- burghs generated revenue
- they encouraged the development of crafts
- they encouraged trade with other countries

Maximum of 2 out of 3 for answers which refer only to the source or only to recall.

EUROPEAN AND WORLD

CONTEXT 2: THE CROSS AND THE CRESCENT: THE FIRST CRUSADE, 1096-1125

1. The candidate evaluates the source by referring to evidence such as: 4
O3

- primary source written at the time
- chronicler whose job it was to record events
- to show that the People's Crusade was ignorant/disorganised
- the peasants behaved extremely foolishly on their journey to Jerusalem/one peasant claimed that a certain goose was inspired by God and so hundreds of peasants followed it

Maximum of 1 mark for commenting on content omission such as:

- People's Crusade attacked Jewish communities on their journey
- People's Crusade attacked Christians in the Byzantine Empire/stealing supplies etc

2. The candidate describes the capture and later defence of Antioch by referring to evidence such as: 4
O1

from the source

- Bohemond bribed a Muslim captain called Firouz
- Firouz let Bohemond's men into one of the main towers
- the main gates were opened and the rest of the Crusader army let in

from recall

- the Crusaders used ropes and ladders to scale the walls
- the Crusaders slaughtered everyone inside the city
- the discovery of the Holy Lance encouraged the Crusaders not to give up
- the Crusaders fought Kerbogha outside the city
- Kerbogha's army was defeated/fled the battlefield

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

3. The candidate describes the behaviour of the Crusaders when they captured Jerusalem by referring to evidence such as:

3
O1

from the source

- slaughtered thousands of Muslims, Jews, men, women and children
- continued to loot and burn the city all through the night

from recall

- burned synagogues and Jews inside them
- destroyed mosques
- stole possessions from the dead
- killed Christians
- some inhabitants of Jerusalem escorted to safety

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

4. The candidate explains why the Crusaders had problems after the capture of Jerusalem in 1099 by referring to evidence such as:

4
O2

from the source

- many Crusaders returned to Europe
- the Latin States were too large and too far apart to defend
- there was a constant threat of Muslim attack

from recall

- there were no peasants to grow crops in the east
- the Crusaders had not established a feudal system eg which provided knights' service
- the Crusaders quarreled amongst themselves

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

EUROPEAN AND WORLD

CONTEXT 3: WAR, DEATH AND REVOLT IN MEDIEVAL EUROPE, 1328-1436

- 1.** The candidate explains why there was a succession problem in France in 1328 by referring to evidence such as:

**4
O2**

from the source:

- King's only child was female so could not succeed to the throne
- Philip Valois made a strong claim
- English representatives came to Paris to claim the throne for Edward III

from recall:

- Edward's mother was the dead king's sister
- Edward's claim was challenged because it came through the female line
- Philip had acted as regent while they waited for the child to be born

Maximum of 3 out of 4 for answers which refer only to the source or only to recall

- 2.** The candidate describes the main terms of the peace treaty between England and France in 1360 by referring to evidence such as:

**4
O1**

from the source:

- increased the size of Aquitaine
- Edward agreed to drop all claims to French throne
- King John to be released from captivity/ransom fixed at 3 million gold crowns

from recall:

- Treaty was to be known as the Treaty of Bretigny
- Treaty was to be ratified later at Calais
- John was to be released once a first instalment had been paid
- France was obliged to end her alliance with Scotland

Maximum of 3 out of 4 for answers which refer only to the source or only to recall

3. The candidate evaluates the source by referring to evidence such as: 4
O3

- primary source written at the time
- written by a monk whose job was to record events/shows bias against the peasants
- to describe the actions of the peasants
- describes disrespect shown towards royalty/knights eg stroking their beards

Maximum of 1 mark for commenting on content omission such as:

- Describes only one incident in the Peasant's Revolt

4. The candidate describes the tactics of the English army at Agincourt by referring to evidence such as: 3
O1

from the source

- Henry provoked a cavalry charge by moving his archers forward
- constant firing of longbows killed hundreds of French

from recall

- the English archers had hammered long wooden stakes into the ground which disrupted the charge
- the archers were then sent in to engage French knights in hand-to-hand combat
- French prisoners were slaughtered

Maximum of 2 out of 3 for answers which refer only to only to the source or to recall

EUROPEAN AND WORLD

CONTEXT 4: NEW WORLDS: EUROPE IN THE AGE OF EXPANSION, 1480s-1530s

- 1.** The candidate explains why the Portuguese went on voyages of discovery by referring to evidence such as: 4
O2

from the source

- silks and spices were very costly because they had to be transported such a long way
- the kings of Portugal wanted to find ways of getting spices more cheaply
- Henry the Navigator encouraged his sailors to learn all they could about navigation and sea routes south

from recall

- many were already experienced fishermen/sailors as Portugal has a long coastline
- many wanted to become wealthy from trade themselves
- many were curious to know more about the lands to the south and east
- religion/taking the message of Christianity to new lands

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

- 2.** The candidate describes the ways in which voyagers discovered new lands by accident by referring to evidence such as: 3
O1

from the source

- Cabral went off course to look for one of his ships
- he discovered the coast of Brazil

from recall

- Columbus discovered the Americas when he was looking for a route to the east
- Cartier discovered the Gulf of St Lawrence/Canada when he was looking for the north west passage

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

3. The candidate evaluates the source by referring to evidence such as:

4
O3

- primary source from the time
- written by a sailor who took part in Magellan's voyage
- to describe the effects of scurvy on the crew
- most men suffered from scurvy/gums grew black and swollen

Maximum of 1 mark for commenting on content omission such as:

- being lost/running out of supplies/storms/hostile natives

4. The candidate describes the ways the Spanish treated the native peoples of the Americas by referring to evidence such as:

4
O1

from the source

- they made the men work in the mines as slaves
- they made the women work in the fields
- many died of hunger and overwork/babies also died when their mothers died

from recall

- they took the people's land
- they tortured and executed any who rebelled against them
- they infected the people with European diseases
- they took the mineral wealth of the country back to Spain

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

EUORPEAN AND WORLD

CONTEXT 5: "TEA AND FREEDOM": THE AMERICAN REVOLUTION, 1763-1783

1. The candidate describes the complaints made by the colonists about British rule by referring to evidence such as: 3
O1

from the source

- colonists were angry about the continued presence of British soldiers in the colonies
- Britain also imposed high taxes on the American colonies

from recall

- they resented being taxed without representation
- some colonists were frustrated that the British were stopping them from moving west
- some colonists felt that the policies of the British government were damaging trade

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

2. The candidate evaluates the source by referring to evidence such as: 4
O3

- primary source from the time
- from a local newspaper/possible bias
- to inform people about what happened during the Boston Tea Party
- protesters dressed as Indians/tea was poured into the harbour

Maximum of 1 mark for commenting on content omission such as:

- a large crowd gathered in support of the protesters

3. The candidate describes the ways foreign countries helped the colonists in the war against the British by referring to evidence such as: 4
O1

from the source

- the French attacked Britain's colonies in the Caribbean and elsewhere
- they harassed British shipping in the Atlantic making it more difficult for Britain to reinforce and supply its forces in America
- Spain distracted Britain by attacking Gibraltar

from recall

- France provided the colonies with finance
- France provided colonies with military assistance – soldiers, gunpowder etc
- a Franco-Spanish force threatened Britain with invasion in 1779

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

4. The candidate explains why the British surrendered at Yorktown in 1781 by referring to evidence such as: 4
O2

from the source

- the British forces took up a bad position
- American troops moved in quickly to surround them
- British reinforcements arrived too late

from recall

- the American army was joined by French forces
- in September the British fleet was defeated by the French navy
- in late September Washington arrived with further reinforcements

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

EUROPEAN AND WORLD

CONTEXT 6: "THIS ACCURSED TRADE": THE BRITISH SLAVE TRADE AND ITS ABOLITION, 1770-1807

1. The candidate explains why many people in Britain continued to support the slave trade in the eighteenth century by referring to evidence such as: 4
O2

from the source

- the trade brought great wealth to cities such as Liverpool and Bristol
- many people's jobs depended on the slave trade
- many MPs supported the trade as they had invested in plantations/made lots of money

from recall

- the slave trade provided jobs in occupations such as shipyards, ports, mills
- the products of the slave trade - cotton, tobacco and sugar - were in great demand
- the slave trade was seen as a valuable training ground for the Royal Navy
- many MPs were being bribed to ensure that they gave their support to the continuation of the trade

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

2. The candidate describes the treatment of slaves on the Middle Passage by referring to evidence such as: 4
O1

from the source

- slaves were tightly packed and chained together below deck
- slaves would be brought on deck and forced to exercise
- slaves would be whipped or brutally beaten

from recall

- conditions below deck were horrendous
- lack of fresh air below deck
- lack of toilet facilities
- slaves were fed a limited diet of unfamiliar food
- female slaves were often sexually abused by the crew
- slaves who were very sick or who had died were thrown overboard
- loose packing was used on some ships

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

3. The candidate evaluates the source by referring to evidence such as:

4
O3

- primary source from the time
- from an eyewitness who watched a slave auction take place
- to inform people about what happened during a slave auction/to inform people about how families were split up during slave auctions
- slaves were sold to the highest bidder/the women was sold to a bidder who was not the owner of her husband

Maximum of 1 mark for commenting on content omission such as:

- slaves were examined as though they were animals
- preparation of slaves for an auction

4. The candidate describes the role of William Wilberforce in the campaign to end the slave trade by referring to evidence such as:

3
O1

from the source

- he was the leader of The Society for the Abolition of the Slave Trade
- Wilberforce made many speeches in parliament calling for the abolition of the slave trade

from recall

- Wilberforce won the support of many powerful people in the campaign to end the slave trade
- Wilberforce presented a bill in parliament to end the slave trade on many occasions
- Wilberforce eventually succeeded and in 1807 a bill to end the slave trade was passed by parliament

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

EUROPEAN AND WORLD

CONTEXT 7: CITIZENS! THE FRENCH REVOLUTION, 1789-1794

1. The candidate evaluates the source by referring to evidence such as:

**4
O3**

- primary source written at the time
- English visitor could be impartial, writing what he sees/could be biased as Revolution unpopular in Britain
- to show the anger/hatred/destructiveness of the peasants
- evidence such as “houses robbed and burned”, “hunted down like animals”

Maximum of 1 mark for commenting on content omission such as:

- Peasants in the cities were rioting

2. The candidate describes the changes brought about by the Declaration of the Rights of Man in 1789 by referring to evidence such as:

**4
O1**

from the source

- everyone had the right to keep their property
- only the people could decide who governed France
- laws must be the ones that people want

from recall

- all people were born free and equal
- taxes should be paid according to how wealthy you are
- careers and jobs must be available according to ability

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

3. The candidate explains why many French people were unhappy with the results of the revolution by 1792 by referring to evidence such as: 4
O2

from the source

- the revolution benefited the middle class
- only the middle class had the right to vote for the Assembly
- only the wealthiest could become Assembly members

from recall

- most working men and artisans could not vote
- ordinary citizens could not join the National Guard
- workshops for the unemployed were closed.
- many were unhappy with the treatment of the Catholic Church
- many still supported the monarchy

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

4. The candidate describes the actions of the Committee of Public Safety in 1793 by referring to evidence such as: 3
O1

from the source

- the Committee found and arrested enemies of the Revolution
- the Committee set up courts and put on trial enemies of the Revolution

from recall

- the Committee persecuted the opponents of Robespierre/the Jacobins
- anyone accused was assumed to be guilty
- the Committee executed/guillotined large numbers of people

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

EUROPEAN AND WORLD

CONTEXT 8: THE RED FLAG: LENIN AND THE RUSSIAN REVOLUTION, 1894-1921

1. The candidate describes how Russia was ruled before 1905 by referring to evidence such as:

**4
O1**

from the source

- Tsar Nicholas II was the Ruler of Russia/Master of the Russian Earth
- he appointed the government ministers
- most advisers were from the nobility/were landowners

from recall

- Russia had no parliament
- the secret police spied on the people to keep control
- the army was used to put down rebellions or strikes
- political parties were banned

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

2. The candidate describes the activities of revolutionary groups in Russia by referring to evidence such as:

**3
O1**

from the source

- sometimes they used terrorism/assassination
- spread propaganda among the peasants

from recall

- formed Soviets eg Petrograd Soviet
- printed newspapers eg Iskra
- formed political parties

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

3. The candidate explains why Russians were so unhappy during the First World War by referring to evidence such as: 4
O2

from the source

- the army was poorly led and ill-equipped/made little progress
- medical care of the wounded was badly organised
- losses caused grief/caused too few men to produce food/food shortages

from recall

- workers faced factory closures because of lack of fuel
- bakeries closed because of a lack of fuel/shortage of flour for bread
- wages failed to keep pace with inflation
- reference to role of Tsarina in Tsar's absence

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

4. The candidate evaluates the source by referring to evidence such as: 4
O3

- primary source from the time
- written by the Red Army leader/Trotsky himself
- to explain how he made the Red Army into a fighting force
- good commanders, a few dozen experienced fighters, some communists ready to make any sacrifice/boots for the barefooted, a bathhouse, food, underwear, tobacco. My train took care of all this

Maximum of 1 mark for commenting on content omission such as:

- Trotsky had deserters executed to encourage discipline

EUROPEAN AND WORLD

CONTEXT 9: FREE AT LAST? RACE RELATIONS IN THE USA, 1918-1968

1. The candidate evaluates the source by referring to evidence such as:

**4
O3**

- primary source at the time
- American poster may be biased
- to show that the American way of life is the best
- illustrates high living standards eg car ownership

Maximum of 1 mark for commenting on content omission such as:

- many immigrants experienced poverty
- many immigrants experienced hostility

2. The candidate describes the ways the Jim Crow laws affected black Americans in the 1920s by referring to evidence such as:

**4
O1**

from the source

- the laws separated black Americans from white Americans
- the principle of 'separate but equal' was established across the south
- facilities for black people were rarely as good as those for whites

from recall

- led to separate schools and hospitals
- led to separate eating places
- led to separate transport

Maximum of 3 out of 4 for answers which refer only to the source or only to recall

3. The candidate explains why the sit-ins of 1960 were important to the Civil Rights Movement by referring to evidence such as:

4
O2

from the source

- the sit-ins spread to 78 different towns
- large numbers involved in the protest/50,000 involved
- TV coverage showed the sit-ins across America

from recall

- by July 1960 segregated lunch counters had disappeared from 100 cities across America
- showed the importance of direct action
- white people supported the protest

Maximum of 3 out of 4 for answers which refer only to the source or only to recall

4. The candidate describes the ways the Black Panthers helped black Americans by referring to evidence such as

3
O1

from the source

- organised patrols in the ghettos to protect against police brutality
- gave black people self-defence and firearm training

from recall

- campaigned against drugs/crime in ghettos
- set up free health clinics
- set up breakfast clubs

Maximum of 2 out of 3 for answers which refer only to the source or only to recall

EUROPEAN AND WORLD

CONTEXT 10: THE ROAD TO WAR, 1933-1939

1. The candidate describes Hitler's plan to create a Greater Germany by referring to evidence such as: 3
O1

from the source

- Hitler wanted to take Alsace-Lorraine from France
- Hitler wanted to take territory from Belgium and Denmark

from recall

- Hitler wanted to take over Austria
- he wanted to take over Poland
- he wanted to take the Sudetenland

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

2. The candidate explains why Germany grew stronger in the years 1933 to 1936 by referring to evidence such as: 4
O2

from the source

- Germany signed a treaty with Poland so safe in the east
- Germany built a large navy
- remilitarisation of the Rhineland meant France no longer a threat

from recall

- Germany announced conscription/creation of a large army
- Germany built an air force
- Germany knew that Britain would appease her
- Polish treaty meant France lost an ally

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

3. The candidate describes the gains that Hitler made as a result of the Munich Settlement of 1938 by referring to evidence such as: 4
O1

from the source

- Hitler became more popular in Germany
- Hitler looked stronger to the rest of the world/Britain looked weaker
- France lost valuable allies in Eastern Europe

from recall

- Germany gained the Sudetenland
- Germany gained Czech armaments/Skoda Works
- Hitler persuaded Britain to give in to his demands
- Hitler had kept Russia out of the process/meetings

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

4. The candidate evaluates the source by referring to evidence such as: 4
O3

- primary source from the time
- from the Prime Minister so likely to give an accurate account
- to show that Britain wanted to stop the invasion of Poland/prepared to go to war
- would not tolerate the invasion of Poland/we would be at war

Maximum of 1 mark for commenting on content omission such as:

- Britain had appeased Germany for years

EUROPEAN AND WORLD

CONTEXT 11: IN THE SHADOW OF THE BOMB: THE COLD WAR, 1945-1985

- 1.** The candidate explains why a Cold War had broken out by 1949 by referring to evidence such as: 4
O2

from the source

- America's nuclear attack on Japan increased tension between the USA and Soviet Union
- the Soviet Union's attempts to control the governments of many Eastern European countries angered America
- the Soviets thought that Marshall Plan money was a bribe to persuade European countries to reject communism

from recall

- the Truman doctrine increased tension
- the Berlin airlift caused tension between East and West
- the formation of NATO in 1949 angered the Soviets

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

- 2.** The candidate evaluates the source by referring to evidence such as: 4
O3

- primary source from the time
- a statement by the Soviet Prime Minister, a powerful/important figure at the time
- to inform people about why the Warsaw Pact was set up/to explain to people that the Warsaw Pact was a defensive alliance
- Warsaw Pact is the best way to strengthen the defences of our peace loving countries/we have formed this new alliance as a result of the aggressive actions of America and its allies

Maximum of 1 mark for commenting on content omission such as:

- Warsaw Pact was established partly as a response to the establishment of NATO

3. The candidate describes the events that led to a crisis over Cuba in 1962 by referring to evidence such as: 3
such as: O1

from the source

- Fidel Castro signed a trade agreement with the Soviet Union
- US spy planes captured images of missile bases being constructed in Cuba

from recall

- Castro had nationalised American businesses on Cuba
- the Soviets refused to remove their missiles from Cuba
- the USA set up a blockade around Cuba

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

4. The candidate describes the ways people in America showed their opposition to the war in Vietnam by referring to evidence such as: 4
such as: O1

from the source

- protests and demonstrations were held in college campuses across America
- young men showed their opposition by burning their draft cards in public
- Vietnam veterans also took part in powerful public protests against the war

from recall

- slogans such as 'Hey Hey LBJ, How many kids did you kill today' were chanted by students
- important figures in the black community began to question the war
- folk singers such as Bob Dylan campaigned against the war
- some young people left America to avoid being called up to fight

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

[END OF MARKING INSTRUCTIONS]